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ABSTRACT
                This document contains the following conference
presentations and panel discussions: "What Went on at the 1990 CPAE
[Commission of Professors of Adult Education] Meetings in Salt Lake
City" (Michael Collins); "Reflections on the Commission of Professors
of Adult Education" (Robert M. Smith); "Reconstructing the
Mainstream: Issues in History on Race, Class, and Gender" (Rae
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in the History of Adult Education" (Amy D. Rose); "Class and American
Adult Education History" (Michael R. Welton); "This Is the Innovation
That Was: The Demise of an Interinstitutional Master's Program in
Adult Education" (Annette Greenland); "Program Initiatives to Respond
to Social Concerns" (Robert M. Smith); "Adult Education at the
Graduate Level: Perspectives from Aotearoa" (Joyce Stalker);
"Shrinking to Excellence: Is It Possible?" (Roger Hiemstra); "Visions
and Revisions: Four Models of Graduate Outreach at Pennsylvania State
University" (B. Allan Quigley); "Effective Practices in Graduate
Adult Education Classrooms: What Really Works?" (Annette Greenland,
Bob Nolan); "Bibliography on Graduate Teaching" (Annette Greenland,
Marvin De Shane, and Bob Nolan); "Comparative and International Adult
Education" (Peter A. Easton); "Community Education and Development"
(D. Merrill Ewert): "Development of New Courses in International
Adult Education: A Search for Parameters" (Linda Ziegahn); "The
Cultural Context of Adult Learning: Implications for Theory Building"
(Richard A. Orem); "Adult Education for the Future" (Sean Courtney);
"Should Academia Lead the Field or Follow Current Practice in HRD
[Human Resource Development]?" (Marilyn Laiken); "Integrating Work
and Learning: A Developmental Model of the Learning Organization"
(Paul Woolner); "Sistemizacion and Popular Education" (Hal Beder);
"Knowledge, Power, and International Adult Education" (Hal Beder);
"Constructing Adult Education about AIDS" (Roger Boshier); "Gender
Concerns in Development" (Mechthild Hart); and "Critical Analysis of
Modernization in Korean Contexts" (Kyung-hi Kim). The document also
includes three annual business meeting reports: "Treasurer's Report"
(Karen E. Watkins); "Annual Census of Doctorates Conferred in Adult
Education 1990" (William Griffith); and "Annual Census of Doctorates
Conferred in Adult Education 1991" (Robert C. Mason). (KC)

Commission of Professors of Adult Education

Proceedings of the 1991 Annual Conference

October 13 - 15, 1991
Montreal, Canada

EDITOR'S NOTES

The collection and reproduction of these proceedings are due in large part to two persons, Susan Bousliman and Irene Baird. Because of my illness Susan flew, at last minute notice, to Montreal to take part in CPAE and to contact presenters and collect the papers for these proceedings. Irene Baird generously organized the material and followed it through the printing process. To Susan and Irene, thanks so much.

Two years ago Adrian Blunt presented detailed suggestions for the publication of these proceedings. I would like to reflect on several of his points. Indeed, the process would be facilitated if persons who were to present would submit a paper prior to the meeting, in the tradition of AERC. While aspects of Adrian's proposal such as including a computer disc may be appropriate for some schools, for other schools these suggestions may not be of help. I am from a small poorly-endowed campus. As such, the software to provide a print copy was not possible, secretaries could not be used to type any of the material, there are no graduate assistantships and the institution could contribute no money to the endeavor. For such schools, I would suggest a) the materials be sent ahead of time; and b) be camera ready (1 1/2 inch margins on all sides, name and institution of author under title of paper, page numbers penciled in). This way the only thing that needs to be done is the pagination and table of contents.

Daniele Flannery
Penn State
Harrisburg

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General Session I

WHAT WENT ON AT THE 1990 C.P.A.E. MEETINGS

IN SALT LAKE CITY.

(Or Did We Dream We Saw Joe Hill Last Year?)

Michael Collins
University of Saskatchewan

Phyllis Cunningham asked me to talk about what went on at our meetings last year. "I want you to help set the scene for the other sessions, she said. "Touch upon the major concerns, issues, and prospects for the future that were raised in Salt Lake City " (I've got a free rein," I thought). Then she added that Bob Smith would also be on the panel to give his thoughts on the Commission's present and future roles. Phyllis didn't actually suggest that I needed the support. But she would have been right. With Bob on hand I shall try not to be overly impressionistic or driven by my own agenda.

I hope the colloquial tone of my opening remarks is not inappropriate. After all, we value the informal atmosphere and friendly inclusiveness of the Commission. That is why many of us were surprised when Jerry Apps told us at last year's opening session that he had not felt all that welcome to the Commission during its formative years. So here was a prominent member of this Commission revealing to us that, as a young university agricultural extension educator, he had been somewhat excluded by the small group of adult education professors who formed CPAE.

Jerold Apps did not dwell on his early negative experience of the Commission. He preferred to talk more positively about the Commission's role. But he had uncovered a concern which our subsequent discussions reinforced. Perhaps some of us have been taking our own experience of the

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camaraderie and inclusiveness of the Commission for granted. Perhaps, even as a small group of professors, the Commission was never that egalitarian and inclusive for everyone who attended its meetings. Jerold Apps is widely respected for his continuing and sensible contributions to the mainstream discourse of academic adult education. He is hardly the person to trigger off a revisionist view of the Commission unless something was remiss.

Bill Griffith, President of AAACE and another highly regarded member of the Commission, was present at our opening session last year. I note that Bill has already formed a committee, under the leadership of Scipio Colin III, to address the issue of "inclusion and exclusion" for our parent body. The findings of AAACE's Committee on Exclusion might be instructive for us.

In the wake of Jerry App's opening presentation as the veteran on last year's General Session panel, I was given to understand that my observations could be a touch more provocative. My remarks were meant to provoke. I was disappointed that the recent tendency towards critical discourse in our proceedings had become co-opted and homogenized. Critical theory was now "the flavor of the month" (a phrase I picked up from Bob Smith during a conversation about another new trend in adult education). I suggested -- or rather, polemicized -- that if our critical discourse was to mean anything, we had to decide which side of the fence we were on with regard to the major issues of our times. One of the commentators on our opening session indicated that I had opted for the left side.

At this time, and in this somewhat academic context, we all know what the left label means. We infer that some of what is said could be relevant, but watch out for the ideology. Well, after ten years of neo-conservative ascendancy some of us who understand the consequences of that particular ideology for our pedagogical commitment might be happy to

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label ourselves, "politically correct and proud of it." Clearly, it is a reasonable aspiration. Who wants to be politically incorrect?

There is no need for uneasiness here. I am not going to ask the handful of socialists among us to stand up and declare themselves in Montreal. But have you noticed how the gush about the end of history and the demise of socialism is already on the wane in newspapers like the Guardian, the Washington Post, and Le Monde? Some liberal intellectual observers are already having second thoughts about the full implications of recent events in the Russian Empire and Eastern Europe. Regardless of their liberal interpretations and re-interpretations, however, the point I want to make here is that liberals and socialists are in general agreement about the need for justice and equality. (It is in the analysis of what is at stake where the significant divergences are revealed). Rather than taking digs at the "left", then, we would be more relevantly engaged in working out our responses to ten years of radical neo-conservative assault on the values we espouse in adult education.

Which brings me to the stirring speech delivered by Scipio Colin III. The cadence and moral force of her presentation riveted our attention. This young black woman professor demonstrated to us the power of rhetoric as pedagogy, something we have possibly overlooked in the academy of adult education. Scipio Colin reiterated the previous speakers' concerns about exclusion, exclusiveness, and the need to deal with issues of justice and equality. She was holding up a mirror to her audience: "See where the blame lies," "Bell the cat." We were being asked to acknowledge our complicity in prevalent arrangements which exclude and down-grade people not only in our own association, but within society at large. Scipio Colin's wonderfully paced rhetoric carried a heavy message.

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We were moved by the moral force of Scipio Colin's speech. But she made us uneasy. In the invited wind-up speeches at the end of our meetings, Scipio was relentless. Had we really understood what she had to say? She doubted it. But Scipio was also holding up the mirror to herself. In the light of her deeply felt commitment to minority groups, especially to black American women, what relevance has the Commission of Professors to her concerns? Was she wasting her time with us?

I suspect Scipio Colin is right. We have not fully understood what she had to say. And she may be asking too much. Perhaps a significant amount of compromise and cooptation is inevitable in an association such as CPAE. It cannot be made to fit in nicely with larger purposes that demand fundamental social and personal transformations. So the question for Scipio, and the rest of us, is how much compromise and cooptation is more than enough?

The fourth speaker at the opening session last year was left with an unenviable task. How to hold our attention after the impassioned speech of Scipio Colin? Yet Brent Snow, a graduate student from Syracuse University, did capture our attention, and he had a message of his own to deliver. As the final speaker Brent added his voice to the concerns already raised. However, he was more conciliatory than the two previous speakers and, arguably, more pragmatic. I sense that he was worried about the consequences of forcing the Commission to deal with contentious issues. As a relatively new member, Brent saw merit in the Commission. He clearly implied that we should brinbg caring and carefulness to our deliberations of its present role.

The opening sessions created a climate for general discussion about the Commission's role which continued, along with Task Force meetings, for

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the duration of our conference. Formal responses to the issues raised in the opening session appear in the published 1990 proceedings. These essays -- by Nancy Karlovic, Allan Quigley, Emmalou Van Tilburg Norland, Arthur Wilson, and Harold Stubblefield -- rather than our opening speeches will constitute the historical record of the way we were in 1990-91. (The Chair's introductory remarks and three out of the four opening presentations were not submitted for the official proceedings). If you have not already read our respondents' essays, I urge you to get a copy of the 1990 proceedings. Adrian Blunt, as editor, has done a first rate job in pulling them together for us.

The two overriding concerns which emerged at our meetings last year are very much related. People feel excluded - are excluded - because the Commission lacks relevance for them. I k· /w it is easy to bandy the term relevance around, but this is not the time to burden you with my thoughts on the stronger dimensions of the concept. Suffice it to say that I think that we must consider carefully the various needs and motivations of our constituency. I think we all recognize that the administration of a formal needs assessment instrument will not do the trick. Meaningful reflection on the role of the Commission calls for continuing assessment of its organizational procedures. We talk increasingly about the need to develop communicative competence. Perhaps we can begin to enact it in our discussions about the purpose of the Commission.

The reflective process began in earnest last year. But I think we can sharpen our analysis by looking at how the discourse of academic adult education is shaped, who shapes it, and to what ends? This approach acknowledges that the Commission is a site for contestation (to use a phrase of the critical theorists). I do not believe that such an eventuality should be

viewed with dismay. For example, the significant interests of the Critical Education and the HRD Task Groups seem to be diametrically opposed. Yet their divergent perspectives combine to remind us about the importance of education in the workplace. Perhaps some of us can envisage a critical practice of HRD, even though that would be pushing the dialectical process a little hard.

At our meetings in Salt Lake City last year the Commission staged a mock trial of the Land Grant University. It was high drama and instructive. Yet we missed the chance to recall a real trial that would have been a more fitting backdrop to our reflections on the purposes of the Commission and our bold presentations on critical pedagogy. Joe Hill -- the famous labor educator, organizer, and song writer -- was mistried and judicially murdered in Salt Lake City. The closest we got to Joe Hill's vision of education for a more just society was at the Commemorative Session for Myles Horton organized by Jack Mezirow. Like Horton, Joe Hill knew the value of adult education, of political commitment to democratic social change, and of making music together.

There was some talk about restoring the vision to adult education at our Salt Lake City meetings, but I regret we overlooked Joe Hill last year.

Reference

Robinson, Earl (music), Hayes, Alfred (words) "Joe Hill", We Have Fed You All a Thousand Years. Sung by Utah Phillips. Aural Tradition Recordings, Vancouver, Canada. 1981.

Reflections on the Commission of Professors of Adult Education

Robert M. Smith

Northern Illinois University

After two or three years of incubation the Commission (CPAE) came into being in 1957, holding its first annual conference in the Spring at the University of Michigan. That meeting was the first of five held at Midwest campuses and supported by the Kellogg foundation. Our mission was to define adult education, develop theory about graduate education, and explore issues of instruction, curriculum content and evaluation by means of research and publications. One major outcome was the "black book" edited by Jensen, Liveright, and Hallenbeck (Adult Education: Outlines of an Emerging Field of University Study).

I have often reminisced about those formative years and what our collaboration meant to me. I had entered the field four years before with no professional preparation save a liberal education and some experience teaching composition and world literature to first year university students. Our graduate program at Indiana University had been under way for some eight years and was beginning to take hold, but we had been somewhat insulated from discourse with other adult education faculty—not so much by design as by other priorities and the lack of a mechanism for doing so. As one might expect they represent the good old days or golden years of the Commission for me.

The setting and format of the 1957-1961 meetings differed significantly from those of the later years. We met in campus residential centers and conducted our sessions around a single table. (The average attendance over this period was seventeen faculty members from thirteen universities.) The grant allowed us to bring in outstanding resource persons from other disciplines to broaden our perspectives. There were reports and other presentations by individuals, and committees were at work between conferences.

At those meetings there were few distractions. We got to know each other well and learned how to make good use of individual talents, interests, and connections. There was exceptional continuity with almost everyone attending each year. Few had very far to come. There was no competition from the yet unfounded Adult Education Research Conference. And, of course, our expenses were paid. We devoted the great bulk of the deliberations to substantive issues and found time for some very pressing concerns of individuals: how to attract more students, how to build support for a program and so forth.

My impressions remain vivid. I looked forward to attending even though I feared revealing my ignorance before the entire professorate. I enjoyed the sense of pioneering and camaraderie. It was fascinating to see how different minds conceptualized adult education and graduate study. Occasional power struggles also proved interesting. Personality differences could be stark.

I took pride in my new found field and professorial role.
Overall the faculty members in the school of education that I'd
come in contact with had not quite measured up intellectually to
those I'd encountered in graduate study in the liberal arts at
Indiana and Wisconsin. The intellects of the Commission members
compared very favorably--not only those of our members but also
of the outside resource persons--people of the stature of Irving
Lorge, Horace Kallen, and Ed Brunner. Although I didn't know it,
such an ideal opportunity for professional discourse was not to
come my way again.

The Middle Years

In the later sixties and early seventies I didn't attend
many CPAE conferences or get involved in the work of the
Commission. I was away trying to save the Third World through
the United States Agency for International Development (a
contradiction in terms?) and bring to Detroit and Southeastern
Michigan the benefits of liberal adult education programming.
What ever happened to liberal adult education? By then the
Commission meeting immediately preceded the annual conference of
the Adult Education Association of the U.S.A. Gone was the
campus residential setting, often supplanted by a glitzy
metropolitan hotel. Our growing numbers necessitated plenary
sessions, executive committees and interest groups. We spent a
lot of time discussing who should be allowed in the Commission.
The meetings were very useful to me, however, in returning to the

full time faculty role. I was able to gain new information, make useful contacts and quickly begin to feel that I was back where I belonged--professing.

I remember taking pleasure in the growth of the Commission-- graduate programs were proliferating. It was interesting to observe the new generation of members; almost all were products of programs and mentors that I was familiar with, many with a stake in basic education. New leadership emerged, a bit tentative at first, but quite able. However, it seems now that I didn't look forward quite as much to the conferences as in the early years but I felt some obligation to attend in order to contribute something if I could. I didn't take away as much, most probably because I didn't put enough in.

But the biggest factor was a personal conflict arising out of the format. Attending both the Commission meetings and the AEA conference now meant almost a full week of hotel living-- gradually emptying the checking account, losing contact with reality, and punishing the liver (optional). I had always looked forward to participating in the AEA-USA conference--staying close to the so-called practitioners and innovations in practice. I felt comfortable with practitioners and somewhat condescendingly believed I owed it to them to fraternize. Since the week-long hotel incarceration remains an unacceptable option I reluctantly began what became a continuing process, to attend either the CPAE meeting or the conference.

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The Latter Years

In this period the task force became a methodological workhorse. A growing number of faculty from other nations began to attend out meetings. The creative exchange with United Kingdom faculty took place. (We "mature" members weren't eligible, however.) Publications activity increased and our numbers continued to expand. Systematic efforts to support new faculty were more visible. And issues of ethics and social responsibility came to the fore.

During this period my research and writing gradually became centered in one area and the Commission has served to expose me to both alternative and relevant concepts emerging from adult education research in much the same way that the AAACE conference has served to help to maintain links to practice. Revisionist history, self-directed learning, and critical theory are the kind of topics that come to mind. I've also found it rewarding to build in some systematic networking around the formal sessions. Last year I came away from an extended tete-a-tete with Roy Ingham with a sense of renewal after reminiscing and sharing mutual interests. I was also armed with recommended reading in several areas heretofore unexplored. Contacts with the few available old-timers and with the neophytes seem to prove especially rewarding.

All in all it seems reasonable to say that the CPAE has represented a valuable apparatus for defining the field, improving the graduate curriculum, and fostering research. It

seems to have been especially useful to individual members--for
the possibilities of making contacts; networking; perhaps finding
a mentor; and getting reaction to one's ideas, findings, and
experiences. It appears to be at times a locus for mutual
support for those new to the role, trying to establish a program
or strengthen a tenuously ensconced program. I like the way it
can provide socialization and role modeling for graduate students
who make their way in--those considering or aspiring to
"professing" as a way of life.

I've asked a few colleagues about ways of maintaining member
interest and organizational effectiveness. Mentioned were
getting a grant to bring distinguished scholars from other
disciplines into the meetings, continuing to expand the
publications program, and finding ways to maximize involvement of
faculty from abroad. All make sense to me.

I have followed with great interest and approval the recent
internal discussion and debate as to the mission and future of
the Commission. My recommendation would be to continue doing
what we do best. Pleas for more focus and cohesive stands on
social issues have their appeal. But I lean toward Harold
Stubblefield's counsel of "the possible:" (1) become an even
more nurturing organization; (2) become more effective at putting
members with similar interests in touch with one another; (3)
continue to explore the nature of the adult education
professorate and graduate education while not ignoring the need
for the advancement of adult education knowledge, scholarship,

and critique of the value systems that guide our practice and others in the field. And the idea that a graduate program should intentionally give more attention ﹂ some ideologies or areas of practice or research methodologies than others is unpalatable to me. (I'm aware that education can't be neutral and don't welcome lectures on that). We reside in the university--an institution that exists to maintain open inquiry into every facet of life, every phenomenon and concept. It's just about the only institution ever created and maintained for these purposes. For it to serve as a vehicle for social action is a contradiction in terms. The original mission of the CPAE still strikes me as sound enough and challenge enough.

A final observation or two. For a voluntary organization to remain viable for thirty-five years in this fast-changing environment obviously requires sacrifice on the part of some individuals. Many persons have put considerable energy into the Commission. I'm not sure how much their leadership efforts have been appreciated. Perhaps their personal satisfaction suffices, but one can't help wondering. Other personal puzzlements include: What will happen to the Commission if AAACE expires? Could the Commission have done more than it did to help ward off the demise of some graduate programs in adult education? Is there any way to bring back the format with a retreat setting, an annual meeting not tied to the AAACE Conference? I wonder .... would Kellogg consider another five year grant? Impractical, to be sure. At what point does reflection become nostalgia?

General Session II

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Rae Rohfeld

Syracuse University

RECONSTRUCTING THE MAINSTREAM:
ISSUES IN HISTORY ON RACE, CLASS, AND GENDER

INTRODUCTION

Many groups seem to develop a special interest in their history
when they are trying to determine their future. Where we are
going appears to be a key question of this meeting, although
certainly it is not the first time CPAE has dealt with that
question. It is reasonable to look to our past in such a
discussion. History helps us establish a stronger sense of
identity about who we are. It also helps us see how we came to
be where we are. This afternoon's session will address history in
two different ways. Later on, Sean Courtney will discuss the
history of the Commission of Professors. First, in this panel,
we will discuss concerns about writing the history of the field
as a whole.

We've called this discussion "Reconstructing the Mainstream", but
that may not be the best title for it. For one thing, there
isn't all that much history of the field written. Perhaps,
however, that makes what there is particularly visible and
vulnerable. More important, however, is that people are always
writing history, often from different viewpoints. Sometimes the
subjects seem new; sometimes they are clearly revisions of
subjects others have discussed before. Historians interpret and
reinterpret the past mainly because different historians have
different perspectives and ask different questions of the past
than others.

American historians began questioning the idea of a single,
scientific, objective history early in this century. During the
1930s, Progressive historian, Carl Becker, commented he thought
the idea of objective history had been dead for twenty years, but
it kept rearing its head. Becker related a conversation between
himself and the eminent biographer, Albert Beveridge, in which
Beveridge insisted that all the historian had to do was "present
all the facts and let them speak for themselves." Becker's
response was:

> This notion is preposterous; first, because it is impossible
> to present all the facts; and second, because even if you
> could present all the facts the miserable things wouldn't
> say anything, would say just nothing at all. (Becker, p.
> 130)

Becker argued that historians could make many different
assertions about the same event, and the one that any particular
individual made depended on that historian's purpose. Since
then, historians have engaged in much reflection on writing
history. Today we will discuss the influence of certain

perspectives with which the writer determines and addresses a historical question.

Before we come to the heart of the matter, let me give you some background on how this panel came to be here today. The Syracuse University Kellogg Project had as a major focus the encouragement of historical research on adult education. This interest resulted from the presence at Syracuse of a large collection of manuscripts from the field which had untapped research potential. In addition to processing previously unprocessed records and developing certain tools to facilitate access to the collection, the Project wanted to find other means to support historical research on adult education. One of the ways it did this was to conduct a series of small working conferences on the history of the field.

The history conferences had three main goals. The first was to encourage the use of the collection as a source of primary documents. To achieve this, participants spent large amounts of time conducting research in the library. They shared what they were doing with each other informally and at conference sessions. The second goal was to encourage the connection of adult education history to the history of the larger society of which adult education is a part. Invitations to historians and adult educators from varying background supported this goal. The third goal was to encourage adult education historians to deal with theoretical issues that other historians had been grappling with for some time, particularly issues of race, class, and gender. At the conference in 1990 we began to discuss these issues. For the 1991 conference, they became the conference theme. These were concerns that the planners of today's meeting wanted to address as well, and they asked me to bring some of what happened at the history conference to Montreal. Most, though not all, of today's panelists participated in some or all of the conferences. In a sense, however, this is a continuation of some of the discussion that occurred in Syracuse last March.

Talking about perspectives of race, class, and gender may sound like three concepts, but, of course, they operate simultaneously. As we look at them separately, there is always the understanding that we have to deal with them together as well. Perhaps we can address some of the intersections. One theme that came through at the history conference was the need to include missing voices in our history and that these were voices of powerless and/or oppressed people. As the historian, Joan Scott, wrote:

> An interest in class, race, and gender signaled first, a scholar's commitment to a history that included stories of the oppressed and an analysis of the meaning and nature of their oppression and, second, scholarly understanding that inequalities of power are organized along at least three axes.(p.1054)

To look more closely at these three axes, Jovita Ross-Gordon will

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focus on race, Michael Welton on class, and I on gender. Amy
Rose will provide some synthesizing and summarizing comments.

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Rae Rohfeld, 10/14/91

Rae Rohfeld

Syracuse University

GENDER

Let's begin with a definition of the term, gender. I am using it
to refer to socially-constructed sex roles and to "the social
organization of the relationship between the sexes" (Scott,
p.1053). This definition rejects any notions of biological
determinism; gender is the result of cultural shaping. It also
stresses relations between men and women, indicating that we
can't understand one gender independent of the other. In this
way, gender studies differs somewhat from women's studies which
focuses on recovering the lives of women. The idea of gender
does not reject the need to construct women's lives, but it
includes that construction within the study of relations between
the genders.

Concerns about gender tend to be expressed around two problems:
1)finding missing voices, and 2) telling or analyzing human
experience. I'd like to share a story about Miriam, labelled "A
Scriptural Invention," which gives insights into these concerns.

Miriam rose before sunrise while Moses and the other men were
still sleeping. She saw the other women preparing to cook and
she felt very sad. Then she heard the voice of the Mother
Goddess calling her on the wind. Miriam asked how Mother Goddess
had found her there on the desert.
    "I always know where you are, my daughter, and I love you".
    "Is there something you would require of me, my Mother?"
    "Yes, my child. I see Moses writing half truths on clay
tablets and I wonder, where are the writings of my daughter
Miriam?"
    "Oh, Mother, I have no time for writing on clay tablets.
That is for Moses to do."
    Miriam tells Mother Goddess that Moses wanders in the
wilderness all the time and does not have to care for the
animals, the sick infants, the dying, and the new born, as she
and the other women do.
    "I know, my daugher, and yet, if only Moses leaves a record,
who will know of your struggle, your duties, your strength, how
you made freedom possible?"
    When Miriam replies that Moses knows what she does and will
write about it, Mother Goddess replies:
    "Will he? I know what Moses writes of you my child. ....
Hear, my child, the words of Moses: 'And Miriam, the prophetess,
the sister of Aaron, took a timbrel in her hand and all the women
went out after her with timbrels and danced.'"
    Miriam is stunned at the words. She thinks of all she has
done: saved Moses from being slain by Pharaoh, served others
during their journey, "lifted the hearts of the weary so that
they could continue with hope when strength was gone. After all
these things..."
    "Yes child, after all these things. And I say unto you, who
will speak for the women? How will your daughters know of your
suffering and your strength if they have only Moses' words? When
will you speak for yourself and your sisters?"

"When I have time, my Mother, I will write our women's story
.... It is time for me to go now, to prepare the breakfast and to
fold the tents ... but as soon as I have time ... as soon as I
have time .... (Hatton, pp.179-80)

In this story we hear the questions: Whose experience will we
remember? Through whose voice will we hear about it?

In working on our history, we have to identify and analyze the
assumptions we make about gender. We can begin by asking whether
we recognize gender at all in telling our history. Mostly we
have not recognized it. Sometimes the experience we discuss is
male experience, unlabeled, such as apprenticeship in colonial
America. Perhaps more often in adult education, the experience
includes men and women, and we assume it's the same experience
for all.(As in the wandering in the desert.) In such cases, male
experience serves as the norm.

As we become conscious of differences in sex roles and more aware
of the nature of relationships between the sexes, we see more or
different issues and ask new questions. Thus, we notice women's
absence from formal education and find them in women's study
clubs. This is not exactly a new discovery. In the 1940s J.T.
Adams discussed women's clubs as well as other educational
experiences of women. However, later writers gave little or no
attention to such matters. But recent works such as the studies
by Karen Blair and Penny Martin extend our knowledge of women's
study clubs by adding women's voices and by using gender to
analyze the meaning of the experience in the lives of the
participants and those around them.

In other studies, we may find that women were there, but
succeeding historians left them out. (Much like Moses in the
story of Miriam.) Jane Hugo discussed that situation in her AEQ
article, "Adult Education History and the Issue of Gender: Toward
a Different History of Adult Education in America" (Hugo). Hugo
located many women who were involved in and wrote on adult
education in the 1920s and '30s whose work was ignored by the
'50s. What does their disappearance say about the view of
society and adult education held by those writers, who, of
course, were men, from the fifties until recently?

Research in history through the lens of gender takes two basic
approaches. One might be called the compensatory or additive
approach. Researchers find the women participants and add them
to the existing historical framework. The norms and
classifications are still those of the Western white male
perspective that has largely shaped our understanding of history.
For example, we find that Jesse Charters developed the second
graduate program in adult education at Ohio State and add
information about her to our professional history. Or we gain
more knowledge of Jane Addams and Settlement programs and
incorporate it into an institutional history of adult education.
It is important to have this knowledge, but it is not enough.

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The second direction we can take is the critical or
transformative approach. In this approach researchers examine
their assumptions on gender and reconsider the analyses of the
field. For example, they may study the impact of gender on the
educational resources available to adults. This can lead to new
conceptual frameworks. For example, Ellen Lagemann used the idea
of the "politics of knowledge" and examined what groups were
recognized as the creators and disseminators of knowledge; how
they obtained resources; and who the audiences for the
dissemination of knowledge were. This type of approach has been
followed in a recent book by Mary Jo Deegan on the history of
sociology. She shows how Jane Addams and the Settlement residents
were sociologists by most criteria of the time, but were
subsequently dropped in histories of the field. By rethinking
that history in the light of the political questions just
mentioned, the history of sociology takes on a different meaning.

Similar questions could be fruitful in the field of adult
education. Staying with the settlement house example, what
ddifference did it make that the settlement was an institution
where women had control? How did the settlement residents view
what it meant to be a woman? How did it affect the way they
worked, the people they reached, the resources they obtained, the
alliances they made? How might such an approach alter our view
of what the study of history in adult education is about?.

Changing the lens through which we look at our past requires us
to rethink how we understand and describe what we are examining.
This is not an easy task; making it work is an even greater
challenge. By building on what others are doing and by working
together on these problems, we can make progress and gain new
insights on the educational experiences of adults.

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Rae Rohfeld, 10/14/91

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Issues of Race, Class, and Gender in the History of Adult Education

I. General Structure of adult education and its history

Needless to say, the history of adult education, particularly the field of adult is a much understudied area. While interest is certainly growing, the research, aided no doubt by the recent funding of Syracuse University's archives and research program, there is still a paucity of good, solid work on the subject. This is not surprising, since adult education is primarily an applied field, where practitioners are more concerned with how to do something, than why. In addition, because of its marginality, the field of adult education has· been largely reactive, searching for funding sources, and grabbing onto the latest innovation, instead of trying to understand the implications of such a developmental course.

The first question to ask is, "what are the uses of history within this applied field?" There are several answers to this question. In the first place, history is used as buttress to the field itself. Here, there is little emphasis on historical understanding, instead the significance lies in showing the very existence of adult education in different time periods under different circumstances. This shows the longevity of something concerned with the education of adults, but leaves little room for analysis.

A more interesting approach is to try understand why the education of adults has been chosen by particular groups or

organizations at particular periods of time. In other words, what is the meaning of a specific organization or movement within a unique context.

II. The Derivation of Questions

Certainly, in relation to the development of the field of adult education, we need to ask: Is there a field of adult education? What is its influence? Who makes decisions about it? Who is affected by these decisions? How did it develop? Who were the key players? How was this decided? Who has been left out? Why? Who refused to participate? Why? What was the role of particular individuals in shaping the field? Why? How?

Introducing an analysis based on race, class, gender, and ethnicity will add a powerful dimension to our understanding of the field. In using different frames, we broaden our questions and move away from our understanding of the field. Such a shift also raises fundamental questions about the uses of adult education. These include issues related to whether adult education is a means of social mobility, integration, separation, or the maintainer of elites and power structures. While these analytic concepts are now well-accepted within organized history, issues related to notions of objectivity and historical truth are still under debate.

Thus, while these concepts are now broadly included under an ill-defined notion of the new social history, until the 1970s, they were part of what was seen as radical history. The initial purpose of looking at history from the bottom up was, as the

historian, Jon Wiener has pointed out,

> In general radical historians have focused on issues of
> exploitation, domination, and oppression; they have
> argued that existing patterns of domination are not
> natural or immutable, but rather have historical orig-
> ins; thus they can be abolished. In seeking those
> historical origins, they have focused on ordinary
> people rather than political elites, on groups rather
> than individuals, and on human agency rather than on
> abstract or general processes of change. (p. 399).

It was believed that such an approach would indicate that the

past was not inevitable; would emphasize human agency and hence

would indicate the possibility for change. This included analyses

of marginalized groups and hence to the burgeoning of interest in

women's history, African-American history, immigration history,

and working-class history. All of these approaches challenge our

understanding of how life was actually lived and experienced.

For example, In terms of gender issues, Linda Kerber (1988)

has provided an analysis of the development and decline of the

notion of separate spheres, that is of public and private do-

mains. She identifies three phases of historiography. The first

in the 1960s and early 1970s, was characterized by the effort to

identify separate spheres as central to women's experience.

Women's sphere was socially constructed and delineated the "divi-

sion between public and private". The second stage refined this

view and introduced the idea of women's culture, rather than

women's sphere. The third stage seeks to show how this "separate

sphere" has been affected by what men have done, "... and how

activities defined by women in their own sphere influenced and

even set constraints and limitations on what men might choose to

do - how in short, that sphere was consciously constructed both
for and by women." (p.18).

Issues of intentionality

One of the most difficult issues to deal with historically is
that of cause and effect. How can we prove what caused a par-
ticular event? Or even more difficult, what caused a particular
social circumstance? Additionally, it is usually difficult to
ascribe motivation or intentionality to specific historical
events. These differences in interpretation can lead to powerful
arguments about the nature of historical interpretation. History
is constantly being revised and reinterpreted in light of the
present. On day Herbert Hoover is viewed as a conservative, the
next he is a progressive whose program laid the foundation for
the New Deal. Adult Education history has been impoverished by
the lack of debate, interpretation and reinterpretation.

Recently historians have engaged in a not debate over these
issues and particularly the question of intentionality. These is
particularly true in examining issues relating to class and race.
What were the relationships among the different groups and what
were the intentions, particularly among those with power to
maintain these relations. As the historian of slavery, David
Brion Davis has said, "Reform causes often serve opposing or
contradictory functions as innovative doctrine is co-opted by
different social groups." (1987, p. 807). Davis is maintaining
that to assert, for example, that abolitionists were consciously
promoting their cause, in order to extend capitalism is a simpli-

fication of historical fact. Yet again, it is clear that as Davis puts it, private moral choices have public consequences and these can affect power relationships and have implications far beyond their original intent.

In terms of adult education, then the key is to try to understand the connection between the private choices which have informed decisions to join in an educational enterprise -whether formal, informal, or nonformal and the implications these choices have for broader society. These are many and complex, and we are only now beginning to unravel the differing strands.

This means, not only understanding organizational and institutional goals, but also those of participants. In terms of race, class, gender, and ethnicity, it means analyzing power relationships and examining the intragroup and intergroup dynamics. Adult education needs to be studied as part of a broader social history. Its history provides rich examples of groups coming together spontaneously for their own edification, advancement, and the maintenance of culture. The purposes were many. For example, recent work has focused on women's clubs and study groups. Study groups among middle-class African American women served to insulate them from the racism of whites as well as from other black women. (Kerber, 1988).

Additionally, the different dimensions may enrich our understanding of different approaches to reform and to social problems. Thus, Maureen Flanagan (1990), for example, presents the gender differences in program evidenced by two otherwise similar

groups, The City Club of Chicago and the Woman's City Club of
Chicago.

In terms of the field of adult education itself, the implica-
tions are obvious. True historical research in this area, that is
an analysis of primary source documents, is just beginning. In
trying to understand how the field developed, we need to know who
were the key players and what their relationships were. For
example, in my own work on the Carnegie Corporation and its role
in the founding of the American Association for Adult Education,
it is clear that while white men were the decision-makers, they
were particularly interested in funding programs for women,
blacks and workers' education. A fuller examination of this
dynamic, and motivations for both giving, accepting, and reject-
ing funds needs to be done. In fact, issues of funding, because
of the marginality of adult education, may be a key aspect in
understanding its development as a field. Yet, too little atten-
tion has been paid to this issue.

We also need to say something about sources. For the most
part, adult educators examining the history of adult education
are not historians, (although this may be changing as more educa-
tional historians follow Cremin outside the confines of schools)
and lack of funding and skill have limited their ability to
follow through on more ambitious studies of adult education
enterprises. It is much more difficult to study participants than
an institution. More difficult to study an institution than
printed source materials. Certainly, while the printed sources

are important, they give one aspect, but interpretation needs to be multifaceted and more attempts need to be made to identify innovative methods for confronting the historical questions raised.

In addition, we need to consider how this history will be used. From my point of view, we need to understand the dynamic of adult education as a form of social intervention - whether for reform or as a kind of reaction. Each policy development seems to be considered as new and developing out of thin air. Each generation forgets what happened before and therefore fails to understand the context of the present situation. History cannot give the answers, but a full, broader more careful approach to it can help to develop the questions.

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Class and American Adult Education History

Presented to the Commission of Professors

Montreal, October 13, 1991

- Michael R. Welton

Class, gender, race---grand abstractions all---yet they
define the concrete fracture lines according to which history and
every particular life are played out. The domination of workers
creates the splitting of class and becomes the condition of
workers' movements up to and including the now-eclipsed hope of
proletarian revolution. The male domination of women leads to
the split between the genders and sexual war, eventuating in the
rise of women's movements. The domination of blacks by whites
leads to the splits of racism and the rise of black
consciousness. The domination of nationalities leads to other
racisms and other national liberation movements. Finally--both
in sequence and significance, for nature enters into all these
relations--the domination of nature erupts in the ecological
crisis. All these dialectics interpenetrate, ebb and flow in
their time, and cascade endlessly into each individual life
(Kovel 1991,pp.2-3).

We, as human beings, do not learn under conditions of our
own choosing. History's fracture lines of class, gender and race
divide us from one another and create profound distortions in the
learning processes and purposes of the human species. The
fracturing of human community and the incredibly complex
interpenetration of the various dialectics _frames_ what and how we

learn in different times and places.

My task is to speak briefly about class and American adult
education history: class as one of America's fracture lines. I
do not think that this is a particularly easy assignment for (at
least) two reasons: first, the late Herbert Gutman correctly
observed in a 1982 essay on "Historical Consciousness in
Contemporary America" that a strong American popular history
tradition, manifest in a successful book like Arthur Haley's
Roots, emphasizes "individualism as the sole device used by the
exploited, poor and dependent to overcome their exploitation,
inequality, and dependence" (Berlin 1987, p.404). It is not that
Haley denies the existence of fracture lines; it is that he
affirms that the split can be overcome solely through Algerian
effort--class always dissolves into individual efforts. What we
are pressed to forget in these popular histories is that one of
the fund..mental tensions played out in 19th and 20th century
American society is the struggle between "individualist and
collective ways of achieving autonomy" (ibid.,p.327). Gutman
comments that "excessive emphasis in the popular culture and in
academic history on 'assimilation' and on 'achievement'
trivializes explanation and meaning. So does the failure to
probe 'what man [sic] does with what one has done to him'"
(ibid.). The first problem,then, is that everybody knows that
America is a class society, and everybody is pressed to deny it.
Second, it is not easy to conceptualize class and adult learning.
How does a class perspective affect historian's questions? What
are the implications for historical research if we use class as a

category of analysis?   Marxian-influenced   approaches   have been
plagued by   what American populist historian Lawrence Goodwyn has
called the "received language of abstract description" (Goodwyn
1980).   That is, one starts from a fixed set of definitional
categories and assumptions about class position and forms of
consciousness, and then searches in history to find them. In his
study of American populism (The_Populist_Moment:_A__Short_History
of_Agrarian__Revolt_in__America [1978]) Lawrence Goodwyn ofers a
scathing critique of those historians who assume that they know
what farmers think and how they act simply by identifying their
"class position". He insists that we find the people in history
before describing what one thinks they did or did not do or say.

"Find the people"--a veritable revolution in labour and
social history was laun ed by the likes of E.P. Thompson,
Herbert Gutman, David Montgomery, Eugene Genovese and a host of
others who focused their historical studies on the culturally and
historically specific experience of class formation. In his
highly influential work, The_Making_of_the_English__Working_Class
(1963), the British adult educator and historian Edward Thompson
did not see "class as a 'structure', nor even as a 'category',
but as something which in fact happens (and can be shown to have
happened) in human relationships" (p.9). Class was defined by men
and women as they lived their own history; the agency of human
actors was insisted upon, and the cultural process of becoming
conscious of one's common experiences within a system of
productive relations pushed to the forefront of historical
analysis. No longer could one listen for the "voice of the

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working class". One had to be "attuned to many different voices, sometimes in harmony, but often in conflict with one another" (Montgomery 1987,p.1). But this new culturist turn in class analysis did not dissolve structure into the atomized individual, or throw out class analysis because real embodied workers failed to become "class conscious" in the emphatic sense. Sombart's loaded question of 1909--Why is there no socialism in America-- was not now meant to be celebrated with this response-We are glad there isn't any! Rejecting the idea that worker consciousness is determined mechanistically by the mere fact of being a worker in a silk mill of Paterson, New Jersey does not mean rejecting the idea that human relationships, sensibility and learning are constrained by working in, say, a large collective enterprise devoted to private gain. All historians of adult education must understand that the relationships that human beings enter into in the producing of the means of subsistence and negotiating our mastery of nature is one of the fundamental learning axes of the human species. Although we can never prefigure the answer, we must always pose the question of how the social and historical organization of work is enabling or disabling human development, learner-centeredness and the enhancement of human freedom.

In his fine work on the American working class from 1865 to 1925, The Fall of the House of Labour, David Montgomery argues that human relationships structured by commodity production in large collective enterprises devoted to private gain generated bondings and antagonisms in the daily experience of workers. He shows how these workplace-anchored experiences were linked to the

workers' outside worlds. "Class consciousness", Montgomery says, "permeated social intercourse outside the workplace as well as within it. Married women caring for their children in bleak, congested neighbourhoods and facing creditors, charity officials, and the ominous authority of the clergy were reminded of their class as regularly as were their husbands, daughters, and sons in the factories. Children learned early the differences between their parents' attire, bearing, and patterns of speech and those of the gentlemen and ladies who seemed to move with such grace and ease through the corridors of power and the emporiums of abundance" (1987, pp.1-2). The workers daily experience and visible social distinctions also taught them that their only hope of securing what they wanted in life was through concerted action. Workers had multiple loyalties, but they shared the "presumption that individualism was appropriate only for the prosperous and wellborn" (ibid., p.2). Montgomery says that the process of becoming "class conscious" was not the "unmediated product of daily experience". It was a project. Through the spoken and printed word, strikes, meetings, reading circles, military drills, dances, athletic and singing clubs and co-operative stores some workers "endeavored to weld their workmates and neighbours into a self-aware and purposeful working class" (ibid., p.2).

The emphasis on human agency, culture and process in the new labour history has important consequences for the way we conceptualize class and adult learning. First, we can see that

class relations, always specific to time and place, will (a) place constraints on the development of some workers' capacities, (b) organize work tasks in ways that enhance or block human learning opportunities and freedom. Second, the emphasis on class as dynamic process focuses attention on the learning process that is generated by the conditions of domination. This underscoring of worker self-activity, one would think, should enable us to bring together the disparate fields of labour history and educational history (Altenbaugh 1990,p.10). Ironically, labour historians tend to be uninterested in class formation as a social learning process, and educational historians still do not feel comfortable moving, like Lawrence Cremin, beyond the conventional analysis of schools and colleges to examine the "didactic role of workplace, family, religion,.." (ibid.). Several American educational historians (Altenbaugh, Schied, Hellyer, Schulman) and social historians like Goodwyn have, however, begun the synthesis of labour and educational history.

They have argued that the process whereby a particular class achieves dominance in society is educatively constituted. The formal education system functions to reproduce the existing system of interpenetrating forms of domination. But there is a dialectic at work in history--the ever-present interplay of system-challenging and system-maintaining learning. System-challenging learning occurs primarily outside the formal educational apparatus, though those opposing the status quo will often contest the prevalent pedagogy and curriculum within the formal schools. Thus, at certain historical moments workers who

are forced, so to speak, to be together in a workplace under certain constraining circumstances will learn to combine, to create themselves, even if only in part, as a movement. How do we understand this process of movement creation? It is a very complex social learning process, and can never be predicted beforehand. It is rooted in a particular social organization of produc~_on, and mediated by the workers' cultural baggage. As h storians of adult education we should be able to construct the particular "configuration of education" that is nurturing a "given i~ ent process" (Goodwyn 1980,p.11), and gain insight into tho~ conditions which render workers silent, confused, reac 'e.

Richard Altenbaugh attempts something like the above project in his analysis of three American labour colleges. He argues that labour's schools sprouted when workers needed assistance in the early stages of movement formation, grew and flourished when workers sought to expand the labor movement and died when the union movement had matured (1990,p.14). Altenbaugh, then, situates labour colleges within the context of working class movement culture. Populist historian Lawrence Goodwyn, though not an educational historian per se, analyzes the emergence of an important organization like the Farmers' Alliance primarily in terms of how the Alliance "began developing its own rhythm of internal 'education' and its own broadening political consciousness among leaders and followers....Grounded in a common experience, nurtured by years of experimentation and self-education, it produced a party, a platform, a specific new

democratic ideology, and a pathbreaking political agenda for the American nation" (1978, pp.34-35). Goodwyn goes on to say that "none of these things were the essence of Populism. At bottom, Populism was, quite simply, an expression of self-respect. It was not an individual trait, but a collective one, surfacing as the shared hope of millions organized by the Alliance into its cooperative crusade. This individual and collective striving generated the movement culture that was Populism" (ibid.,p.35). This sensibility of self-respect and collective self-confidence emerged in the Alliance in 1884-1885.

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General Session III

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THIS IS THE INNOVATION THAT WAS:
THE DEMISE OF AN INTERINSTITUTIONAL MASTER'S PROGRAM IN ADULT EDUCATION

Annette Greenland (The University of North Carolina at Charlotte)

A Master of Arts program in Higher Education (Adult Education track) was first offered to eligible persons in the Charlotte, NC, area in the spring of 1986. Its co-sponsors were Appalachian State University, the degree-granting institution (located 115 miles northwest of Charlotte), and The University of North Carolina at Charlotte. As of May 1991, 36 persons representing human service agencies, community colleges, nursing schools, corporate training units, government agencies, and such unique settings as a self-help credit union had earned degrees through the joint program.

Course requirements and delivery: The interinstitutional program was designed and approved as a special transfer option. Applicants were to go through ASU's regular graduate-school admissions process, and were required to earn at least 18 semester hours in approved ASU courses. At UNCC, they were given non-degree graduate-student status; they could transfer as many as 18 approved UNCC hours to ASU. For a time the program functioned much as envisioned by its developers: Two ASU courses per semester and most of UNCC's adult-education courses were delivered at uptown Charlotte sites, convenient to much of the part-time-student clientele. Courses were taught by regular faculty and adjuncts. Some courses came via sponsoring academic departments as part of regular faculty load; others were offered through continuing education units. In early 1989 the UNC system granted "graduate center" status to the program, limiting its tuition to on-campus levels and making it UNCC's fourth interinstitutional degree program.

Coordination: The first coordinators of the interinstitutional program were its co-founders, a semi-retired professor of Leadership and Higher Education at ASU and the director of the Learning Assistance Center at UNCC. Teaching in and coordinating the UNCC component remained a part-time responsibility until 1988, when a full-time, tenure-earning faculty line was approved and filled. When the ASU coordinator retired fully in 1989, a tenured professor of Leadership and Higher Education was assigned ASU's part of the coordination function.

Current status: ASU ceased delivering regular-term courses in Charlotte in 1989, and in 1990 withdrew the special transfer option from consideration by prospective new enrollees. Students who had already been admitted to the joint program are completing their ASU requirements via on-campus courses at ASU and/or internships and other individually negotiated arrangements. A proposal for adding an adult-education/HRD track to UNCC's existing Master of Education options has begun its way through the approval process; meanwhile, both the rate of enrollment in UNCC adult-education courses and the number of inquiries from prospective students remain fairly steady.

(continued)

A force-field analysis of the interinstitutional program over its
history would include these elements and others:

PRO		CON
Credentials and dedication of co-founders ——→	I N T	Less "clout" than regular departmental faculty ←
Attractiveness (to students) of delivery format, site ——→	E R I N	Invisibility to on-campus ← constituents, physically and in catalogs/brochures
Core courses already in place at both institutions ——→	S T I	Shifts in determining what ← and who defines "off-campus"
Appeal of institutional cooperation "on paper" ——→	T U T	Contrasting campus missions, ← growth rates, workloads
Flexible, individually nego- tiated Programs of Study ——→	I O N	Inconsistent evaluation of ← Programs of Study and transcripts by ASU
Support from both deans for development of policy-and- procedure handbook ——→	A L M	Some disadvantages in UNCC's ← "non-degree" status
Approval of tenure-earning adult-ed faculty line at UNCC ——→	A S T E	Departmental mission at ASU shifts to public-school ← leadership preparation
UNC system grants program Graduate Center status ——→	R' S	Center status comes without ← resources, workload option
Adult education accepted as bona fide component of ——→ new UNCC department	I N A	Adult-ed focus at ASU wanes ← as key faculty retire, budgets shrink
Cohort of motivated, admitted students is acknowledged ——→	D U L	ASU faces staffing shortages ← for off-campus assignments
Rate of inquiry by prospective students remains steady at UNCC; courses draw enrollees ——→	T E D	ASU pulls back off-campus programs, prefers no new ap- ← plications to joint program
Support builds for "stand- alone" UNCC degree (ASU is among supporters) ——→	U C A	UNC system freezes requests ← for new degree programs
Proposal for adult-ed track in M.Ed. program has OK of department, dean ——→	T I O N	Negotiating remaining ← levels of approval will take its typical length of time

Overall mood of this "transition" period: Positive, optimistic!

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Program Initiatives to Respond to Social Concerns
Robert M. Smith

The graduate program in adult education at Northern Illinois
University (NIU) has rather consistently sought to respond to
social concerns over much of the two decades of its existence.
The program resides in a large college of education in a far west
suburban university enrolling twenty-five thousand students (five
thousand are graduate students) with a largely white ethnic
clientele. Twelve full-time faculty deliver the adult education
program to some four hundred and fifty "majors" and a
considerable number of other students. The term social concerns
is used here in the sense of such issues as gender, race,
poverty, equity, empowerment, and peace. No claim to uniqueness
is made since obviously many other programs have also accepted
responsibilities in this area. We have found our efforts to be
demanding and rewarding and hope our experience might have
utility for colleagues with similar concerns. The NIU response
to social concerns has been centered in these areas: student
recruitment and advocacy; faculty recruitment and involvement;
curriculum modification; and a variety of other informal
activities and practices.

Considerable effort has gone into bringing non-caucasian
students into the classroom and the degree programs. Our
recruitment efforts have had quite positive results. In 1980, of
the admissions to the doctoral program (N=27) only fifteen
percent were non-caucasian. In the past two years sixty-four

percent of admissions (N=131) have been non-caucasian as have
more than forty percent of all active majors. Courses have
consistently been conducted in Chicago and immediate environs.
These offerings have been a mixture of "re-gular" courses and
"special topics" courses expected to attract Afro-American,
Hispanics and others assumed to have a stake in social issues as
they relate to adult education. The continuous presence in
inner-city Chicago since 1976 of an externally funded office for
service (e.g., providing in-service education for ABE teachers)
and research has facilitated the promotion of course offerings
and recruitment of minorities there.

Three other factors have contributed considerably to student
recruiting. One is the increased packaging of degree programs in
non-traditional formats in which groups enroll and move together
through the entire curriculum; almost all activities are on
weekends. Sixty-one percent of those participating in the four
cohort programs (N=124) have been minorities. The appeal of this
format lies mainly in its tight structure, the opportunities for
mutual support, and the studying of only one subject at a time.
These features seem to be especially attractive to minority and
marginalized students and help to account for their relatively
fast progression through the course work, comprehensive exam, and
dissertation.

Minority recruiting to degree programs was also enhanced
considerably by efforts to gradually reduce and eliminate the
gatekeeping power of the Graduate Record Exam with its
questionable relevance as a predictor of success in graduate

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study for persons from outside mainstream American culture.
Doctoral degree applicants scoring under one thousand on the exam
are now asked to submit assessments of conceptual thinking skills
and potential for research and dissertation completion from two
senior adult education faculty members under whom they have
studied. The performance of students admitted on this basis has
compared favorably with that of the other students and encouraged
many to apply who would have been put off at the thought of
repeating the examination.

Efforts to reach international students have also had
considerable success--especially as concerns the second and third
world. Some faculty have been active in international
organizations and long-term contractual relationships have been
established with several institutions overseas. At the present
time international students comprise fifteen percent of those
actively pursuing degrees.

Minority students require vigorous advocacy if they are to
be enrolled and succeed in negotiating the formidable university
bureaucracy. We have found it useful to do more coaching and
mentoring with these students. Those who become inactive are
contacted and urged to resume their studies or dissertation
research. We try to keep them aware of new developments or
sources of support that become available. We encourage them to
consider taking advantage of such opportunities as the annual
adult education faculty-student retreat, the non-credit workshops
on effective writing periodically conducted on campus, minority
scholarships and fellowships, and tuition waivers. We also bring

faculty advisement off campus, to the enrolled student and the potential student.

On campus, besides demythologizing the GRE, we have had to run interference for international applicants and "educate" the administration -- to get the system to flex. We also make available a comprehensive student handbook tailored to the needs of our students and designed to provide a road map for reaching the destination with as few detours as possible.

Faculty Recruitment and Involvement

Several members of the adult education faculty have had persistent interests in researching, writing, and teaching about social issues. The others have been supportive of initiatives in this area. Relevant expertise from outside adult education has also been tapped. Persons of the caliber of John Ohliger and Amy Horton have served as adjunct faculty. Several NIU faculty with divergent ideologies in the liberal arts and behavioral sciences have made important contributions through teaching and serving on thesis and dissertation committees. Numerous visiting scholars from abroad have also taught, given informal presentations, and interacted with domestic students and faculty. Concerning recruitment, the most recent additions to the adult education faculty have been a Hispanic male with interests in popular education, a caucasian female with an interest in revisionist history, and a black female researching "African-American Women & Training Policy".

Almost all of the adult education faculty have conducted and

participated in study tours to foreign countries, exposing themselves and students to other cultures, issues, and educational responses. The countries involved include Cuba, India, Nepal, The People's Republic of China, Russia, Finland, Denmark, East Germany, Great Britain, and Canada. Faculty and students returning from these trips describe them as strongly impacting their perspectives on adult education. The composition of most tour groups guarantees a cross-culture experience within the larger experience.

Curriculum and Instruction

In addition to social issue courses offered as special topics (participatory research, popular education, critical pedagogy) and foreign study tours, room for alternative perspectives and critical perspectives has been made in such traditional courses as introduction to adult education, adult learning, and the doctoral seminar entitled "Issues in Adult Education." Lists of recommended readings for traditional courses and Masters students also reflect greater diversity of ideology. A doctoral level course, "Adult Education in Social Context," was recently added to the regular curriculum. And students have undertaken internships abroad as well as with community-based inner city educational agencies.

A final category of initiatives and strategies might be categorized as providing and encouraging the formation of relevant mutual interest groups and participation in other informal activities. One group of students has been meeting to .

explore "African/Americans and adult education," focusing on
Blacks' participation in and contributions to adult education
leadership and theory development. A group of Chinese students
is engaged in a research project with an adult education faculty
member to explore and interpret their "experiencing of higher
education" in the U.S.A. Students took the leadership in the
founding of the bulletin Historical Foundations of Adult
Education and have contributed many insightful articles to it.
They have helped to edit and contributed pieces to the
Participatory Education Newsletter, which is also published at
NIU.

Some Outcomes and Issues

The NIU adult education program today is clearly more
socially and culturally relevant than ever before. Alternate
versions of adult education history, of the contributions of
minorities, and the effects of education are presented. Ethical
and political issues are frequently presented. There is a
growing emphasis on learning as a constructive, experiential,
lifelong process. Many courses are problems and issues oriented.
There is growing emphasis on reflection, critique, and
self-understanding as learner. The keeping of a journal has
become a common assignment.

At the same time a climate has been created in which
non-caucasians tend to feel welcome and reasonably comfortable.
All of this seems to be leading to more lively discourse than
ever before -- to exchanges between student and student, faculty
member and student, and among the faculty themselves. In the

classroom and informal interactions there is a richer mix of opinion, argument, and analysis. In a process oriented course that I have taught regularly for fifteen years participation is more readily forthcoming than ever before; and when given control of the issues to be explored students less frequently settle on the innocuous and uncontroversial topic.

As concerns problems or fallout, there are the effects of the initiatives and practices described above on the adult education faculty's research and publication output. Extension teaching consumes extra time and energy as does teaching weekends in the non-traditional format of the "cohort" program, since faculty members seldom take other days off after teaching on the weekend.

Advocacy exacts its tolls. Taking on the bureaucracy can be time consuming and stressful. Although some important concessions have been extracted, it is something of a never-ending chore, and there is the possibility of losing the support of the graduate school deans along the way. The advising, coaching, and mentoring of minority and international students appears to be more time consuming than is the case with their counterparts. It has taken black doctoral students about a year longer to finish their degrees and they have a lower completion rate than caucasians. These factors have caused us to consider adopting a policy of accepting fewer students in the doctoral program -- something we seem to find difficult to do.

The effects of these demands on faculty research and writing are of course difficult to assess. We certainly have obtained

very little in the way of external funding for research but this may be as much a reflection of individual predilections as anything else. I myself have put very little into grants-manship and paid dearly for it, but this can hardly be attributed to my efforts in making the program more socially and culturally relevant. Some of those who have invested the most energy in this cause have continued to publish regularly, and none of the younger faculty moving through have been denied tenure. There has been speculation at times that someone was perilously close to burnout but no burnt out cases have been confirmed.

A final issue concerns the perceptions and reactions of the caucasian student to such a large investment of instruction and faculty energy in social concerns and student advocacy. We have not systematically attempted to obtain information about this matter, but a few caucasian students have expressed concern that minority and international students receive preferential treat-ment at times. This kind of reaction would seem to be inevitable under the circumstances, but one regrets it just the same. When I entered the new doctoral program in comparative literature at Indiana University in 1950, some of my fellow graduate students suggested that I'd be a fair haired boy because that program was getting more than its share of support. There is also the possibility of negative reactions to heavy doses of critique of instrumental and technological approaches to programming and instruction. The student may feel he "came here to learn how to do something in adult education and find mainstream employment in this field, not to hear about how little adult educators do to

effect social change and how much they do to perpetuate the hegemony of the dominant culture."

I recently invited a guest presenter to a class to introduce concept mapping while I was out of the room. In her introduction she referred to its use with so-called Chance students. One student started critiquing the inadequacies of the Chance program and the result was that concept mapping failed to get underway before the time was up. I was furious, but upon reflection I decided that it was probably better to have an over-zealous "libertorian" than to have a homogenized group.

ADULT EDUCATION AT THE GRADUATE LEVEL: PERSPECTIVES FROM AOTEAROA

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In North America, co-ordinated adult education programmes at the graduate level originated in the 1930s. In New Zealand, that kind of programme is only now being developed. As these new programmes evolve they will be challenged to reflect the unique nature of their South Pacific context. The purpose of this paper is to provide North American adult educators with insights into the development of a graduate programme created within that context. It is hoped that such an exploration will stimulate reflective discussion and facilitate international dialogue on the the nature of established and proposed adult education programmes at the graduate level.

This paper begins by giving an overview of the graduate level adult education programme at the University of Waikato. It then presents three major considerations which are influencing the development of that programme. Each factor is explored briefly and its implications for the development of the programme traced. This paper concludes with some comparative reflections.

OVERVIEW

Aotearoa, the land of the long white cloud, is composed of two principal islands. The University of Waikato is located in the North Island approximately 130 kilometres south of Auckland. It is situated in New Zealand's fourth largest city, Hamilton, which is a rural, inland city with a population of 101,000. Established in 1964, the University of Waikato has 8,680 students and a faculty of 510. It is composed of seven Schools of study. In its present form, the School of Education came into existence in 1991 when the Hamilton Teachers' College was amalgamated with the University of Waikato. The School of Education has five Departments, one of which is the Department of Education Studies. This Department teaches foundational subjects and, in conjunction with the staff of the Centre for Continuing Education, has led the academic development of adult education to the graduate level.

As early as 1983, graduate students with an interest in adult education were accommodated by appending a graduate seminar onto an undergraduate course in "Adult learning." Discussion about a graduate level programme in adult education grew out of a review of the Masters of Education in 1984. A graduate level course in adult education was planned at that time but, due to the unexpected absence of a faculty member, the course "Foundations in adult education" was not offered. Since that time, students with an interest in adult education have not had the opportunity to take courses at the graduate level. However, some students have produced relevant theses.

In 1991 the interest group which had existed since 1984 was formally established within the School of Education as a "Working party on adult education and related areas." As a result of the work of that group, in 1992 three papers will be offered which focus on adult education at the graduate level. One paper, "Adult education and the dynamics of change" will be a core to the programme that is being developed. Two other papers, "Directed research project" (focussing on either adult education issues or worker education) and a "Research essay" (focussing on the mature student in a variety of settings) are offered specifically to meet the demand in 1992.

Although no graduate level course has been offered previously, several undergraduate courses have existed for some time. In 1981, staff of the Centre for Continuing Education

offered "Adult development and learning" through the Department of Education. The next year, "Issues in adult education" was offered. Also in 1982, the Centre for Continuing Education first offered its Certificate in Continuing Education. In 1991, a new course in "Adult education: Principles and practices" was introduced. Next year two new courses will be offered: "Planning learning opportunities" and "Worker education" as well as a Unitech Certificate in Adult Education.

CONCERN FOR TANGATA WHENUA

When developing an academic adult education programme within the New Zealand context it would be difficult, and many would claim unethical, to ignore the concerns of the Tangata Whenua--the people of the land. Indeed, this is the major issue which faces the construction of such a programme.

Estimates of the Maori population vary from 14 to 25 percent depending on the method of classification used. There is consensus however, that the proportion of Maori is increasing. More importantly, unlike many indigenous peoples in other countries, Maori have a distinct, visible and recognized presence in New Zealand society. Basic to that position is the concept of tino rangatiratanga embodied in the Treaty of Waitangi which was signed in 1840 between the Queen's representatives and the Maori people. The Treaty, fundamentally guaranteed "to the Chiefs and Tribes of New Zealand and to the respective families and individuals thereof the full exclusive and undisturbed possession of their Lands and Estates, Forest, Fisheries and other properties so long as it is their wish and desire to retain the same in their possession...."

Constantly at the centre of on-going re-interpretations since its signing, the Treaty articulated a partnership relationship between the Pakehas (those of European descent) and the Maoris. The nature of that partnership has been even more vigorously debated within the last few years, fuelled by two factors. First, a Maori political and cultural renaissance which emerged in the late 1960s fostered that debate. Second, the 1990 "celebrations" of the 150th anniversary of the signing of the Treaty refocussed attention on long standing grievances.

The University of Waikato has a special relationship to the Maori people. It is located in the Waikato and services a geographical area which is the heart of Maoridom in terms of language, cultural and political power. Thus, although the national average of Maori participation at Universities is only 5.05%, at the University of Waikato the rate is more than three times greater: 16.9%. Two significant contributing factors are the targeted Certificate programme in Maori studies and the strong degree programme in Maori language and culture.

This higher than average participation rate is also evidence of the University's commitment in its Charter to the Treaty and to its partnership responsibilities. The Charter speaks of ensuring that "the educational needs of Maori people are appropriately catered for outside a formally constituted Whare Wanganga [house of higher learning]; Maori customs and values are expressed in the ordinary life of the University: and the Treaty of Waitangi is clearly acknowledged in the development of programmes and initiatives based on partnership between Maori and other New Zealand people". This same sentiment is mirrored in the School of Education's aim to ensure that "the School's activities will be consistent with the Treaty of Waitangi."

The University and the School have operationalized their commitments to the Treaty in a variety of ways. Of particular importance to those designing the Masters programme are the wide variety of courses and open-entry Certificate programmes designed specifically to attract Maori students into the University system. These programmes will be discussed in more detail in the next section.

The Masters programme then, is being designed to reflect a concern for the Treaty and to accommodate those Maori students who are currently working their way up through the undergraduate system. Such a task is not an easy one. The appropriate role of Pakeha in

relation to the operationalization of the Treaty in programmes is not clearly defined. It is however, clearly the domain of Maori to determine that role. Thus, development of a programme which treats the Tangata Whenua as partners must move beyond a process of "consultation" with the Maori people within the School of Education. Given the partnership relationship that the Treaty suggests, the content and processes of bicultural courses offered by Maori fall within the jurisdiction of the Maori. Construction and evaluation of those courses by Pakeha, via Pakeha standards, would violate the notion of partnership. Further, if such programmes are to succeed the resources must be found to fund Maori faculty.

None the less, of the six, full year courses required (two of which may be the thesis), the Working party is planning to offer a core course which will deal solely with "Maori issues and adult education". That course will be taught by a Maori as a bicultural course, that is, in English for both Maori and Pakeha students. Each of the other core courses ("Adult education and the dynamics of change"; "Historical and policy foundations of adult education in Aoteoroa"; "Adult development"; "Research methodologies") will have a Maori dimension. Finally, a core course "International and comparative adult education" will include a strong emphasis on indigenous issues.

EMPHASIS ON BRIDGING COURSES INTO UNDERGRADUATE PROGRAMMES

A notable characteristic of New Zealanders is their attitude toward credentialization. Whereas most North Americans appear to be caught in a frenzied credentialization race, New Zealand seems to be engaged more in a credentialization crawl. Various explanations have been given for this phenomenon. Some are based on a supply and demand model and argue that since entry to University education was unrestricted prior to 1991, the value of credentials has not spiralled upwards as it has in North America. Some give an economic explanation and suggest that an historically steady and relatively low level of unemployment until the 1980s ensured jobs for many with minimal regard to credential levels. Still others contend that the very nature of New Zealanders and the philosophy of the "Welfare state" do not accommodate the individualistic, highly competitive ideologies that drive the credentialization race.

Regardless of the explanations which lie beneath the phenomenon of credentialization crawl, it is clear that adult educators have not made strong demands for academic credentials at the graduate level in the past. Rather, the emphasis has been at the undergraduate level. This is not to say that graduate courses have not been offered in New Zealand. Both the University of Cantebury and the University of Auckland have offered graduate level courses in adult education within the last eight years. These courses have, however, more often represented the academic interests of individual faculty than an institutional commitment to the establishment of co-ordinated and enduring programmes.

At the moment, New Zealand is in a state of rapid political, economic and social change. Among those changes, restricted entry to University and rapidly rising levels of unemployment are placing a new, increased value on credentials. That environment makes the creation of adult education programmes at the graduate level a more viable possibility. These programmes, however, have to be developed in the context of the previously established undergraduate courses. At the University of Waikato, this is a more complex venture given its emphasis on bridging programmes which are designed to improve the participation and success rates of disadvantaged groups at the undergraduate level. As noted above, some of these programmes are designed specifically for Maori. Others successfully target women and the working class.

Bridging programmes have two basic formats at the University of Waikato. They are offered either as University Certificates or as Unitech Certificates designed and offered in a partnership arrangement by the University and a Polytechnic. In the latter case, the University of Waikato is unique in New Zealand for the creation of such a Certificate.

Among the wide range of Certificates and Unitech Certificates the University offers, are the Certificate in Continuing Education (offered by the Centre for Continuing Education) and a Unitech Certificate in Adult Education (offered jointly by the University and the Waikato Polytechnic). Entry to these programmes does not require high school completion. They thus provide an opportunity for early school leavers to undertake university study.

In each instance, the Certificate can be credited toward a first degree at the University. Of a total of 21 full year courses normally required for degrees, a Certificate represents 6 course credits. In other words, by taking either of these Certificates, participants can complete more than one-quarter of their University work. Further, in each instance, up to one sixth credit can be given towards the initial Certificate for prior learning in both experiential and institutionalized activities.

This emphasis on undergraduate and bridging courses has several advantages for the design of a Masters programme in adult education. Perhaps the most important advantage of a robust undergraduate programme is that it can restrict introductory courses, information and theories of the field to a level appropriate to their academic content. This ensures that in-depth and alternate theoretical approaches can inform the graduate dialogue. One can, for example, incorporate in-depth anthropological, post-modernist or feminist analyses into graduate programmes which assume a students' comprehensive understanding of the field to an undergraduate level.

A second advantage of such an emphasis is a philosophical one, for it involves the Masters programme in a pathway of learning which many adult educators claim is important. It offers "second chance" education in a very concrete way--beginning with accreditation for prior learning through to the doctoral level. In the case of adult educators who wish to travel that pathway, it ensures that prior learning and paid and unpaid work experience in the field are acknowledged. Indeed, by facilitating the movement of those practitioners into the academic arena we will inevitably enrich our research and discourse.

Another advantage of this emphasis is related to the fact that the five undergraduate courses in adult education can be taken by students drawn from a variety of disciplines. As these students move through to the graduate level, it is hoped that they will bring with them insights and approaches from other disciplines to extend and inform the field. At the same time, the philosophies and theories of the field may well inform other disciplines.

This emphasis on undergraduate and bridging courses has a notable disadvantage for the design of a Masters programme in adult education. It requires a concentration of energy and resources, both physical and capital, at a level which does not necessarily develop the research base which is essential for the development of a strong Masters programme.

CLOSE RELATIONSHIP WITH COMMUNITY ADULT EDUCATORS

The third and final major consideration which is influencing the development of the graduate level adult education programme at the University of Waikato concerns the close relationship of the University adult educators to the community adult educators. This relationship is the result of several inter-related factors.

First, it is important to recognize that the total population of New Zealand is approximately 3.3 million and that the population is spread over a country the size of an area roughly equivalent to California and Oregon combined. Within the country there are seven universities, three of which are in the South Island. Of those universities only three, one of which is in the South Island, are involved in offering adult education courses at a graduate level. Clearly, the academic adult education community is both scattered and small.

Although supportive networks among academic adult education researchers are possible if limited, more extensive and formalized networks currently exist among the community adult educators. The New Zealand Association for Continuing and Community Education, for

example, holds an annual conference for adult and community adult educators. This year, for the first time, a pre-conference to discuss research issues at the grassroots level was held. This suggests the possibility of a still closer relationship forming between academics and community adult educators.

This integration of the academic and community adult educators results in part from appointments made in the past to Centres for Continuing Education. In many instances, as at the University of Waikato, staff in those Centres are both academically qualified and community adult educators. The University of Waikato is unique in also having several academics within the School of Education who are qualified in adult education. It is these two groups that form the basis of the School of Education's "Working party on adult education and related areas."

Since the Centre works closely with grass roots adult educators, the insights and needs of those educators inform discussions of the "Working party." As well, since the Centre supports the University's stated commitment to regional communities, the voices of rural as well as urban community adult educators are heard.

CONCLUSION

Clearly the development of an adult education programme at the graduate level in Aotearoa is not the same as the development of a similar programme in North America. The factors discussed here have been related to specific details of a New Zealand situation. None-the less, each factor seems to resonate with an echo of similarity and some measure of familiarity in relation to the North American situation.

I experienced and came to understand the North American adult education programmes at the graduate levels as a practitioner, a student and a faculty member. Based on those perspectives, I would say that there is a distance from these issues in the North American context. Given the emphasis on indigenous peoples, disadvantaged groups and the community that this programme is developing, the most relevant question may be whether that distance is more an issue of neglect than it is of context.

Shrinking to Excellence: Is It Possible?

Roger Hiemstra
Syracuse University
October 14, 1991

Background

The graduate program in Adult Education at Syracuse University began a vigorous growth effort in 1980. From a level of two tenure track faculty, one non-tenure track faculty, and approximately 30 part and full-time students then, we grew to four tenure track positions, two non-tenure track faculty, and approximately 110 students by 1987. Along the way faculty members brought in over five million new dollars through grants, contracts, and extra tuition via our off-campus weekend scholar programs.

One of the largest contracts was a five-year, 3.7 million dollar grant from the Kellogg Foundation in 1986. Syracuse University's agreed upon level of matching commitment related to this project was 2.2 million dollars, including the financial support for two of the four tenure track positions.

Today Syracuse University is one of those many universities "shrinking to excellence," a delightfully catchy phrase guaranteed to please primarily the Regents. In my view this is a way of saying we didn't do quite all we should as an institution to prepare for a declining undergraduate pool. Syracuse has realized a significant decline in undergraduates the past two years with a continuing decline predicted for the next four to six years.

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Many graduate programs have suffered inordinately in terms of reduced faculty and budget because we are perceived to not pay our way. The Adult Education graduate program is now back to where we were in 1980 in terms of resources, that of two tenure-track positions and one non-tenure track positions, except that we still have nearly 100 students. We also have had our operating budget reduced each of the past two years and there was a salary freeze this year.

Remember that 2.2 million promised by the university. About $50,000 of actual dollars or associated real monies in terms of computer equipment or services were expended. In addition, another $50,000 to $100,000 (depending on who is doing the counting) of in-kind university faculty and staff support was provided. In 1989, the university's central administration declared they would not be able to provide the remaining two million because "a donor interested in adult education could not be found." We were not, however, told in the beginning that such support was tied to adult education donors.

Doing More With Less

We now know that the School of Education total budget will be cut at least an additional 21% during the next four years. Faculty positions will continue to be reduced, early retirements will be sought, operating budgets will become a joke, but we fully expect that the basketball and football teams will receive continued if not increased support. If I sound a little bitter, I am. It is glum, but what can you do. You must go forward.

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So how do you do more with less as we are being asked and forced to do. Here are some the ideas we have come up with or actions we have employed in the past several months. No doubt there will be additional ones we will have to implement as time goes by.

1. Using more adjuncts (they cost less)

    - be careful in selecting them (pick people you know are good teachers or whom you believe will be good teachers, although occasionally you will make an error)

    - orient them (talk about university expectations, your expectations, students' expectations, teaching approaches, etc.)

    - train them (learning contracts, what you do in weekend courses, how to do distance education, etc.)

    - insist on email connections to enhance communication, information flow, etc.

2. Rethinking the Way You Work With Students

    - student networking/support groups

    - using advanced doctoral students for teaching and other support

    - conducting writing workshops for students

    - enhance critical thinking skills in deliberate ways (talk about it, employ special efforts in courses, etc.)

3. Living with a Smaller Operating Budget

    - electronic communications (still free for many)

        - LANS

        - national networking

- sharing through AEDNET

- more and better data bases

- exam question options that can be retrieved

- standard letter formats that can be retrieved

- mailing lists/labels

- centralized school-wide data bases

- waiving some requirements

- residency

- exams

But there is an obvious down side to all of this. We can say we are trying to maintain quality, but in my view it is impossible to manage large graduate programs with fewer resources without there being some degradation in quality. In essence, all our workloads will increase significantly. Here is what I believe will be some outcomes, at least for Syracuse University, over the next decade:

- less research (this can be countered somewhat with students as co-researchers)

- less time for scholarship

- less time for students in terms of advising, colleagueship, mentoring, etc.

- fewer teachers from whom students take courses (what should be a "critical mass" for a faculty?)

- larger classes

- more burnout, more people leaving the teaching profession

I look forward to picking up more ideas this evening.

Visions and Revisions: Four Models of Graduate Outreach
at Penn State University

B. Allan Quigley
Penn State Univerity

"All things are changed and with them we too change"
(Unknown, circa 1300)

Introduction and Background

The Penn State Adult Education program is one of the most innovative and
rapidly expanding graduate programs in the field of adult education. In less
than a decade, it has been successful in establishing an M.Ed. and D.Ed. program
which reaches the entire Western half of Pennsylvania. As of Fall 1991, the
program had 104 enrolled D.Ed students and over 200 in the M.Ed program. It
utilizes a decentralized, four campus outreach system which has taken distance
education as a key component in program delivery. The faculty at PSU use both
interactive audio and interactive video (compressed video) on a regular basis to
link campuses in various configurations of two to four campuses depending on
scheduling need. Classes have been individually and team taught by faculty and
both audio and video have been combined across systems. Class sessions have
been conducted on computer (bitnet) and, occasionaly, students have enhanced
their programs through the Independent Study (correspondence) Office at Penn
State--a tradition dating to the turn of the century at this land grant
university. It is not uncommon for Adult Education classes to include students
from all parts of the state. Students have also been included from other
countries such as Canada and Finland. In fact, Dr. Michael Moore has been
delivering a certificate program in distance education by distance education to
Finland for two years. Guest speakers are regularly included in adult education
teaching through the medium of distance education and students typically will
discuss ideas with the authors of their texts during classes or talk with
experts from, for example, the U.K., South America, Canada or parts of Europe on
particular issues.
The Penn State program is closely aligned with PSU's Continuing Education
Department. Penn State has a long tradition of multi-campus continuing
education delivery with thirty-two centers and campuses around the Commonwealth
of Pennsylvania. In the case of Adult Education, the Pittsburgh (Monroeville)
program is entirely delivered through C.E. auspices, again greatly enhancing
program flexibility, allowing for workshops and one credit classes. Such
classes have included, for instance, training and learning in the workplace and
specialty classes with visiting scholars such as Dr. Ron Cervero on Effective
Practice; Dr. Robert Smith on Learning How to Learn, and Dr. John Niemi on
International Adult Education--each using various combinations of distance
education and "face to face" meetings. Notwithstanding the exponential growth
of the program and the innovation involved, faculty are committed to the levels
of quality outlined by the Commission of Professors and have insisted on
delivering their classes with their own faculty--all graduate faculty--with only
a few course exceptions.

The Issues

"There is nothing permanent except change" (Heraclitus). Over the past 3-4 years, Penn State University has suffered major funding cuts from the state which, in turn, have affected both educational expansion and the receptivity of those who must approve such expansions. Like so many intitutions of higher education in North America, PSU has been forced to live within diminished means. Programs which cannot justifiably promise either a substantive cost or manpower savings, or guarantee a clear financial gain, are carefully scrutinized and are often rejected out of financial necessity. Besides financial cuts, since 1988-89, the University President and the Dean of the College of Education have retired and been replaced. As a result of College of Education re-organization, the Adult Education Program Chair has changed and, with sabbaticals and faculty change, the program has had three Professors-in-Charge in as many years. In addition, the Vice President for Continuing Education--very significant in certain of the program delivery decisions--and many of the senior C.E. staff have retired or changed over the past two years. Even more recently, the Dean of the Graduate School retired and was replaced and the Provost is now retiring. It would be fair to say that every key decision-maker outside of the faculty who was involved in the early architectural plan of the Adult Education Outreach plan at the main campus has since either left the University or changed position. With budgetary exigencies, the new approach to academe is even more focused on academic research and less open to expansionist proposals than five years ago. The Adult Education program has been challenged to re-evaluate its early outreach goals.

Thus, like so many Adult Education programs which are still building and establishing themselves, PSU's program has found itself reviewing and evaluating certain decisions during what it still considered a "building phase." Beyond innovation lies learning. A recent program review provided objective data on the program and helped focus on a number of the generalizable lessons learned. These are presented here as what are thought to be universal questions for most adult education programs. How faculty and the program have adjusted to change are described with the hope that these experiences can provide some generalizable outcomes for others.

Model One: Evening On Campus Delivery

How does one establish a new program in Adult Education on the Main Campus? The first model will be familiar to most adult educators who have taught or studied in a graduate program. University Park is a beautiful but small and rather isolated community in the geographic center of Pennsylvania, located in the Alleghany Mountains. Under Gordon Godbey, the founder of the program, the Adult Education program officially began with M.Ed. and D.Ed. degrees May 29, 1981. A number of adjunct and affiliate faculty were soon added to boalster the teaching ranks. Classes were primarily evening for part-time learners. This is not a new model but, it is worth noting that there are inherent problems which will have some univerality in the field.

First, evening classes for adults on a major campus inevitably seems to mean that student support and ancillary services are closed or inaccessible to

many of the part-time adults. Book stores close at 5:00 along with most campus
day care centers, counselling services, administrative offices, etc. and it is
typical that the Evening on Campus program in A.E. finds itself facing
disgruntled maintenance staff or frustrated students who have arrived after a
long work day to find, for instance, the book store, if not the classroom itself
locked. Second, the early inclusion of various adjunct/joint faculty to
establish the program left a legacy of some faculty wondering if they still had
a role in A.E. once "core" A.E. faculty had inreased to six. Rapid early
building can mean informality of agreements in the early stages and questions
later.

The larger problem for PSU's new Adult Education program, however, was: How
can a location-bound, somewhat isolated main campus reach to other areas of the
state (a question not unique to State College if one considers other smaller
community campuses like Bozeman, MN; Athens, GA; College Station, TX; or De
Kalb. IL)? If it were to expand and fulfill its mandate, it needed to reach off
campus. The options are not all that many: 1) If students will not or cannot
come to the main campus (as they apparently are for programs such as the 3 week
residency AEGIS program at. Columbia), 2) Faculty can commute to outlying
centers--a common solution for Adult Education at Syracuse, Oklahoma State,
Northern Illinois, and Georgia (See Research and Theory Building Task Force:
Distance Education in Adult Education, CPAE Proceedings, 1989, pp. 40-50).
They can, 3) Locate faculty at various campuses--as is done to some extent in,
for instance, Wisconsin and Virginia. Or, 4) faculty can use distance education
technology as, for instance, at Wisconsin with interactive distance education,
at Syracuse with on-line computer software (See Research and Theory Building
Task Force: Distance Education in Adult Eduation, CPAE Proceedings, 1989, pp.
40-50), in British Columbia through the Open Learning Agency, in Alberta through
Access Albert or as in Saskatchewan using fibre optics and satellite and various
other interactive technologies in Ontario, Quebec and Maritime consortia They
can also 5) Use combinations of all or any of the above: residency/
commuting/decentralization/technology. Penn State has used all four approaches
over the past decade.

Model Two: Delivery Through a Affiliated Campus

How can a program extend to an already established campus? In January,
1985, the D.Ed. program was extended to an already established campus--
Harrisburg, the Capital College campus, in the state capital approx. two hours
drive from the main campus (see figure attached). Faculty commuted and
interactive audio conferencing has been used to deliver the D.Ed. to Harrisburg.
Thus, students will receive classes by interactive audio conferencing linking a
class in, for instance, U.P. and Harrisburg with frequent visits from the
faculty member. A part-time faculty member in A.E. was added to teach a number
of the programs locally and advisement has been handled by the U.P. faculty
during trips to Harrisburg. The on-site part-time faculty member provides
program advisement and, for logistics in particular, a resident Coordinator of
Programs is on-site who is not a member of the A.E. faculty. No main campus
residency has been required for the D.Ed. and students have completed their
Doctoral work with trips to University Park (51 currently enrolled at
Harrisburg) only as may be required.

However, in addition to the evening logistical problems discussed above
which are often inhertent to evening classes on a campus, and is too often the
case with parent and smaller campuses, this model has seen a number of
"political" issues arise over which campus makes what level of decision. The

issue of residency, the need for more time spent by itinerant faculty at the outlying campus, concern that audio conferencing is not sufficient compared to what main campus students get, the issue of fees retention, are all questions which have arisen. Certain of these are simply part of concern expressed in teaching through technology, but others are the result of classic power issues between the parent and the local campus. Taken as a generalization, there needs to be considerable care in defining program and campus roles early and setting a continuous process of revision in place early on.

The 1990/91 accreditation review pointed to several issues which provide generalizabilty beyond the above observations. It was made clear that a part-time faculty member was not enough. Student advisement at the doctoral level required a full time faculty member--a suggestion now being addressed in work to make the position at Harrisburg full-time. Thus, the Affiliated Campus model experience teaches that roles and a process for role evaluation is critical and that full time faculty support is needed--from the start up of the program.

Model Three: The Self Administered Distance Model

Can a program be delivered by technology alone, without an on-site faculty member, to an off campus location? In November, 1987, the A.E. Masters program was extended to Erie, Behrend Campus, in the North East corner of the state using compressed interactive video ("T-1"). Here, the instructor at either Erie or U.P. teaches from a campus studio with 2-4 cameras and ceiling microphones involved at each end. Both classes can see each other and talk easily with each other using the video moniters set around each studio. Since Behrend had an Audio Video staff, students met for classes at the studio room and the instructor travelled to Erie frequently to originate teaching from that end. No faculty member was assigned to Erie and advisement took place with the faculty visits from U.P. (a 4 hour drive). Student site moniters have been used for logistics (e.g., mailings, etc.). Approximately 20 students are currently enrolled at Behrend (13 accepted into the M.Ed. as of Fall, 1991).

Here is one of the more painful lessons learned. With no on-site faculty, the 1990/91 accreditation review pointed to the need either to have such a person there full time or, given the need for student advisement and strain on the existing faculty for travel and advisement at a distance, to withdraw from that location. The ultimate decision under current budget restraints has been to withdraw the program. Students are now being "grandfathered" in this final year of delivery and others are planning to attend in Monroeville, Pittsburgh (2 hours drive) since a number of those classes are weekend based in Monroeville. In addition, perhaps because of the absence of a faculty member to work on it, the library was seen as needing additions.

Thus, to generalize, the most sophisticated technology does not substitute for face to face advisement and mentoring students. As in Harrisburg, classes can be ably delivered through audio or video technology, but programs require on-site faculty presence.

Model Four: The On-Site Faculty Model

How can a multi-delivery model be established without a campus base? In November, 1987, the M.Ed. program was extended through the auspices of Continuing Education to Monroeville, a suburb on the East side of Greater Pittsburgh. A rented school building facility was already in place for

continuing education classes and a M.Ed. in Health Education (already one year old) was running out of these rented facilities. A full-time faculty member was put in place to establish the program from the outset--reporting to the College od Education but paid by Continuing /Education. Classes are offered by the on-site faculty member, by main campus faculty who commute on a weekend basis and also by main campus faculty who teach through audio conferencing from U.P. or Harrisburg and visit the Monroeville Center on a frequent basis during their classes. With one credit classes added at the local level through C.E., it is not uncommon for Monroeville to have a richer mix of A.E. classes than the main campus. Electives can be taken either at Monroeville or at any of the 5 Penn State undergraduate/associate degree campuses around Greater Pittsburgh. With a base population of over 2.2 million and a rapidly expanding program, the Accreditation Review pointed to a need for an added (second) faculty position on-site at Monroeville and for added library and computer facilities. At present, a fixed-term position has been added, making one full time, one part-time, and the possiblity of a fixed term converting to tenure track position is being reviewed. More library acquisition is taking place and CD RAM and computer hardware is being added. With the University of Pittsburgh, Carnegie-Mellon and Duquesne University in Pittsburgh, the issue of library access and electives has not been as acute as it might have been in a smaller center.

To generalize in this case, the need for an on-site faculty member was addressed early and, compared to the other extended degree sites the program has built up smoothly with the excellent local assistance of the C.E. staff. However, the need for a library and on-line search facilities was identified as a need by the Accreditation Review and the lesson learned here would be to put these facilities in place much earlier. The value of an on-site faculty member is somewhat dimminished by the isolation of that faculty member from other colleagues on a day to day basis. Further, the number of electives are limited compared to the main campus. However, compared with the other models discussed, this has emerged as the model of choice. It was referred to as such in the case of Erie and again in Harrisburg during the Review. Thus, the lesson here is that new programs need on-site faculty at the time of start up. This observation, coincidentally, has recently been taken up by the Extended Program Review Committee of Penn State and is now a university-wide recommendation for future program establishment.

Summary and Conclusion

After a decade of program building and successful delivery to well over half the state with six faculty, two complete distance education systems and four distinctly different models of outreach, certain generalizable lessons emerge following the 1989-90 Program Review and reflection of faculty:

. Distance education, in this case interactive ("two-way") audio and video systems can and should play a much larger role in the delivery of courses in our field. While not suited for absolutely every learner style (any more than lecture in a normative main campus setting is for adults), it is the outreach method which has proved the most successful as compared to the other options of commuting or asking learners to commute. Distance education is clearly the answer to most outreach needs if frequent remote site teaching visits are added by the instructor and if the instructor has training in the effective use of the medium. There is no compelling reason to deny courses to location bound

learners and no real need for instructors to drive constantly to reach those learners. However, there is a difference between _course delivery_ and _program delivery_. At the point of advisement and mentoring of students, even the most sophisticated distance technology may not be enough. On-site faculty are needed and/or frequent contact with itinerant faculty is the sine qua non of graduate programs.

. On-site faculty are needed both for teaching and advisement (some administrative duties should probably also be expected) to establish off-campus programs. In the Penn State case, off campus faculty have not been part-time fixed term people without research or writing responsibilities. All faculty have been full-time and members of the graduate faculty--an important point in the issue of maintaining quality off campus. Exceptions to this rule have been few and temporary in nature. The downside of this, however, is the isolation of faculty from main campus colleagues and the need for constant main campus support to persuade the parent campus that certain facilities (e.g., library, computers) are necessary and that off campus these needs should not be lost in bureaucratic request procedures.

. Continuing Education can play an important role in the outreach of adult education since it can give the needed flexibility and support that is often required. However, C.E. is typically driven by issues of quantity over questions of quality, setting up inherent tensions over priorities in graduate studies delivery. Here, a clear working relationshiop of roles and responsibilities between the academic college and the C.E. department is vital. Both the college and C.E. must be continuously supportive to the concept and the needs of the extended program.

. Certain base-line facilities are needed before programs should be launched, including substantive library holdings, computer support, and ways to enhance elective offerings. Roles between campuses need to be clarified early and a system of continuous review needs to be put in place to obviate between-campus ambiguity and conflict later. If distance education is to enhance the program, or if teaching by itinerant faculty is to be conducted, a commitment for the hardware acquisition and decisions on matters such as fees recovery need to be clearly outlined at the beginning between the two campuses.

. A long term strategy for the establishment and on-going support of such programs in needed early together with set dates for the review of such programs. There needs to be a commitment on behalf of all stakeholders since the decision-makers in the complex process of off-campus delivery can change and, with limited funds, it can become difficult to priorize the needs of such programs over the long term without a strategic plan.

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PENN STATE

ADULT EDUCATION PROGRAM

Instructional Improvement Special Interest Group

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EFFECTIVE PRACTICES IN GRADUATE ADULT EDUCATION CLASSROOMS:
WHAT REALLY WORKS?

Co-Chairs: Annette Greenland, University of North Carolina at Charlotte
Bob Nolan, Oklahoma State University

The Instructional Improvement Special Interest Group's work during
1991 grew out of a high-energy session it sponsored during the 1990 CPAE
conference in Salt Lake City. There, some 30 participants gathered in
small buzz groups to name activities which "generate the most excitement"
in their classrooms (for a list, see Nolan et al., CPAE Proceedings, 1990,
pp. 73-75). The process of reporting these to the whole group generated
its own additional excitement, pushing an already fast-moving 90 minutes to
the limits and leading to suggestions that the group (then a "task force")
consider creating a product—perhaps a compilation of effective techniques
in graduate adult education. The extent of positive feedback to the
session, which also featured Roger Hiemstra's and Burt Sisco's presenta-
tion of their individualizing instruction model, prompted comments by
Gary Dean and others in support of a move towards more permanent status
within the Commission than task force, as the group appears to meet an
ongoing, well-defined need among the professoriate.

A big step toward developing a group product was taken in the spring of
1991, when a request for effective practices went out to Commission
members. The report below describes the response to that request and sets
the stage for a continuation session at the Montreal conference.

The Effective Classroom Practices Project, April-October, 1991

Method

A survey instrument entitled "An Effective Technique for Graduate
Instruction in Adult Education" was developed by Greenland and Nolan and
piloted by Brook, Murk, Quigley, and Zelenak. Recipients were asked
to (a) provide the name of an effective technique (method, strategy,
process, activity, assignment, or other instructional practice); (b) list
its objectives and/or purpose; (b) describe the technique as they typically
use it; (c) list skills, knowledge, and/or awareness gained by students;
(d) estimate the length of time typically required to carry out the
technique; (e) indicate how they and students evaluate the technique's
effectiveness; and (f) cite useful sources—persons and/or literature.

The survey form and a cover letter were mailed May 3 to 220 persons
listed on Commission membership rosters. The target population was limited
to persons with addresses in the United States or Canada and to persons
known to teach graduate courses in adult education.

Results

Respondents

By October 1 descriptions of classroom practices had been received
from 35 Commission members[1] representing 25 institutions in the United
States, two in Canada, and one in New Zealand. Two contributors are
retired professors. Male respondents outnumbered females 22 to 10; three
forms were unsigned. Several contributors included other materials
(syllabi, journal articles, instruction sheets) in addition to or instead
of survey forms.

Categorizing Responses

Thirty-eight descriptions extracted from survey forms or reasonable
facsimiles constitute the data pool for the present summary. Several
techniques mentioned in the "extra" articles and syllabi provided by some
respondents were not included in the data pool because they were not readily
translatable to the survey-instrument format.

The amount of description supplied by contributors varied from simply
naming the technique to describing all of the steps involved in carrying it
out. Thus the sorting process leading to the categorizations below
required some arbitrary decisions.

Organization of learners. Many of the techniques call for individual
student effort preceded and/or followed by group activities. For the
purposes of an initial sort, however, they were categorized—by assessing
the degree of emphasis in the descriptive material—as primarily individual
activities, small-group activities, or whole-group activities.

Techniques for Individual Students (n=17)

Information-gathering, 4:
    Interview, observation, individual mini-case study, field
    research
Learning contracts, 3; other one-on-one negotiation of goals, 2
Formal papers, 4:
    Reaction papers, personal philosophy paper
Self-directed learning projects, 2
Outside application of particular principles, 1
Journaling about research methods, 1

Small-Group Techniques (n=13)

Topic identification, 5:
    Issues generation, Nominal Group Technique, brainstorming,
    classroom Delphi strategy, critical incident

Enhancement of comprehension, 6:
    Adult-education pioneers enactment, sculpting, silent
    (flipchart) representation of concepts, learning-teaching teams,

expertise and synthesis groups, joint inquiry teams
Simulations or samples of reality, 3:
Social action projects, competition for program evaluation
contract, legislative hearings

Whole-Group Techniques (n=8)

Facilitator-led techniques, 4:
Decentering discussion, pre-lecturing, overhead quizzes,
knowledge pooling
Audio-visual aids to comprehension/discussion, 2:
Educating Rita, A Jury of her Peers
"Real-world" projects, 2:
Community survey; planning/implementation/evaluation of
actual conference

Student gains. Most contributors listed one or more items in
response to "What sorts of skills, knowledge, and/or awareness are gained
from this activity?"

Skills:
Critical thinking/critical reflection skills, 7
Group process skills, 6
Skills in identifying and/or prioritizing issues and needs, 5
Evaluation skills, 3
Presentation skills. 3
Planning skills, 3
Interview skills, 2
Conflict management, library research, writing skills, 1 each

Knowledge:
Specific (content) knowledge, 9
Comprehension of concepts, 9
Synthesis/integration/application, 6

Awareness:
Group-building, 8
Self-awareness, 8
Greater involvement in issues, 5
Reframing contexts, 2

Time frames. The time suggested for carrying out particular
techniques ranged from 15 minutes to an entire semester or course.   At the
"short" end of the timeline are these which can be accomplished in an
hour or less: classroom Delphi strategy, videotape-plus-discussion, pre-
lecture, overhead quizzes, and visual representation of concepts. An
equivalent number provide structure or continuity across whole courses:
journaling in research methods, learning contracts, other collaborative
planning/learning techniques, conference planning/implementation/evalua-
tion, and legislative hearings.

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Evaluation

Contributing professors supplied fewer usable responses to "How do students evaluate the effectiveness of this technique?" and "How do you evaluate the effectiveness of this technique?" than to other survey questions. Some interpreted the evaluation questions as calling for opinions about techniques rather than for methods of evaluation.

Student evaluation of techniques:
- Non-specific "feedback," 12
- Course evaluation forms, 8
- Particular group-process methods. 7

Faculty evaluation of techniques:
- Formal grading or other evaluation of journals, reports, test results, completed contracts, quality of class participation, 11
- Observation of technique in progress, 10
- Oral feedback from students, 3
- Course evaluations, 2
- Colleague evaluation of technique in progress, 1
- Instructor's assessment of her own increased understanding and insight, 1

Sharing the Credit

Asked to identify persons, literature, or other sources which had been useful concerning their chosen techniques, respondents cited 14 specific books and credited eight additional persons by name only. Malcolm Knowles' books were listed more often than those of any other author; four were named by two respondents each: The Modern Practice of Adult Education, The Adult Learner: A Neglected Species, Self-Directed Learning, and Using Learning Contracts.

Next Steps

Capturing a mid-year opportunity for a face-to-face work session, seven SIG members attending the Adult Education Research Conference in Oklahoma met June 1 to assess the long-term possibilities of the Effective Classroom Practices Project and to plan sessions for Montreal. One of the two scheduled sessions bears the heading of this paper; its 90 minutes are to be divided among three activities:

1. Reporting the results of the Effective Classroom Practices survey
2. Facilitating the kind of high-energy small groups which worked so well in the 1990 SIG session, so that additional techniques or variations can be generated
3. Discussing ways to disseminate a finished compilation of effective classroom practices

Note

[1] Thirty-five members of the Commission of Professors of Adult
Education contributed information between May 3 and October 1 to the survey
of effective teaching strategies in graduate adult education:

Morris Baskett
David Boggs
Ralph Brockett
Paula Brook
Rosemary Caffarella
Beverly Cassara
Neal Chalofsky
Harlan Copeland
Phyllis Cunningham
Paul Edelson
Michael Galbraith
Annette Greenland
Roger Hiemstra
Carol Hoare
Carol Kasworm
Malcolm Knowles
Charles Kozoll
Burton Kreitlow
Jim Long
Robert Mason
Jim McElhinney
Peter Murk
Sharan Merriam
Robert Nolan
Cheryl Polson
Allan Quigley
Russell Robinson
Mark Rossman
Barry Sheckley
Harold Stubblefield
Jim Walter
Bonnie Zelenak

3 contributions were unsigned

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Annette Greenland
Marvin De Shane
Bob Noland

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Peter Easton

Tallahassee, October 13, 1991

Dear Linda,

Sorry not to have sent something to your Syracuse address. I hope that the materials hereafter will be of some help. The appended syllabus is abbreviated, because I am in the process of revising it for the next version of the course, to be given in Spring 1992. The course is currently on an every-other-year schedule, and I have only given it once, in Spring 1990.

In our graduate program, the Comp/Int Adult Ed course is a doctoral-level offering, though it presently has no specific prerequisites. That means, however, that, like all doctoral courses, it has an important substratum of training/practice in literature review, research critique and policy analysis. In fact, to my mind, it is one of the most important courses from this point of view, precisely because comparing programs and orientations cross-culturally and cross-nationally is one of the best ways to acquire a critical perspective on current (majority) US/Canadian practice.

But that "doctoral" vocation also poses two problems: What conceptual frameworks are applied to the research and experience we look at? What body of research/experience is there to draw on (and how are we going to draw on it)?

As concerns conceptual frameworks, like any problem of educational policy and research, comparative adult education lies, I think, at the intersection of a number of different disciplinary viewpoints -- economic, sociological, psychological/instructional, etc. I try to suggest several different frameworks to use in analyzing and comparing international instances of adult education (like human capital vs. radical economics, perspective transformation vs. modernization, and so forth), then prompt the students to build their own. The main criterion is that they be able to use it on the material at hand and to defend it.

The overarching conceptual theme that I tend to use is the question of the relation between social context on the one hand, and instructional content and process on the other. (When I say social context, I include cultural and political-economic factors.) To what extent and in what way do they reflect, or refract, each other? To what extent and in what way do they affect and change each other? One of the modifications that I plan to make in the course in this respect is to examine the notion of culture and the dimensions of "social context" a little more explicitly up front, since we keep coming back to them.

As concerns the body of research/experience that we draw on, I think that there are some problems. First, I don't find the currently available synthetic literature on comparative adult education (Charters, Knox, Bhola, etc. to be particularly insightful. Luckily, while we await better synthetic analysis, there is a good deal of case study material, and we can draw on the first-hand experience of a number of people: international students, others with overseas consulting or technical assistance backgrounds, visiting speakers, etc. The challenge of course development is to compose a "palette" of these experiential resources that is both substantively exciting and theoretically stimulating, and to keep modifying it as new material becomes available. The downside of both case studies and first-hand reports or remembered impressions can be that they do not answer many of the questions we would like to

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pose in a research or policy vein. Here international students who are going through the course may have a distinct advantage. Though often their own exposure to the field has been tangential or circumscribed by a particular administrative viewpoint, they can be led by the course experience, their own developing critical viewpoint and the questions of their colleagues to recall and examine entire dimensions of adult education programs in their home cultures that they had not previously examined -- and that would not appear in typical case studies.

Next under this rubric comes the question of the scope of the course. The comparative/international field is immense. In a sense, every one of our adult education courses should have a comparative dimension; and to try to make up for that in the space of one single course is to court disaster. The approach that I am moving towards is a combined survey and sampling one: scope out the dimensions of variability, then pick and concentrate on a certain number of cases that can be examined in sufficient depth to reveal the interplay between context and program mentioned above. The dimensions of variability are numerous: not just the great number of different countries and cultures (which can be regrouped in certain ways like "developing - transitional - developed" etc.), but also the different types of programs and clienteles within them, and the different aspects of the adult education process to be considered (planning, financing/sponsorship, administration, instruction, regulation/evaluation, etc.) There is in addition the related issue of whether one takes a micro or a macro approach: the one implying a closer look at particular programs and instructional or community development processes; the other requiring a closer look at the overall configuration of adult education in given countries, its relation to other systems like formal schooling and labor markets, patterns of funding, and trends in these and associated factors over time.

I put a good deal of emphasis on adult education in developing countries but purposefully do not deal with it exclusively. I think it important for students to gain some critical awareness of forms of adult education in other industrialized societies (including the former Soviet block) for several reasons: first, this is part of the 'survey" dimension of the course designed to familiarize students with world trends and variations in adult education; second, it broadens their sense of "the possible" and enriches the basis for talking about the context-program relationship; and, third, from a world systems perspective, many of these things are related: i.e., it is not pure accident that HRD is becoming the dominant form of adult education in OECD nations, while literacy, empowerment and oral rehydration are keynotes in LDCs. (In fact, comparative and international HRD is, in and of itself, quite an interesting topic that can be examined from a variety of viewpoints.) Critical analyses of economic and political "restructuring" provide one suggestive framework for tying these phenomena together.

Two other themes that help to tie the material together for me are cross-cultural/cross-national borrowing, and the relation of dominant to minority forms of adult education in each national setting. The "borrowing" theme brings out some of the fascinating and complicated filiation by which forms of adult education migrate across borders, change form, then return, etc. The conditions under which this happens I find very instructive. The dominant/minority theme reveals that the contrast between adult education in different societies may not be as great as it first appears: i.e., we have in this country many forms of adult education similar to those headlined in

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Europe or the developing world, but they don't receive much attention. When giving the course two years ago, I found, therefore, that one of its benefits for American participants was to bring to light types of adult education in the US and Canada that had not been much discussed in our graduate program: e.g., Highlander, training programs (from ESOL to empowerment) for immigrants, Pro-Life and Pro-Choice public education strategies, historical forms like the Southern Farmers' Alliance or Urban League work during the "great migration," etc. Similarly, one might point out, there is HRD in Tanzania and continuing professional education in Malaysia. In sum, contrasts among adult education practices across countries may have as much to do with which tendencies dominate in each setting and why as it does with absolute differences among them.

Well, I've at least given you a pile of verbage. I'll call you Sunday evening to discuss some of these points, if you'd like. One additional note: I am going to make an attempt this year in some manner to "plug" our course into ongoing adult education programs in two or more countries by maintaining "real time" contacts with people in those settings and exchanging correspondence/papers. One possibility is Namibia, where the Learning Systems Institute here on campus is currently developing educational support programs. Staff from the adult education division of their Ministry of Education are coming here in early November. Two others are Malaysia and Haiti. I have yet to establish the necessary contacts for industrialized countries -- which is one more reason why I wish that I were delivering this material in person at Montreal rather than faxing it to you!

Very best of luck with the session and warm greetings to Merrill, Bob and other colleagues.

[signature: Peter E.]

P.S. The syllabus appended below largely represents the way that the course was given in its first recent incarnation two years ago. It had then somewhat more of a "survey" orientation than the case sample focus described above. Though I am going more in the directions discussed in the letter, the agenda summarized below did bring up some fascinating topics: e.g., under "Comparative Human Development" (as relevant to adult learning), are life stages and adult dynamics conceived in the same way cross-culturally and what implications does that have for the form and function of adult education programs?

COMPARATIVE AND INTERNATIONAL ADULT EDUCATION

Instructor - Peter A. Easton   3 credits

INTRODUCTION AND PURPOSE

This course is largely similar to one that was taught in the graduate program of adult and continuing education from the early 1970s through the mid-1980s and discontinued only because of the retirement of the professor who at that time was principally responsible (Dr. Charles Adair).

The purpose of the course is

o   to familiarize participants with some of the "classic" experiences in adult education internationally (e.g., Danish folk schools, English Workers' Colleges, "people's" schools in the revolutionary movements of Cuba, Vietnam and China, Swedish study circles, etc.) while helping them to appreciate how cross-cultural diffusion, borrowing and emulation have operated to generate these currents;

o   to examine some of the variety of approaches to several basic types of adult education (ABE, continuing professional education, public affairs education, agricultural and health extension) currently encountered from one country to another, thus broadening participants' sense of the possible;

o   to analyze the systemic insertion of adult education in different national educational systems;

o   to examine the relationship between the form and content of adult education on the one hand and its socio-economic and political/cultural context on the other;

o   to learn to use comparison as a tool of analysis by live example and practice;

o   and to generate ideas about the institutional and instructional forms that "lifelong learning" may take in different societies in the future.

Materials on adult education programs in other cultures and nations are very dispersed and sometimes difficult to find or access. One ongoing task for all of us in the course of this semester will be to "flesh out" our bibliography on comparative adult education and to uncover new resources for each other.

The graduate adult education program at Florida State is in fact in a very favorable position to develop a unique set of resources and activities related to comparative adult education. Several factors explain this, among them

(1) the fact that the program is housed in the same Department as a strong international development education program, and in the same University with a number of other comparative programs and an institute (LSI) having major overseas educational involvements;

(2) the multi-cultural nature of the population of Florida; and

(3) the new international interests of business and government in this State.

In a number of respects, therefore, we are working on the formative stages of an undertaking that will continue to develop and grow over the years. As a class, we will discuss how best to set up and structure a resource center with materials and references on comparative adult education that can serve to accumulate these data and make them

available in subsequent years for students with similar interests. It is particularly important to draw maximum benefit from the presence among us of a number of graduate degree candidates from other countries who have first-hand experience with adult education programs in their home environments.

COURSE LEARNING OBJECTIVES

Essential course objectives for student learning can be defined in the following terms:

(1) The student will be able to identify seminal historical examples of adult education outside of the United States and discuss the influence that they have had beyond their borders.

(2) The student will be able to contrast philosophies of adult education and their institutional embodiment in educational systems of Europe (including the Soviet Union), Africa, Asia and Latin America.

(3) The student will be able to compare actual programs of adult and nonformal education cross-nationally and cross-culturally, drawing in a reasoned and analytical manner on aspects of their content, form, and socio-cultural context.

(4) The student will in addition define one additional learning objective related to a type of adult/nonformal education of particular interest to himself or herself and propose means of demonstrating its achievement.

TESTING AND GRADING

Achievement of the learning objectives specified above will be assessed through evaluation of four kinds of student performance:

(a) Attendance and participation in discussion during weekly class sessions.

(b) Preparation and keeping of a "journal" in which reactions to the subject matter are recorded weekly by each participant.

(c) Organization in teamwork with one other class member of a significant portion of one class session during the semester, to include processing and discussion of assigned reading or experiential materials by all class members in a manner designed to promote their active participation in, and appropriation of, the topic.

(d) Preparation of a research paper embodying some form of comparative and cross-national analysis of adult education programs or processes.

All these related materials will constitute the student's "portfolio," which will be evaluated at the end of the course by both the professor and the student in question.

COURSE FORMAT AND ORGANIZATION

This course will meet weekly for three hours on Wednesday evenings. Early sessions will be principally occupied with discussion of readings and use of a

few audio-visual resources. Much of class time during the rest of the semester, however, will be given over to "symposia" on the various topics defined in the outline below; that is, panel discussions among selected class members and outside resource people where each will bring a particular case study or technical perspective to the comparative debate. The readings will generally present a synopsis of mainstream practice in this country as one baseline for comparison, plus a few notable international examples. Other comparative cases -- either from international examples or from non-mainstream situations in this country -- will be presented through the symposia.

I would prefer that the class be governed and organized to the maximum extent possible by you the participants. I will play a role of resource person, technical advisor and ombudsman. To this end, I suggest devoting about 15 minutes per week to a "business meeting" in which the whole group discusses matters of class organization.

The course may be taken S/U if preferred, but individuals desiring to exercise this option must see me during or after the first class session.

SYLLABUS

A. INTRODUCTION

Jan 10   1. Class Organization and Process

- Getting acquainted
- Class governance and evaluation
- Requirements
- Resources and bibliography

Jan 17   2. What's to Compare about Adult Education?

Charters, A. N. et al. Comparing Adult Education Worldwide.
San Francisco, CA: Jossey-Bass Publishers. 1981.

*   Cookson, Peter S. "International and Comparative Adult
Education" In S.B. Merriam and P.M. Cunningham (Eds) Handbook
of Adult and Continuing Education San Francisco, CA: Jossey-
Bass Publishers. 1989. pp. 70-83.

*   Knox, Alan B. "International Perspectives on Adult Education"
NCRVE Information Series No. 21. Columbus, OH: ERIC
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3. Methods of Comparison

*   Ferrell, Joseph. "The Necessity of Comparisons in the Study
of Education: the Salience of Science and the Problem of
Comparability" Comparative Education Review Vol 23, no. 1
(February 1979) pp. 201-214.

Harris, W.J.A. Comparative Adult Education: Practice, Purpose
and Theory. London: Longman, 1980.

* Kelly, Gail P.; Altbach, Philip G.; and Arnove, Robert F.
"Trends in Comparative Education: A Critical Analysis" In
P.G. Altbach, R. F. Arnove and G. P. Kelly (Eds) <u>Comparative</u>
<u>Education</u>. New York: MacMillan Publishing Company. 1982. pp.
505-527.

* Noah, Harold J. "The Use and Abuse of Comparative Education"
<u>Comparative Education Review</u> Vol. 28, no. 4 (November 1984)
pp. 153-165.

Noah, Harold J. and Eckstein, M. A. <u>Toward a Science of</u>
<u>Comparative Education</u> New York: The Macmillan Company. 1969.
(Excerpts)

* Raviola, Reijo. "What is Comparison? Methodological and
Philosohpical Considerations" <u>Comparative Education Review</u>
Vol. 29, no. 3 (August 1985). pp. 261-273.

Ulich, Mary Ellen. <u>Patterns of Adult Education: A Comparative</u>
<u>Study</u> New York: Pageant Press. 1985.

B. INTERNATIONAL FOUNDATIONS OF ADULT EDUCATION

Jan 24 1. <u>History of Adult Education from a World Viewpoint</u>

Jan 31 2. <u>Classical Programs and Writings of Adult Education outside the</u>
<u>Mainstream American Context</u>

Rubenson, Kjell. "Sweden: Study Circles" In A.N. Charters &
R. J. Hilton (Eds.) <u>Landmarks in International Adult</u>
<u>Education: A Comparative Analysis</u>. New York: Routledge. 1989
pp. 15-46.

Krajnc, Ana. "Yugoslavia: Workers' and Peoples' Universities"
In Charters & Hilton (<u>op. cit.</u>) pp. 47-73.

Fieldhouse, Roger. "Great Britain: The Workers' Educational
Association" In Charters & Hilton (<u>op. cit.</u>) pp. 74-95.

Begtrup, H. & H. Lund. "Mobilization and Renewal in Rural
Denmark" In Roland Paulston (Ed.) <u>Other Dreams, Other</u>
<u>Schools: Folk Colleges in Social and Ethnic Movements</u>
Pittsburgh: University of Pittsburgh Press. 1980. pp. 71-101.

Coletta, Nat J. & Trudy A. Todd "The Limits of Nonformal
Education and Village Development: Lessons from the Sarvodya
Shramadana Movement" In J. C. Bock and G. J. Papagiannis
(Eds.) <u>Nonformal Education and National Development: A</u>
<u>Critical Assessment of Research, Policy and Practice</u> New
York: Praeger. 1983. pp. 205-218.

Glen, John. Highlander: No Ordinary School - 1932-1962
Lexington, KY: The University Press of Kentucky. 1988. pp. 1-
5 & 210-223.

Unsicker, Jeff. "Tanzania's Literacy Campaign in Historical-
Structural Perspective" In R.F. Arnove & H.J. Graaf (Eds.)
National Literacy Campaigns: Historical and Comparative
Perspectives NY: Plenum Press. 1987. pp. 219-244.

Leiner, Marvin. "The 1961 National Cuban Literacy Campaign"
In Arnove & Graaf (op. cit.) pp. 173-196.

C. ADULT EDUCATION PROCESSES IN COMPARATIVE PERSPECTIVE

Feb ?   1. Comparative Human Development

Feb :.4   2. Comparative Instructional Design and Andragogy

Feb ::1   3. Comparative Policymaking and Funding Systems

Feb ::8   4. Comparative Program Development and Delivery Patterns

D. ADULT EDUCATION PROGRAMS IN COMPARATIVE PERSPECTIVE

Mar '7   1. Adult Basic Education and Literacy

Mar :.4   2. Vocational-Technical Training

Mar ?8   3. Human Resource Development and Continuing Professional Ed

Apr !   4. Public Affairs Education

Apr l1   5. Health Education

E. SYNTHESIS

Apr l8   1. Review and Critique of Comparative Methodology
                What Have We Learned?

87

Community Education and Development

ED 682

Fall, 1991
Department of Education
Cornell University

D. Merrill Ewert
415 Kennedy Hall
Phone: 255-7755

Class location: Plant Science, Room 37
Time: Monday, 1:25-4:00

Office Hours:
Tuesday: 1:00-3:00
Wednesday: 9:00-11:00
By appointment:

I. Rationale:

"When in doubt, educate!" For years, this maxim held by many development planners generated tremendous enthusiasm for formal education around the world. Increasingly, however, communities are addressing their own problems through community education and development. The purpose of this course is to help students develop a conceptual understanding of development, to recognize the role of nonformal education strategies in community change, and to examine how community development strategies can be applied at the local level.

II. Course Objectives:

By the end of the course, students will:

1. Understand and be able to articulate the major theories of community development.

2. Understand and be able to articulate the basic principles of community development.

3. Be familiar with the basic literature of community education and development.

4. Be able to identify and debate current controversies and issues in community-based development.

5. Be able to conceptualize a community-based development research problem.

III. Format and Procedures:

This course will be taught as a seminar, relying primarily on group discussion with occasional lecturettes by the instructor for the purpose of introducing new material or synthesizing what has been covered previously. Everyone will be expected to complete the required readings before the class period during which these assignments are scheduled to be discussed and to come prepared to share insights, perspectives and questions. In addition, each student will be involved in a case study examining a local problem or the process through which a community-based organization addresses such a problem.

IV. Course Requirements:

1. Assigned readings

   Copies of all the readings are on reserve in Mann Library. All except the book chapters on this list have been bound and are available for sale in the campus book store. For the session on Paulo Freire's theory of conscientization, please select one of the books by Paulo Freire on the reserve shelf and read at least 50 pages.

2. Class attendance and participation

3. Written assignments

4. Group project

5. Participation in conference on refugees and development

   The Institute for African Development at Cornell is sponsoring a conference on refugees and development, on October 16-17, 1991. You are asked to attend at least one session (of your choice). The class scheduled for September 9th will be cancelled in exchange for your participation in this conference.

V. Written Assignments:

1. Three reflection papers:

   The syllabus provides a "reflective question" for each class session. Select *three* questions and write a brief essay on each, complying with the following guidelines. The papers:

   a)   Are due at the start of the class period during which the question is scheduled to be discussed. *No* late papers will be accepted for these assignments. If you are unable to complete an assignment on time, choose another question.

b)   Should be no more than 400 words or two pages, whichever is *shorter*.

c)   Must reflect the assigned readings, showing that you have read and understood what the authors have said.

d)   Should be well-written and presented--good organization, clear prose, appropriate punctuation, typed, professional-looking format, etc.

e)   Must indicate the date that the assignment is due and the number of the assignment (i.e. whether it is the first, second or third paper in this series of assignments).

Although students may select *any* three questions, you are encouraged to submit your first assignment early in the semester in order to obtain feedback from the professor before submitting subsequent papers.

2. Annotated bibliography:

Select a problem or issue that has been addressed educationally by community-based groups or agencies. Develop an annotated bibliography of materials in the professional literature dealing with this problem or issue. You may select any one of the following problems or propose another, subject to the approval of the professor:

- Homelessness   - Inadequate housing
- Hunger/malnutrition   - Refugees
- Illiteracy   - Joblessness
- Inadequate health care - Substance abuse
- Abuse/neglect   - Human rights violations
- Chronic disability

Please follow these guidelines:

a)   The bibliography should include at least 20 references from the professional literature (books, journals, research reports, etc.). Newspaper or magazine articles will not be accepted.

b)   -Each annotation should be no more than 80 words.

c)   The bibliographies should be clear, succinct, well-written, typed and well-formatted.

d)   No references may be more than three years old.

e)   These assignments are due on November 4, 1991.

3. Final project:

The final projects are *group* assignments involving 2-4 students in collaborative research. You may choose one of two options:

Option I: Study of a local problem or issue

The intent of this research project is to examine a local problem or issue that can be addressed through a community education or community development process. Some examples of problems include: homelessness, refugees, hunger, inadequate health care, joblessness, abuse, neglect, etc. The guidelines for this assignment include:

a) The research report should examine the local dimensions of the problem or issue (i.e. illiteracy in Tompkins County, refugee resettlement in Dryden, etc.). The papers should therefore include primary (local reports, interviews with service providers, interviews with program participants, etc.) as well as secondary sources.

b) The research paper should conform to conventional research reports (description of "the problem," review of the literature regarding the problem, description of the methodology, presentation of the findings and discussion of the implications for action).

Option II: Case study of a community-based organization

The research report is a case study of a local, community-based organization involved in addressing one of the problems or issues identified in the course. The guidelines for this assignment include:

a) Drawing on in-house publications, planning documents, interviews with staff and participants, personal observations, etc., the paper should be a presentation and analysis of the organization (its strategy, structure, impact, problems, issues, contributions, etc.).

b) The selection of a particular organization for this case study must have the approval of the professor. In addition, students choosing this option must have the approval of the agency being studied and submit to it, a copy of the final paper.

Several general guidelines apply to both options:

a) The topic is to be selected in consultation with the professor no later than October 7, the last session before Fall break.

b) Students are to collaborate on the research project, working in groups of two, three or four. Each student in a research group will receive the same grade for this assignment.

c) During the last two class periods, the student research groups will make oral presentation of their findings which will then be discussed by the class.

d) Some time will be given during several class periods for the research groups to meet together and to discuss their projects with the professor.

e) An outline of the paper is due on November 11.

f) The research reports are due at the start of the last class period.

VI. Grading Procedures:

1. Reflection papers:

   a) Paper #1   15%

   b) Paper #2   15%

   c) Paper #3   15%

2. Annotated bibliography: 20%

3. Final project   <u>35%</u>

   Total 100%

NOTE ON PARTICIPATION: The intent of this course is to foster critical reflection on the theory and practice of community education and development. Students are therefore expected to come to class having read the assignments and prepared to discuss the issues that they have raised. If a student's cumulative scores at the end of the end of the semester leave her/him at the edge between two letter grades, the grade assigned will be determined on the basis of his/her participation in class. The level of a student's participation will be measured by the subjective observations of the professor.

VII. Statement of Expectations:

The purpose of the assignments in this course is to help students think critically about community development problems and issues. Consequently, all papers and other materials submitted to the professor are expected to be developed uniquely for this particular course. Any work found to be submitted in another course at any time will be given a "zero" with no possibility to make it up.

Class Schedule

Date	Class Content	Readings
September 2	- Course objectives - Class procedures - Definition of terms - Formal and Nonformal - Development: Nature and meaning - Adult education & Development	- Coombs - Ramirez - Lackey, et. al.
September 9	No class	
September 16	- Approaches to development - History of Development - Philosophy and strategies for change - Promoting change	- Ewert (1989) - DeBord

* *Reflective question: How and why have community development models changed during the past two decades?*

September 23	- Technical assistance - Diffusion of innovation - Adoption of new practices - Change agents - Extension systems	- Fear, et. al. - Boone - UNDP

* *Reflective question: Examine the changing role of extension education in rural development. How and why are these changes occurring?*

September 30	- Community-based development - Process of participation - Community-oriented change - Process vs. project	- Vasoo - Craig, et. al. - Littrell & Hobbs - O'Gorman - Jones

* *Reflective question: Compare and contrast community-based development with the technical assistance approach. How are they the same or different?*

October 7	- Structuralism	- Alinski
	- Conflict models	- Robinson
	- Conflict and values	- Reitzes
	- Nature of change	

*Reflective question: What do you see as the appropriate
role of community-based development programs in generating
social structural change?*

| October 14 | - Fall break | Enjoy! |

October 21	- Conscientization	- Freire
	- Codifications	- Ewert (1981)
	- Structural change	
	- Community mobilization	
	- Empowerment	

*Reflective question: Analyze Freire's concept of conscientization.
Is it education, manipulation or something else? Defend your answer.*

October 28	- Facilitation of change	- Swinth and Alexander
	- The educator	- Daley & Angulo
	- Promoting change	- Daley & Kettner
	- Role of the change agent	- Rossing & Heasley
		- Brinkerhoff

*Reflective question: Examine and critique the facilitator role
of the community development worker as presented in the literature.*

November 4	- Participatory research	- Tandon
	- Social transformation	- Patel
	- Indigenous knowledge	- Colorado
	- Participation in programs	- Gaventa
	- Barriers to participation	- F. Korten
		- Pigozzi

*Reflective question: What is the appropriate role of participatory
research in community development? Take a position and defend it.*

November 11	- Adult literacy	- Youngman
	- Political economy of literacy	- Ramdas (No. 1)
	- Literacy and development	- Ramadas (No. 4)
	- Literacy and empowerment	- Carr
		- James

Reflective question: Analyze the contributions of literacy education to community-based development. What are its limitations and contributions?

November 18	- Role of NGOs in development	- Voth & Brewster
	- Promoting local initiatives	- LeBanc
	- Linkage between public and private	- Ilsey
	- Popular education	- Shaffer
		- D. Korten
		- Reading University
		- Picon

Reflective question: Assess the contribution of NGOs to community development theory and practice.

| November 25 | - Student papers |

| December 2 | - Student papers |

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Coombs, Philip, with Roy C. Prosser and Manzoor Ahmed. New Paths to Learning for Rural Children and Youth. New York: International Council for Educational Development, 1973, pp. 1-30.

Craig, Gary, Marjorie Mayo, and Marilyn Taylor. "Empowerment: A Continuing Role for Community Development." Community Development Journal. Vol. 25, No. 4, 1990, pp. 286-290.

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CPAE, Montreal
Oct. 14, 1991
Linda Ziegahn, Syracuse University

Development of new courses in international
adult education: A search for parameters

In thinking about how to make such a course dealing with "international adult education" meaningful and manageable, one needs to somehow limit the many processes subsumed in the term adult education, and at the same time figure out how to limit the course geographically--having the whole world at your feet is a bit much to deal with! For me, the obvious geographic area was Africa, the continent of all my international adult education experience.

What makes African adult education worth bringing to the attention of Americans is how adult education relates to the needs of poor countries--in this sense. the case of Africa is similar to that of Asian and Latin American countries. The range of adult education programs and movements in these "developing" countries is as varied as it is in the U.S. or Europe: university continuing education, nutrition training in clinics and hospitals, grassroots social movements, community economic development, and management training for government and private sectors. However, the common denominator of adult education efforts in Africa along with the rest of the Third World is the context of poverty.

Following are some of the questions I posed to myself in putting together this course for the first time, a syllabus, and bibliography.

Questions to ponder:

1. What would be the scope/range of an introductory course? What are student expectations of such a course?

2. What are the key themes that might unify the course?

3. How should the nature of "development" be treated, and what literature is relevant?

4. How can students vicariously experience the ethical dilemmas and programmatic decisions faced by managers of donor-funded adult education projects?

5. What resources would be available to the instructor in putting together such a course?

Church World Service (free) Film Library
P.O. Box 968
Elkhart, IN 46515
(219) 264-3102

DSR, Inc. (Development through Self Reliance, Inc.)
9650 Santiago Road, Suite 10
Columbia, MD   21045
(301) 964-0037
(Social message films that highlight issues of family planning,
health, training, AIDS, women's rights/roles, teenage pregnancy,
and general descriptions of life in rural villages.)

WID (Women in International Development) Publication Series
202 International Center
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New Summer Course! May 20-24

Adult Education in Developing Countries

ATE 600: Selected Topics, 3 Credit Course, Dr. Linda Ziegahn, Instructor
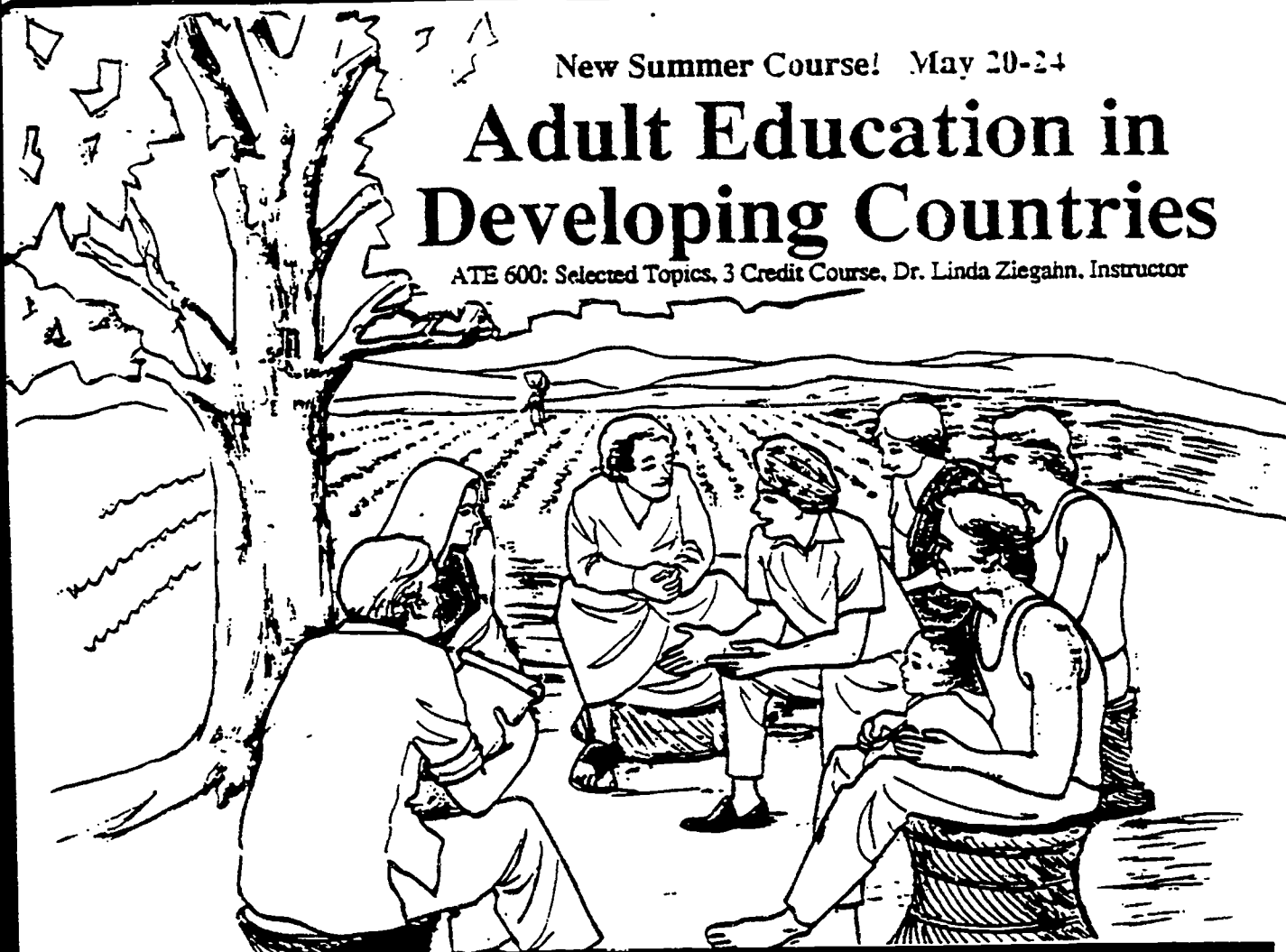
Focus of Course: Adult education in the developing nations of Africa, Asia, and Latin America.

Key Questions: What are the social purposes of adult education in particular countries/cultures, and who defines this purpose? How are the varied agendas of individuals, communities, and national development planners reconciled? What voice do adult learners have in the choice of learning focus, method, and direction? How do women and marginalized populations gain access to education?

Perspective: Participants will explore indigenous adult learning systems, modern institutions of adult education at the national level, and international development projects with an educational focus. Specific cases will be examined through theories from adult education, anthropology, and dependency and development literature.

Course Format: Intensive! Monday through Thursday, (May 20-24) 8:00-5:30; Friday (before Memorial Day), 8:00 - 12:00. Various techniques: group projects, class discussion, lecture, simulation, and film. Final project not due until July 1.

Who Should Enroll? Graduate students from various fields (economics, forestry, international relations, sociology, anthropology, or education) who either just want to learn more about the topic or who view their specific roles in developing countries as educational.

For More Information, call Linda Ziegahn at 443-3421.

SYLLABUS
ATE600: ADULT EDUCATION IN DEVELOPING COUNTRIES

Summer, 1991/Syracuse

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Time: Mondays-Thursday, 8:00-5:30; Friday, 8:00-12:00

Place: Room 104, Huntington Hall

Introduction

There is an underlying tension around the goals of adult
education programs in "developing" countries, as evidenced by
this quote:

> If the aim of these adult education programmes is to
> provide...knowledge and...skills, they may have some
> success, but if their goal is to change psychological
> and sociological attitudes, the results are meagre; if
> the goal is the acquisition of privileges previously
> denied to the majority, some progress is visible, but
> if the goal is liberation of individuals and the
> deepening of their awareness, much more has to be
> achieved; if they should enable individuals to adapt
> themselves to society and to new technologies, many
> programmes can claim tangible achievement, but if they
> aim at a real change of the status of those who have
> been "marginalized," the outcome is poor; if the role
> of adult literacy programmes is to initiate millions to
> the 3R's, some results have been evident; but if their
> purpose includes the preparation of illiterates for a
> different working and social role and
> responsibility...the results are far from these
> objectives. (Deleon, 1975, pp. 90-91)

The main source of this tension is the controversy around the
role of "development" in poor countries, and the role of
education in development. Is the key goal of education to help
individuals become healthier, more productive citizens? Or is
the role of education in the poor countries of Africa, Asia, and
Latin America to raise consciousness about social inequities?
Are these two goals incompatible? Whose goals are served by the
concept of "development?" Those of the individual, the state, or
of society at large? These are some of the issues that will be
explored in this course.

There are two central themes guiding the course. The first is *participation*; many of the issues in education of Third World populations center around who participates, when, and how. A related theme is *power*, the dynamic underlying many of the decisions made affecting adult education in developing countries, including who participates. Interrelated subthemes are development and education, as noted above, as well as culture and gender.

We will explore these themes through both theory and practice. Educators have connected theories of development, human capital, and dependency to theories of nonformal education (Bock & Papagiannis, 1983) and education for critical consciousness (Freire, 1981). The practical aspects of adult education in developing countries will be examined through the lenses of theory. Case studies of educational programs based on health, agriculture, and literacy themes will be presented for discussion and analysis. Class materials will include a) readings from required texts and articles distributed in class, b) guest speakers discussing first-hand experience with Third World adult education programs, and c) films/videos on educational contexts in Africa, Asia, and Latin America; and on popular entertainment messages around specific problems.

It will be important for all class participants to take an active role in class direction and discussion. The format of the class will be a combination of focused presentations on key concepts and examples, discussion, and individual and group work.

In summary, course goals are as follows:

> 1) To explore relationship between development and education and identify areas of conflict;
> 2) To explore the role of educator in Third World adult education and develop a personal stance as an educator;
> 3) To develop criteria by which to critically analyze adult education efforts in developing countries.

Assignments:

I. Explore, as part of a group, examples of adult education in a developing country (or countries). Groups (of 2, 3, or 4) can choose to work together on a common interest in either (a) a particular development problem, such as deforestation, or infant malnutrition; (b) a particular country or geographic region, (c) a comparison of forms of organization or administration of adult education across sectors or countries, (d) a combination of both (a), (b), and/or (c)--or another creative reason for grouping! On the last day of class, each group will present a report to the rest of the class including the following:

1. A description of particular problems encountered by adult populations and the educational approaches intended to resolve these problems (or the institutions established to address them).

2. The group's consensus on the appropriate criteria by which to assess similar practical efforts at educating adult populations in the country/sector under study by the group. Specify which situations these criteria would be applicable to (for example, all forestry projects in India, maternal/child health projects funded by UNICEF in sub-Saharan Africa, literacy programs in urban settings, etc.). These criteria should be informed by both theory and practice (both as described in materials read by group and by members' individual experience).

3. A bibliography of sources used in the group's inquiry. The report (around 10 pages total) should be typed and xeroxed for other class members. Class participants will form groups the first day of class, and class time will be given to seek out information. Sources should include library documents (a tour of government documents will be provided!), field reports, and individuals with first-hand knowledge on particular topics.

II. Individual project. This will involve a scholary study of a particular issue on the course theme. Participants will propose a topic by Thursday, May 23 for their project. The expectation is that a project will result in 15-20 page paper referenced in APA style.

Required text (may be purchased at Orange Student Bookstore):

Freire, Paulo. (1981). <u>Education for critical consciousness</u>.
   New York: Continuum.

Optional text

Werner, David, & Bower, Bill. (1982). <u>Helping health workers learn</u>. Hesperian Foundation.

Tentative schedule

Monday, May 20

Course rationale, introductions
<u>Theory</u>: Political and economic theories relevant to Third World adult education; introduction to adult and nonformal education.

<u>Readings</u>:   Bock & Papagiannis, Chapter 1
            Ewert
            Kassam

Tuesday, May 21

Content areas: Approaches and philosophies toward adult
education in the context of development. Key areas for
"development" education: health, agriculture, reforestation.

Readings: Freire (last essay, "Extension or Communication"?
             Boone
             LaBelle
             Jordan

Wednesday, May 22

Populations: Adult literacy: Who defines what is "basic?";
Women and other marginalized populations: whose vision of
equality?

Readings: Freire (earlier section, including examples of codes)
             Ouane
             Stromquist
             Weismantel

Thursday, May 23

Politics: The players in Third World adult education: local
participants, local institutions, national institutions,
international donors. What are the stakes? How are decisions
made? What are the conflicts?

Readings: Small
             Bock

Friday, May 24

Presentation of group projects; synthesis of week's activities.

ATE600 Adult Education in Developing Countries
Summer, 1991

READER

1. Bock, J. C., & Papagiannis, G. J. (1983). Some alternative perspectives on the role of nonformal education in national development. In J. C. Bock & G. J. Papagiannis (Eds.), Nonformal education and national development (pp. 3-21). New York: Praeger.

2. Ewert, D. M. (1989). Adult education and international development. In S. B. Merriam & P. M. Cunningham (Eds.), Handbook of adult and continuing education (pp. 84-98). San Francisco: Jossey-Bass.

3. Kassam, Y. (1986). Adult education, development and international aid: Some issues and trends. Convergence. 19(3), 1-11.

4. Boone, E. J. (1989). Philosophical foundations of extension. In D. Blackburn (Ed.), Foundations and changing practices in extension (pp. 1-9). Toronto: Thompson.

5. Crowder, M. (1987). Whose dream was it anyway? Twenty-five years of African independence. African Affairs. 86(342), 7-24.

6. LaBelle, T. (1986). Teaching and learning: Prescriptive and process approaches to individual change (Chapter 4). Nonformal education in Latin America and the Caribbean. New York: Praeger.

7. Jordan, B. (1988). Knowing by doing: Lessons traditional midwives taught me (Working Paper #169). East Lansing: Michigan State University Women in Development Publication Series.

8. Ouane, A., & Amon-Tanoh, Y. (1990). Literacy in French-speaking Africa: A situational analysis. African Studies Review. 33(3), 21-38.

9. Weismantel, M. J. (1987). Unwillingly given, ungratefully received: An ethnography of the "Leche Avena" program in Zumbagua Parish, Cotopaxi Province, Ecuador. East Lansing: Michigan State University Women in Development Publication Series.

10. Stromquist, N. (1986). Empowering women through education: Lessons from international co-operation. Convergence, 19(4), 1-22.

11. Darcy de Oliveira, R., & Darcy de Oliveira, M. (1982). The militant observer: A sociological alternative. In B. Hall, A. Gillette, & R. Tandon, Creating knowledge: A monopoly? (pp. 41-62). New Delhi: Society for Participatory Research, & Toronto: International Council for Adult Education.

12. Small, C. (1989). From the ground up: An anthropological version of a women's development movement in Polynesia. (Working Paper #182). East Lansing: Michigan State University Women in Development Publication Series.

13. Bock, J.C. (1983). The institutionalization of nonformal education: A response to conflicting needs. In J. C. Bock & G. J. Papagiannis (Eds.), Nonformal education and national development (pp. 163-183). New York: Praeger.

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Research and Theory Building Special Interest Group

The Cultural Context of Adult Learning: Implications for Theory Building

Richard A. Orem
Northern Illinois University

Background

Two developments occurred virtually simultaneously in the 1970s and 1980s which are relevant to this study. First, there was a sharp increase in interest paid to how adults learn. Witness the growth in number of graduate programs in adult education as well as the growing interest within business and industry of the relevance of adult learning to education in the workplace. The literature of adult education and human resource development reflects this interest with a number of textbooks, research conferences, and journal articles devoted to the topic of how adults learn, self-directed learning, and learning how to learn.

During this same period of time, adult educators in North America and Europe were developing the concept of self-direction as the unique identifier of adult learning (Caffarella and O'Donnell, 1987). There is now growing interest in "defining how learners can take charge of their own learning and in clarifying how teachers can help students become more autonomous" (Rubin, 1987:15).

Secondly, the nature of the workplace and the classroom is changing to reflect an increasing globalization or internationalization of the world in which we live and work. Those of us working within the context of higher education are facing the challenge of an increasingly diverse student population, not only due to an increase in enrollments from outside our own country, but also from an increase in enrollments of minority populations and otherwise traditionally underserved populations from within our own country. This increasing internationalization of graduate study and the work place should force us to re-examine our current theories of how adults learn given the variable of culture which has been either ignored or overlooked in the theories of adult learning most frequently referred to in the literature of adult education.

Although much of the application of research in adult learning has focused on technique, Brookfield (1985), among others, has called for more emphasis on reflection--for an internal change in consciousness together with technical expertise in the use of instructional techniques. Self-directed autonomous learning in the fullest sense of the word requires that adults become aware of the structures of "culture as well as psychological assumptions that form the meaning context of behavior. The network of ideals, values, and beliefs, the abstract social, political and educational concepts that are constituent elements

of their cultural assumptions need to be critically examined and re-interpreted or recreated" (Wenden, 1987:11).

Mezirow (1985) and Chene (1983) speak of the need to study the development of a critical awareness in the adult learner, of how the adult learner develops an appreciation of personal power. Wenden (1987) concludes that adults "need to become aware of their ability to make choices, initiate action, to become responsible for and influence the course of their lives" (p. 11).

Purpose

My own interest in this topic focuses on how we can extend our current knowledge of how adults learn by examining the influence of culture on the development of critical reflection and learner autonomy. A possible outcome of this research will be the development of a model of adult learning which more explicitly accounts for the influences of culture on learning. Such a model would better inform the practice of adult educators, both those currently teaching adult learners, as well as those training future adult educators in graduate programs.

Significance

Concerning cultural influences on learning, there are currently two significant areas of applied inquiry in need of attention by adult educators. One is the training of future adult educators currently conducted in institutions of higher education. The other is the education of adults with limited resources enrolled in programs of adult basic education. I am referring specifically here to the rapid growth in numbers of adults enrolled in programs of English as a second language.

Currently many institutions of higher education in North America are witnessing a growth in the number of minority culture students, including Black and Hispanic. Older students represent another large group of students enrolling in higher education with distinctly different learning needs than the traditional students of the past. In fact, during the 1980s virtually all the enrollment increase in higher education in the U.S. was due to increased attendance by students aged 25 and older. During the 1990s these trends are expected to continue.

Other culturally diverse groups increasing their representation on campuses include international students, especially Asians. It is readily apparent that these culturally diverse adult learners bring with them a wide range of experiences. They also bring with them distinctly different learning strategies, some of which do not conform to prevalent notions of the ideal adult learner. At times not only do they not conform, but they also lead to conflict in the classroom.

As an example of potential conflict, education for Asians is the key to lifelong success. However, in the American university classroom, the dominant learning strategies employed by Asian learners are often at odds with the dominant philosophy of education found in most graduate education programs. Asians rely on rote memorization; they tend to be passive and do not often participate actively in discussions; and they view the teacher and the textbook as primary and indisputable sources of knowledge.

Another example of how dominant learning strategies of adults can be at odds with the philosophical orientation of the educational program can be found in English as a second language classrooms sponsored by adult education institutions. In these programs, emphasis is placed on oral communication which requires active participation, inductive learning, and critical thinking skills. Many of the students, however, are reluctant to talk for fear of making mistakes and "losing face," are deductive learners, and view the teacher and the textbook as the single most important source of knowledge.

Given the growth in participation among culturally diverse groups in American higher education, and their participation in adult education programs designed according to euro-centric adult education principles, are we dooming them to failure or frustration in the teaching/learning transaction? Who will succeed and to what can we attribute their success? To what degree is culture a predictor of success in the ar lt education classroom? Or are there specific learning strategies common to members of certain cultural groups which are especially useful in achieving success in adult education programs? How do current programs facilitate critical reflection and learner autonomy? Or do they instead merely domesticate the learner?

Literature Review

A review of the current literature of adult learning (Boucouvalas with Krupp, 1989; Brookfield, 1986; Cross, 1981; Knox, 1978; Merriam, 1987; Merriam and Caffarella, 1991) reveals a curious absence of discussion of culture in the research on how adults learn. Usually any mention of culture is linked to wider discussion of the social context of adult learning, but that is inevitably dominated by discussion of gender, race, and age. Boucouvalas and Krupp (1989) admit that "variables such as gender, social class, and culture are important" (p. 192), but do not provide any additional insights into why.

Knowles' theory of andragogy (1970) has heavily influenced adult education practice over the last two decades. Andragogy asserts that adult learners are autonomous, problem-solving, self-directed, and future-oriented. That may describe some adult learners in some situations, but falls short of providing a

satisfactory explanation of adult learning by culturally diverse adults.

Pratt (1990) is one adult educator who has attempted an examination of the role of culture in adult learning as it relates to the interaction of Chinese and Americans. Pratt's model suggests three "spheres of influence which differentially affect conceptions of self and identity within and across cultures. The Chinese construction of self and location of personal identity appears to be derived primarily from cultural, social, and political spheres of influence with an emphasis on continuity of family, societal roles, the supremacy of hierarchical relationships, compliance with authority, and the maintenance of stability. In contrast, the American construction of self and location of personal identity have traditionally originated from the same spheres of influence but with significantly different philosophical values. Starting with a belief that what is 'good' is of a personal nature, the American tradition has professed the a priori existence of individual rights." (pp. 38-39)

Such opposing world views as described by Pratt help to explain the potential conflict which can occur in classrooms of culturally diverse learners. Conventional assumptions about the role of teacher as co-learner do not work with members of this group.

This conflict is supported by educators who have traveled to developing countries (Maley, 1989; Owens, 1989). Among members of these other cultural groups, the teacher or textbook has the knowledge. In order to acquire it, it is sufficient for the student to commit it to memory. Oxford (1990) and Nunan (1989) have examined closely the function of learning strategies in the English as a second language classroom with specific recommendations for improving practice. Wenden and Rubin (1987) support Brookfield's claim that reflection is critical to self-directed learning. Furthermore, they urge that such reflection be made part of second language instruction.

More recently, Grow (1991) has proposed a process by which adult learners advance through stages of increasing self-direction and that teachers can help or hinder that development. According to Grow, self-direction is not considered an automatic quality of adult learners, but rather one which can be taught. Still, self-direction is considered an ideal quality of adult learners.

If reflection is critical to self-directed learning, then our conventional models of adult learning are restricted in their application. And as many classrooms become more multicultural, adult educators will need to be trained to identify those learning strategies commonly employed by members of those cultural groups, and of the possible constraints of the learner's culture on the development of autonomy and self-direction.

One characteristic of the adult learn... which appears to have universal application is the reliance on past experience for learning new information and skills. Previous experience also plays an important role in influencing perception and organization of new information (Freedman, Sears and Carlsmith, 1982; Lindsay and Norman, 1977). Literacy educators have been aware of this phenomenon for more than three decades and have applied this knowledge to the development of language experience exercises. Even at the graduate level, international students are often observed struggling with concepts, not because of language, but because of a lack of experience. Either they do not see the concept as intended, or they may not see it at all.

Of the many constructs used to describe cognitive style, the two receiving the most attention by adult educators as well as those observing culturally diverse learners, are field dependence and field independence. The term field dependence has, in fact, been replaced with field "sensitivity" because of the negative connotation often associated with "dependence" in North American society. Field sensitive teachers tend to model behaviors and solutions whereas field independent teachers tend to act more as resource persons, facilitating the students' own discovery of solutions. Field sensitive teachers tend to devise cooperative tasks and group projects, whereas field independent teachers tend to assign indivdual projects. Perceptual measures of field dependence and field independence have also been correlated with ethnicity and sexual roles within particular cultural groups (Robinson, 1985).

For those educators working with culturally diverse learners, the importance of identifying dominant learner strategies cannot be overestimated. These learning strategies are influenced by language and schooling as well as a variety of other psychological and sociological factors.

Research Questions

It appears then, from the research of cognitive and cultural psychologists, that the learner's home culture influences how the learner acquires new knowledge and skills. Amount and type of background experience will facilitate new learning. Furthermore, members of certain cultural groups tend to exhibit certain learning behaviors. These learning behaviors can be at odds with dominant teaching strategies employed by adult educators trained in a western knowledge base.

Given what we already know, we are now ready to pose certain questions.

1. Do adult educators generally encourage critical reflection? If so, how?

2. Can critical reflection be taught to culturally diverse adult learners?

3. Is critical reflection characteristic of any particular cultural group?

4. Do more successful students exhibit certain learning patterns which are consonant with the dominant teaching strategies of the instructor?

5. Do teachers tend to accommodate different learning styles, even though they may not agree with their effectiveness?

6. What learning strategies are characteristic of which cultural groups?

7. To what degree is the knowledge and skills taught in adult education progams in North America relevant to the learners in their home countries, given certain differences in culture?

8. Is culture adequately accounted for in current models of adult learning theory? If not, is it because it is not important, or is it because it is too complex a variable to define for purposes of conducting research which will be relevant and meaningful in application to our work as adult educators?

Summary

Culture is an elusive variable in our study of how adults learn. Yet, because of an increasingly culturally diverse society, it becomes more imperative each day for adult educators to attempt to understand the role of culture and its influence in the learning process. Over the last decade alone many conferences and publications have tried to focus our attention on learning for the purpose of building a better model or models of adult learning theory. Strangely few have attempted to address the variable of culture and its role in the learning process.

The most recent effort in this regard is the jointly sponsored Project for the Study of Adult Learning, a project of Illinois State University and NUCEA. This project brought together 25 adult education researchers and practitioners to explore and discuss questions and issues of adult learning in an effort to build theory. This project will be continued another year with continued funding from Illinois State and NUCEA.

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Human Resource Development Special Interest Group

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ADULT EDUCATION FOR THE FUTURE

Sean Courtney
University of Nebraska-Lincoln

A Presentation to a General Session of the
Commission of Professors of Adult Education
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Back in the summer of 1984, I had a "frank exchange of views" with
Professor John Niemi of the Adult Education program at Northern
Illinois University.   It was during the oral defense of my
dissertation and we got around to broader issues governing the
shape of the field in the future.   Referring to my new job as a
faculty member with National College of Education, John asked,
"Suppposing you were asked to set up an Adult Education dept. in
St. Louis (where I was heading) how would you staff it?"   Falling
into his carefully laid trap I retorted that if I wanted to have a
sociological focus in my program, I would hire a sociologist who
was interested in Adult Education (AE) or at least in the field of
Education; if I wanted an historical focus I would hire a
historian, and so forth.   The implications of my remarks were that
I would not hire graduates of AE programs as faculty members
because they would not have a proper disciplinary background.   A
further implication of my remarks was that AE graduates were better
for those subjects that appear to belong more definitely to the
field of AE that to any other: program planning, instruction of
adults, adult learning and development, etc.

John was unhappy with my response; hence the "frankness" of the
exchange. I hasten to add that I am a renegade from psychology who
found a niche in AE more than ten years ago and has never left. To
this day I identify with the ranks of adult educators, professors
and practitioners, though I remain extremely critical of what we do
and how we justify our existence.   Nor do I subscribe to the
dictum, AE-LOVE IT OR LEAVE IT. Our field is sorely in need of
critics and it is better to have them "within the tent" poking out,
than outside the tent poking in.   I might also add that if in a
position to hire faculty where I now work (the University of
Nebraska) I would almost certainly hire someone with either a
doctorate in AE or with a considerable background in the field,
i.e. evidence of identification with it.   Moreover I would
subscribe to the Niemi-Mezirow "standards", though I remain
doubtful as to their effectiveness or enforceability. Anyway, as
a wise adult educator once remarked, enough about me; let's talk
about the subject of this discussion.

Adult Educat.on and its Tendencies

The discussion with John Niemi highlights for me a major tension
within the field of AE (by which I mean "the field as a subject or
object of university study": AE in its guise as academic subject or
discipline). The tension is between the tendency to look outside

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ourselves for inspiration or direction and the tendency look within and see overall mission as the measure of all things.

The first tendency I call **centrifugal**, the second I call **centripetal**. The "Black Book" is a good example of the first, the outward looking tendency: it sought to establish AE as a university discipline showing how various other disciplines, e.g. sociology, history, psychology, etc. could contribute to its theory base. The Boyd and Apps "red" handbook is a good example of the second, the inward-looking, tendency: it attempted to establish an ideological center for adult education by insisting that we would find our questions, methods and theories from within.

From the perspecti.⌐ of eight years of American adult education I see no hope of success for the Centripetal forces, though the establishment and growth of 'free-standing' depts of AE have given the illusion of victory. Anyone familiar with organizational theory knows that a crucial factor in the growth and decline of organizations is environment. While AE is not an organization as such, it takes organizational forms within institutions. As such, its environment--of other programs and disciplines--is too strong to be ignored. To succeed AE must allow itself to become truly the "open system" that Knowles once described, to be truly permeable and transparent to the opposition. Therein lies the possiblity of victory. But more of that later.

In this brief paper, I will use the methaphor of the centrifugal and the centripetal in my examination of the two themes I was invited to discuss here today:

> 1) how has adult education, its theory and environment changed since 1900, and
> 2) what are potential scenarios for Graduate AE to the year 2000 and beyond.

1) Adult Education since the 1900s

While there are obviously many ways in which the evolution of AE as field of practice, as a disciplne or profession can be discussed, for present purposes I would like to focus on three major developments which I believe have been important, and continue to be important, for shaping AE as we know it in the United States, in this present century. The first, affecting AE theory, I have called "From Adult Education to Adult Learning"; the second affecting AE in its organizational and programmatic identity I have called "From ABE to HRD", the third reflecting the environment in which AE operates I have called "The Programming of America".

I.   From Adult Education to Adult Learning

One of the most singular thrusts within the literature of AE theory over the past few decades has been the gradual, now quickening, move away from "adult education" as the "master" concept to "adult

learning". The signs of this shift are everywhere, some reflecting serious re-orientations within related disciplines, others reflecting less serious market senstive considerations. We see it reflected in the titles Jossey-Bass brings to the market place with dizzying efficiency. For this publisher adult education appears like a pesky hold-over from bygone days. Adult learning, by contrast, is sexy, shorn of institutional trappings, and connoting freedom, fluidity and a vagueness of idealism which appears eminently suitable to the mood of the 1980s and 1990s. The term, education, often now appears with 'lifelong' or 'postsecondary' fronting it, so even 'adult' is not immune from unemployment. And papers and textbooks that, ten years ago, would have had 'adult education' in the title now are more likely to have 'adult learning'.

More seriously, however, the field, in an astonishing burst of centripetal creativity is rethinking the paradigm of learning We are beginning to realize the importance of informal, everyday and yet often critical learning experiences. Coupled with this is the new-found emphasis on Self-directed Learning, or that idea that adults manage or want to manage their own learning experiences, experiences in which they are the planners, curriculum developers and evaluators.

Yet, if we look at the history of AE since the 1900s it is clear that for too long we were talking about was schooling, meaning classes for adults in schools and community colleges, as literacy programs organized and funded through state and local governments, etc. While important, this told only part of the story, and a very small part at that.

Sometime in the 1960s, we began to shift our focus, away form the institutional focus and the formal structure of programs and delivery models and towards the Individual Learner, his or her motivation to learn, etc. (Incidentally, the emphasis on the individual over the institutional, of the primacy of opportunity over provision is very evident in Lifelong Learning and Public Policy, the apologia for the Mondale Act of 1976.)

Though often unaccredited, much of this shift can be traced to the work of Cyril Houle, especially his seminal, 'little' volume, The Inquiring Mind, long unfortunately out-of-print and now re-ssued by the Univeristy of Oklahoma. Other actors responsible for the paradigm-shift are Houle proteges: Malcolm Knowles and Allen Tough. From Knowles came the concept of Andragogy, which for all its warts and consistency and the densest rubber, has been a tremendous force in getting us to rethink the whole business of teaching adults, based on a reformulated theory of how adults learn.

On the other hand, there is a centrifugal tendency which we are ignoring and from which there is much inspiration to be drawn. Among its manifestations: educators in general have begun to go outside the concept of schooling in addressing the coming needs of

post-industrial America.[1] David Kolb has been exploring and researching the concept of Experiental Learning for more than a decade, an idea which would do much to bolster the theoretical content of our home-grown notion of Self-directed Learning.

II. From ABE to HRD

According to Jack Mezirow, in a letter mailed to CPAE members before this conference, as a calling or vocation, AE has moved inexorably from "original concern as an enterprise driven by social ideals to one overwhelmingly market-driven." Literacy and Adult Basic Education (ABE) clearly symbolize the pre-occupation with social ideals; while the exaggerated deference to Human Resource Development and its followers clearly suggests the shift to market-driven considerations and a collective fear that we are not where the action is (to call up the theme of this year's national conference).

There is no doubt that we have come some distance from the early days, at the beginning of this century, when AE seemed to be synonymous with Americanization and literacy concerns, and Cotton said we were moved by idealism and reform, to days when membership in the national organization, AEA (USA) was high and much larger than the fledgling ASTD, to nowadays when it is the latter rather than the former that appears to carry the clout, when literacy and basic education are far down the professional association's agenda, and when indeed literacy and basic education have become everyone's agenda, without us being in the vanguard of the movement.

But were we ever social idealists? Was our mission every clearly on the side of the downtrodden and disadvantaged? Or, as historians such as Harold Stubblefield now appear to be saying, have we always been a field loosely connected by a variety of concerns, not all of them commensurable, with the adult learner and his or her roles and responsibilities as the only, dubious, common theme. Centripetally, we have for too long been consumed by our commitment to a social mission what was at the best of times unmatched by the needs or motives of our clientele (an issue explored in my own work on participation). Centrifugally, it is undoubtedly the case that in areas like training and literacy, to name but two major elements of the national agenda for the next few decades, we have been seriously sidelined by more prominent and powerful players, many of whom appear not to know we exist.

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[1] I am thinking in particular of "Ecology of Learning" a recent report by a prominent educator (whose name I cannot recall) which appears to draw considerably from ideas which have long been common fare within the AE literature, without I am sure, being aware that he is doing so.

III. The Programming of America.

More subtle, pervasive and profound forces have been at work on the American psyche for many years now, of which AE may be a distinct manifestation. Gunnar Myrdal once noted how Americans were often given to organzing and attending classes at the drop of a hat, whatever the issue. Americans had a belief, the Swede ventured, in education as a solution to many of life's seemingly intractable problems.

In almost every aspect of American social, cultural and workaday life, the concept of the "program" is omni-present. Whatever the issue, from drug-abuse to Parent Education, from drunk-driving to AIDs, programs exist to deal with it. Programs require program planners, designers and developers. Centripetally, we have been honing and hoarding the requisite skills necessary for this key area of AE-as-profession for years, while centrifugally the world flows around us, and men and women come and go talking of programs and Michaelangelo with hardly a nod in our direction.

Are we entering a period of New Marginality (following Burton Clark's 'old' marginality) where the rhetoric of programming and Lifelong Learning has been taken up by others without the benefit(?) of our hindsight, accumulated wisdom and near-religious dedication? Why, for example, do we have nothing to say on the AIDs issue, when it involves Adults and seems to be more of an issue for education than for medicine (or so we are told)?

B. Scenarios for the Future.
My presentation in Atlantic City dealt with two issues under this heading: first, what is the place of AE as a field of study or academic subject within the University; second, how should we train the educators of adults. The full version of this paper traces my response to these issues in some detail. For the purposes of this short paper, I would like to summarize my views with respect to the themes of the Centrifugal and Centripetal.

Here are two observations relevant to the topic of what is academic, professional or disciplinary AE all about, on the assumption that what it is will determine, to some significant degree, how we ought to prepare educators of adults.

First, I recently moved from an institution, a small but growing private college in the Chicago area, which sees AE as central to its mission. A little over ten years ago this was not the case: the business of the college was teacher education, pre-school and elementary. Now, buoyed by the phenomenol success of its undergraduate adult programs, it has reorganized to become a university. At the same time, paradoxically, academic AE at this institution appears to be heading into an eclipse, with dwindling students and fewer faculty. How to explain the centrality of AE to the institution's survival and the concomitant marginality of the AE dept. and curriculum?

Second, as a regular attender at the AERC, I have often been struck by the number of people who present interesting research papers at the annual conference, who appear to be addressing issues of concern to adult educators, and yet who never show up again at any of the AE-related research conferences. Nor do they ever become members of the CPAE. Why? Because, I conclude, they identify professionally with other disciplines and programs and the AERC is a handy place to try out some ideas, perhaps a less serious platform than the AERA, HES, ASHE or other more influential venue?

From these observations, though cursory, and from a review of the three areas of development discussed earlier, I conclude that our field is becoming every more marginal to the extraordinarily critical concerns of the broader and larger community of scholars, practitioners and those who direct and respond to American public opinion. AE is unsung. Adult educators are wandering in a wilderness largely of their own making. We are an endangered species, the good graces of Kellogg and Jossey-Bass notwithstanding. If we are to avoid outright demise or slow obsolescence we must be prepared to conduct a vigorous program along the following lines:

> 1. Achieve NATIONAL VISIBILITY. As one example, we need to be on national research committees, task forces, and the like. For example, it seems to be extraordinary that the federal government conducts surveys of AE participation every three years and that to the best of my knowledge its definition of AE is unaffected by anything that we do or say.
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> 2. It is so obvious that American AE is shaped and moulded by how the rest of the educational system behaves and yet we have never convened our own EDUCATIONAL SUMMIT. Nor has anyone every asked us for our 'solution' to the 'problem' of American schools and higher education.
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> 3. In disparate areas of SOCIAL PRACTICE involving problems such as drug abuse and AIDS, 'prevention' is the common programmatic link. Central to the concept of preventions is education, much of it directed at adults. Thus, adult education is intrinsic to the rhetoric of social welfare and reform in this country. Why are we not part of these discussions?
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> 4. We need a new model of STRATEGIC PLANNING which would look at academic AE in this country as a whole and determine priorities: in the areas of THEORETICAL RESEARCH, APPLIED RESEARCH, EVALUATION and the theory of INTERVENTION. Who should be doing theoretical research and who applied, on what areas of greatest national or theoretical concern, who should be constructing model programs for the training of educators, which forms of adult education intervention should receive greatest priorities, which institutions might form partnerships with which in order to further a common agenda, etc.

These are some ideas to get us thinking about our agenda for the
next century.   I would be happy to discuss them further with
concerned colleagues. Let me close by saying that I know of NO
publishing outlet within our field where these issues can be
analyzed and discussed within a framework of serious rationality.
This lack of an outlet to reflect the critical and political issues
of our time affecting the field of AE contributes more than
anything to the silence on these issues and to the feeling that we
are out of the loop.

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Laiken Associates

SHOULD ACADEMIA LEAD THE FIELD
OR FOLLOW CURRENT PRACTICE IN HRD?

As an experienced practitioner, recently turned academic, this question is of particular significance to me.

In my own experience, the issue of theory and practice has been a consistent presence, as I have alternated throughout my professional career of twenty-five years between the role of practicing consultant and that of graduate student and in-service trainee.

During this process, it has become evident to me that, in order to be a truly reflective professional, theory must necessarily inform my practice. Similarly, experience in the field raises the many research questions which academia has provided me the opportunity to fully explore. The results of that research are then tested in my on-going practice.

Kurt Lewin's notion (1959) that: "nothing is so practical as a good theory" has clearly been the foundation of my own academic and professional career.

Given my experience, it is difficult for me to take a stand on whether academics or practitioners should lead the field of HRD. I prefer to see it more as an iterative relationship, where one is constantly informing the other.

The field represents a need for immediate and pragmatic responses to pressing day-to-day issues. A newly-promoted supervisor cannot afford to devote several years to an academic program in order to become effective at his or her managerial role, and there is some question whether that course of action would help. Both skills and understanding must be developed on the job to meet immediate demands for action -- but usually this allows little opportunity for reflection.

In response to the need for immediacy, many organizations have developed their own "colleges", where all levels of the business community are offered a curriculum covered by, and often extending beyond the capacity of HRD academic programs.

Additionally, beyond individual skill enhancement, organizations are increasingly concerned with their own reflective capacity as a system (Senge, 1990; Weisbord, 1987), as they develop their internal notion of what is it to be a "learning organization". Senge describes this as:

> ... organizations where people continually expand their capacity to create the results they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free, and where people are continually learning how to learn together. (pp. 1)

Organizations are thus beginning to close the experiential learning loop, and are becoming more adept at moving through action to reflection and conceptualization, before they experiment with further action (Lewin, 1947).

In fact, the competitive advantage of in-house adaptations to employees' learning needs leads one to wonder why anyone would turn to academia at all for continuing education in the field of Human Resource Development.

However, let me now speak from my academic vantage point. The one very significant component which is missing from most corporate learning environments is the area of research in HRD. Research and Development departments focus on the technical needs of the organization. However, on-going research on the "human side" of enterprise is left largely to the HRD academics. Although the field provides a rich resource from which to draw data, it is rarely the practitioners who are involved in this activity.

It would appear that there is a significant role for academia to play in surfacing and testing, in the field, the theoretical constructs which inform practice.

On the other hand, my experience as an educator tells me that students of HRD who are pursuing graduate degrees are often practitioners who have little patience for pure research, even within an academic program.

Their interest is generally focussed on the use of action research methodologies, and on programs which include a strong applied component.

Possibly in response to this demand, "The Academic Guide" (1991) points out that existing HRD programs tend to be "interrelational, interpersonal, quasi-therapeutic and values-based" in their focus. It seems to me that these descriptors are necessary, but not sufficient. I agree with Watkins and Willis ("Academic Guide", pp. 89-105), in their critique of "Models for HRD Practice", in which they point out the limitations of competency studies.

The implication of these studies, in their view, is that "if persons acquire a certain carefully determined set of knowledge, skills or attitudes, they will be able to perform 'competently'" ("The Academic Guide", pg. 89).

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Watkins and Willis promote a more systemic or "social" theory of learning, which takes into account the context of HRD practice. This requires of the would-be practitioner the ability to be critically reflective personally, (as per Schon, 1983), as well as the need to develop a more general understanding of how the structure of an organization informs individual behaviour ("strategic, systemic thinking", pg. 94).

In order to develop this understanding, Watkins and Willis suggest that practitioners need to find a way to access the theory implicit in their practice, and point out that "a task of academic programs may be to learn how to capture this knowledge" (pg. 93).

Given this reality, I foresee a future scenario which has academia and the field working much more collaboratively than it has in the past in creating HRD curricula which meet the immediate needs of the organization, while accessing the research and reflective capabilities of the academic environment.

This may be enacted in the form of cooperative work/study programs; greater use of field settings for applied and action research; or more consistent use of practitioners from the field to help conceptualize and act as resources to academic programs.

Whatever the approach, It is clear to me that the question for the future is not "who should lead?", but rather, "how do we operationalize a collaborative interface between academia and the field?".

Until we respond to that question through continuing dialogue between both sectors, the separate values and attitudes expressed by the terms "ivory tower" and "the real world" will prevent two key components of our society from contributing fully their unique, but necessarily related strengths.

Marilyn Laiken, Ph.D.   September, 1991

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INTEGRATING WORK AND LEARNING:

A DEVELOPMENTAL MODEL
OF THE LEARNING ORGANIZATION

by Paul Woolner

A developmental model of the learning organization assumes that "people, products, markets, even societies have life cycles-birth, growth, maturity, old age and death and in every life cycle passage, a typical pattern of behavior emerges."[1] The learning organization developmental model presented here proposes five stages in the growth and development of a learning organization as it evolves from a stage of no planned intentional learning being pursued, through to a setting in which work and learning are integrated as much as possible. It is a model which has grown through approximately fifteen years of study and practice in the field of organizational change and development. The model is an attempt, akin to chaos concepts to discover patterns within turbulence.[2] The turbulence in this case is that inherent to an organization striving to survive, grow and prosper and within that context come to grips with the contribution and place of learning in achieving the company's strategy. More specifically, it is based on work with one organization, a service company, Service Co (a pseudonym), over a period of six years. During those years, Service Co experienced intense competition, but sales grew over threefold and Service Co expanded into all but a few areas of the North American market available to it. Latterly, Service Co was purchased by a holding company--turbulence indeed.

In 1985, the Service Co's President and founder made a commitment to develop the company as a learning organization and the author has been involved with Service Co since that time in developing the systems, programs and organizational structures to support the goal of organizational performance through developing the company as a learning organization. The model is one derived in an action research fashion. It is exploratory in nature and in the context of Grounded Theory, is a non-formal theory.[3] In other words, it is a model which has explanatory power for one organizational setting and some explanatory powers for others as well.

ORGANIZATIONAL LEARNING

Organizational learning involves expanding our thinking beyond work places as systems for production of services or goods to include the workplace as a context for learning. Fundamentally organizational learning means managing an organization to enable learning to support performance. Organizational Learning means that each time a task is performed by an individual work group, or by the system as a whole, it is an opportunity to learn from the experience, enabling the next undertaking of that task or similar tasks to be that much more effective. In addition, learning is a fundamental human need and motivation. When we are learning in a purposeful fashion in our work we can be more fully engaged, responsible, and take joy in the possibility of being the best that we can be. Learning can be motivating and renewing to individuals and to organizations.

To paraphrase Einstein, imagination is more important than knowledge. If we teach with the sole idea of imparting knowledge then the learner is limited to our level of knowledge. If we enable imagination in the learner, then the learner can exceed our limits as a teacher. If we manage with the sole idea of controlling and directing the worker, then the worker is limited to our level of expertise. A challenge for organizations is whether they can be lead toward learning so that individuals, work teams, and the organization as a whole, can work in a fashion characterized by imagination; seeking performance beyond current limits of those who manage the organization.

A metaphor about organizational learning is that it may be like the systems software in a computer. Systems software is the basic programming of a computer on which all the applications run. The types and range of applications usable on a computer depend on the systems software, but the systems software is not the visible part of the computer with which the user interacts. Similarly, whenever any organization attempts to manage change, for example, the introduction of innovations in production, developing a new strategy, introducing high-involvement management practices - these are the "applications". Whether or not the organization can successfully implement a change program (application) depends on its ability to learn. Organizational learning is the systems software upon which particular "applications" or change efforts depend.

LEVELS OF LEARNING

Organizational learning means on-going, systemic integration of work and learning at three levels--individual, work groups and whole organization.

Individual. The traditional focus of most organizational educational efforts, the individual is challenged to maintain and develop new skills, knowledge and attitudes. The second level of learning for the individual involves the person developing as the "reflective practitioner". The models or assumptions which guide a person's behavior and which create the context in which action is taken are brought to consciousness, analysis and potentially changed. It is through this second order learning that individuals are able to improve their performance and their ability to learn at a fundamental level. Individuals are empowered through learning-how-to-learn.[4]

Work group. Many organizations are now relying on the self-managed work team as a critical source of quality, continuous improvement and innovation in products and work processes.[5] (Leadership is distributed among team members and there is an expectation that over time, the team will take on increasing responsibilities for as many aspects as possible of the area of the business for which the team is accountable.) To do this effectively, these work teams are dependent on their ability to learn together as a team. This involves a more complex learning as it is dependent upon the integration of individual capabilities of each team member and the orchestration of these abilities toward teams goals. In a sense it entails a form of group learning, or learning as a collective, which is outside of the mainstream, individually centered basis upon which much of traditional education and organization design rests. Much of the literature and research on group development theory is relevant to an understanding of the processes and dynamics with which work teams must come to grips in order to be effective.

Whole Organization. This level has to do with the context created by the organization and the extent to which the culture, systems and practices of an organization promote or inhibit learning. It is helpful, for example, to consider whether an organization is "learning disabled" as a result of the context created in the organization.[6] Context means the environment in which individuals or work teams function and whether it is one in which people are encouraged to reflect upon their experiences in order to improve upon tasks which they carry out. All aspects of the organization must be considered from reward systems to work design, from performance management to organization culture and norms. No part of the organization is irrelevant to the question of how its practices encourage or discourage learning. As Argyris and Schön have pointed out, organizational learning is also governed by the extent to which an organization is willing to examine the assumptions and "theories and action" which guide behavior within the organization and to question these assumptions in light of changing circumstances.[7]

WHAT IS MEANT BY LEARNING?

The popular perception of learning is that based upon the transfer of information and knowledge, ie., the learning of new facts within an educational institution. The assumption is made that when we know something, (ie. a fact or piece of information) that we will then have all that is required to put that something into action. In an organizational setting, the parallel assumption is that when a person in an organization is informed of a strategy or plan, that they will then be able to execute the plan. Creating a learning organization involves, in fact, a much broader set of capabilities than these. In the learning organization what is essential, is the ability to act, not simply to acquire knowledge and to act in accordance with the goals and requirements of the enterprise and the individuals expected to take action. In their analysis of the causes of military failure, *The Anatomy of Military Misfortunes*, Cohen and Gooch provide a framework for understanding the learning requirements which is useful for organizations beyond the military.[8] The framework modified for the purposes of this paper describes three kinds of learning:

> *Learning From Experience* is the discipline and patterning required to draw meaning and lessons from the past as a basis for modifying future performance and evaluating potential directions. It is used to retain what is useful; to reject what is not, and to change where necessary. The timeframe is the past.

> *Learning To Adapt* is the develc̄ ̄ent of practices and skills to learn-in-the-midst-of-action, and involves a very short cycle time from reflection to action. People's judgement, sensing and intuitive capabilities are involved in making meaning of rapidly unfolding situations and acting. The timeframe is the present.

> *Learning To Anticipate* is the art of being receptive to signals about the organization's performance, goals and consequences of action from the organization's environment, especially weak signals which later may gain critical importance.[9] Learning to anticipate involves the ability to understand, identify and take action on the gap between current organizational capabilities and future challenges. It entails learning how to create effective developmental initiatives to improve organization performance for as yet unmet circumstances. The timeframe is the future.

These three kinds of learning are closely interrelated and strength in one can assist another. For example, the art of anticipating the future is dependent in part on how well an organization does at drawing lessons from experience. Some of these lessons will reflect on how well an organization has done in the past at anticipating the future, allowing adjustments to be made.

A DEVELOPMENTAL MODEL OF THE LEARNING ORGANIZATION: A DISCUSSION OF ITS STAGES

The view of learning which emerges from learning from experience, learning to adapt and learning to anticipate is one which is much more complex and holistic than simply the learning of new information. In order to strengthen an organization's ability to learn in these three areas and at all levels, it must make its embedded learning processes increasingly explicit and available to review and improvement. The model which follows (Figure 1) examines the evolutionary process through which an organization improves its learning capacity through the educative and learning strategies employed.

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A DEVELOPMENTAL MODEL OF THE LEARNING ORGANIZATION

STAGES	FOCUS	TIMEFRAME	LEVEL OF RISK	IMPACT UPON THE ORGANIZATION
	INDIVIDUAL WORK GROUP SYSTEM	LONG TERM	HIGH	HIGH
	∧	∧	∧	∧
STAGE FIVE INTEGRATING WORK AND LEARNING				
STAGE FOUR IDENTIFICATION OF AN ORGANIZATION LEARNING AGENDA				
STAGE THREE BRINGING LEARNING INSIDE THE ORGANIZATION: A BEGINNING				
STAGE TWO LEARNING AS A CONSUMABLE				
STAGE ONE INFORMAL LEARNING: NO INTENTIONAL LEARNING PROGRAMS IN PLACE	INDIVIDUAL	SHORT TERM	LOW	LOW

Figure 1

Stage One–Informal Learning: No Intentional Learning Programs in Place. This stage can be associated with the start-up phase of an organization's life. At this point, all the organization's attention is upon production of the products or services it needs for its survival and thereby accessing the resources, financial and otherwise, it needs to survive. At Service Co, this first stage was characterized by a great deal of trial and error testing through experience of how to make the business viable. Some organizations may exist for some length of time and be established as functioning organizations without moving in any way to any planned, intentional learning programs. A factor which may contribute to this, is that resources remain too limited, both financial and time, to give attention to learning. People are simply so involved in ensuring the continued survival of the organization that they do not have a felt need to learn. A second factor may be that the organizational context does not demand or create a conscious or felt need for learning. For example, a small organization, such as a corner retail store may be simple enough in structure and tasks not to raise a felt need for learning. A family owned business can create this dynamic as well. The entry into management responsibility can have less to do with a person's competencies for the role, and more to do with family relations. Organizations which recruit professionals, may not have a perceived need for any intentional learning programs. Small municipalities and hospitals are two examples. The members of these organization are expected to maintain and upgrade their performance through the professional associations with which they are affiliated, and not through any programs provided by the organization itself.

A Stage One organization has much informal learning taking place, although it would not likely be understood as that by its members. Information is used, decisions made and coaching may happen on an unrecognized basis. There is a great deal of trial and error, learning from experience and adapting as circumstances change. Most of the learning activity at this stage at Service Co

centred on adapting. Little organizational experience existed, and as it was gained it was quickly recycled to adapt Service Co approaches primarily through the note keeping and thinking of the founder. It involved a high level of learning-in-the-midst-of-action. Informal learning was critical to the survival of Service Co in its beginning but an explicit awareness and development of the company's learning processes and systems was only nascent at Stage One. Most organizations, in the author's experience, if they survive enough years, move beyond Stage One when someone in the organization with sufficient influence says "We've got to take a look at how we do things around here and learn how to do it better. How can we learn to do this?"

Stage Two—Learning as a Consumable. Learning becomes a felt need when the realization grows among organization members that there are levels of performance which are beyond the current capacity of its people. The most common triggers are growth, crisis and competition. Competition has increased and market share is lost; a way of providing service doesn't seem to work as well or founding members who joined the organization based on technical, job-related skills are required to become the managers of emerging departments and functions within the growing information. For example, a person hired because of systems development genius, may become the Information Systems Director as the company grows. There is a sense within the organization that there is a need for better management and supervisory skills for this individual. This need can parallel the emerging awareness of the need for more administrative systems and structures within an organization which may up to that point may have been more informal. At Service Co, for example, manuals were developed for the technical aspects of the business. As well, the first forays were made in sending some staff to external seminars. People who were part of the very early company start-up were given management responsibilities. This caused a strongly felt need for learning as some people, with effort, were able to adapt to their new roles and others could not, with the result that some left Service Co.

Having had no experience in the management of learning, it appears that organizations at this stage often choose to treat learning as a *consumable* item and go about purchasing it as they have purchased other needed products and services from suppliers. The organization may proceed to send individuals outside of the organization to attend a public seminars or conferences from among the many that are available.

What is interesting, is that many, if not the vast majority of organizations, ignore their own experience when choosing to embark upon an intentional learning program. During early phases of operation, there is a great deal of informal learning, which takes place from experience, adapting to changing circumstances and anticipating the future. Individually and together, people have struggled with how best to manage the enterprise toward its goals. In many instances, the success of an organization will have depended upon the informal learning which has taken place. Individuals have probably come forward to help one another and to jointly solve problems. New people joining the organization have likely been coached and provided with the information needed to effectively carry out their roles. Learning will have been part of these exchanges. Nonetheless, when the organization comes to a point of explicitly deciding to embark upon learning and development for some of its staff, it will not likely use its own informal learning experience as a starting point. Rather than starting with an attempt to reflect upon and improve the rich variety of learning processes which have naturally occurred within the organization, the reference for learning will be an external source. The idea that learning could be a process embedded within the organization, one which involves individual and collective reflection on organizational performance in order to improve that performance, is outside of most organizational experience.

One speculation as to why this takes place, is that by sending people to external programs learning takes a form with which people are most familiar. In other words, it is most similar to educational experience in schools. People are sent outside of work to attend a seminar in a classroom-like setting for a defined period of time. After the classroom seminar, learning has

ended, then the person returns to work. The assumption is that the person will be able to bring back the learnings which have been acquired in an educational setting and apply them in the workplace. Learning in this context is less complex because it is similar to experience of education in formal education settings. In addition, it lends itself easily to the budgeting and planning processes of organizations; that is, learning for n people will take n units of time away from work at a cost of n dollars.

The purchase of space in "off-the-shelf" external programs offers a comfort level in its familiarity and confidence in the expert. The value of the purchase of learning as a consumable, is that the organization can gain experience about attempting to address organizational issues through an educative strategy.

The problem with the approach is that experience and research have demonstrated that the learnings acquired by an individual in an external program can atrophy quickly.[10] Individual participation in training and development without line support in the workplace can be counterproductive. People can become frustrated and unmotivated if skills learned in training and development appear not to be valued or practiced at work. No planned links between individual learnings and organizational approaches are made at this stage. The expectation is that somehow, people who have attended these programs will be able to put in place the practices which they have learned in the programs. The timeframe for learning is short-term, the risk is low, and it is focused on the individual. Concomitantly, the impact upon the organization is also low. For many organizations, intentional learning programs are never re-integrated with work once set upon a course of purchasing learning. For some organizations, it is at Stage Five that work and learning are finally integrated more systematically.

Some organizations might not move beyond Stage Two. For a variety of reasons, there may be no felt need by an organization to move beyond Stage Two. These could include: ease of implementation involved with sending individuals to courses, and the small amount of planning and coordination which is required. Education is seen as a "perk" and the organization is able to demonstrate a commitment to developing its people with the least disruption of (and real impact upon) its work systems. There may be an inability and/or an unwillingness to deal with more complex inter-relationship between learning and work which would be required if the organization were to move beyond Stage Two. There is not likely to be an identified Human Resources training role identified at this stage, although there may be, if the organization is large enough. The internal educator's role is to serve as a kind of broker and middle-person between the organization and external training suppliers.

Stage Three—Bringing Learning Inside the Organization: A Beginning. There are two factors that may cause an organization to move into Stage Three. The first is a realization of the economies of scale advantages in bringing programs to the organization rather than sending individuals to external programs. With this approach, a number of people are able to participate at the same time. The second factor is a growing awareness within the organization of issues or areas of learning which are required which cut across parts or the whole of the organization. These can be focussed on technical job-related skills and/or "people skills" such as leadership, management and communication. At this stage, the organization may begin to have educational programs which are tailor-made and designed for the organization's context. At Service Co, it took the form of tailored programs aimed at business needs, such as interviewing skills for managers involved in large recruiting efforts. In addition to holding seminar sessions, the first limited experiments were tried at seminar follow-up to test for, and reinforce, application in practice of the concepts and skills. Some of the work procedures and systems were modified to reflect the content of the programs. This provided a rigor to training around practicality and applicability and set the stage for later developments. It is also at this stage that a training and development role may be identified

as a requirement for the organization and a training coordinator position created and/or the responsibilities for this assigned an existing position, typically in Human Resources. There is a growing awareness at this stage of development of the need to address areas of developmental need in the organization. However, the links between developmental and educational activities and the organization's strategy may not be clearly or strongly made.

In the author's experience and observations, most organizations do not move beyond Stage Three in their development as a learning organization. Since education and organizational performance is not connected many organizations don't seem to sustain focus on an approach to learning. Devel   ental program themes come and go without a systematic and long-term analysis of orga   ational learning requirements. The organization's developmental programs may be deterr   d by a senior member of the organization, who, through an article or attending a conference, becomes excited about a particular idea and introduces the organization to programs in that area. For example, programs about Excellence, Quality Improvements, Customer Service; in fact any program can b   proached in this manner. Members of the organization in these situations can becorr   what jaded as over the years, the organization moves from one "hot theme" to another. C   ttional members may speak of these changes in the developmental th   nes as the "flavou   of the month". For some reason, the human resource development function is not able to r   resent itself or to be understood at a strategic level of importance for the organization.

Althou,   iere are greater resources dedicated to education and developmental programs, at Stage Three there is still no requirement at this stage to directly have those programs affect day-to-day activities. In that sense, they remain easier to consume and digest because there is little to no real expectation and accountability that education and training should make a difference in people's behaviors or the practices of the organization, although it is hoped it will happen. Large organizations which are at a Stage Three of development, run the risk of having a plethora of fragmented programs, some of which will be unrelated and contradictory, and others which will be overlapping and redundant, given by various parts of the organization.

Take, for example, the case of a national financial institution which recently found itself supporting a large training infrastructure. There were dozens of positions which had responsibility for training. There were no overall links among the programs. One manager of training observed that it was an excellent opportunity for training suppliers because they could sell the same program to more than one part of the institution. In this context, the connection and interplay between the strategic directions of the organization and training and development were very weak, the expectation for the application of learning in changed behavior tenuous, and the possibility it might affect actual work systems or performance next to non-existent.

Stage Four--Identification of an Organization Learning Agenda. It is at this stage that more clear links are established between the strategic goals and directions for the organization and the learning agenda that will be required to support strategy achievement. It arises from a realization that for the organization to move ahead, these links must be forged. This stage involves a more serious wrestling with what learning is needed in the context of the organization, its business and its unique character. The major concern of the organization at this stage is to give coherence, consistency and connection to the organization's learning initiatives.

- Coherence means that the learning initiatives are interrelated and form a kind of organization curriculum.

- Consistency involves establishing of levels or standards which will become norms for skill performance.

• Connection involves the link of learning initiatives to the strategic and operational levels of the organization.

For example, at Service Co, this took the form of identifying core leadership and technical competencies, identified for the organization as a whole. Core leadership competencies comprised generic management/people skills which make up a good part of the management development program field today such as, situational leadership, conflict resolution, influence, communication skills, goal setting and review among others. It also included an analysis of "technical" job requirements for all positions and was linked to mapping career paths and planning succession.

Stage Four brings the organization closest to the integration of work and learning of any of the stages thus far. Having identified core competencies, the organization and the human resource development function is in a position to develop more on-going programs aimed at specific levels within the organization. Organization curriculum can take the form of programs which are a requirement for people upon entry to a new level in the organization; often supervisory and management levels. Larger organizations may even, at this point, create internal "colleges". Education programs offered can have a greater impact on the culture of the organization because of the potential for a consistently identified set of values and approaches which tie together all of the programs created to meet the learning agenda.

At this stage, despite the advancements toward a learning organization, there is still, a separation between training and development efforts and day-to-day work. One reason is that learning is still seen as the property and responsibility of the training and development function. They manage the resources and programs which are to drive the organization toward its learning agenda. As a result, learning is not seen as a responsibility and accountability for line managers and remains an activity outside of work. Although there may be policy and procedures in place to support individual's outside educational activities, along with internally offered programs, individuals must find time above and beyond work to participate. This places limits on who can access learning opportunities.

In some respects, the very structures created to promulgate learning, the internal education function, may impede an organization from moving beyond Stage Four. With significant resources invested in the identification of an organization's learning agenda, and in an extensive training infrastructure, it may be difficult to conceive that line management could carry the responsibilities for fostering learning.

Stage Five–Integrating Work and Learning. An organization moves to Stage Five when the realization and commitment has grown among its leadership that it must move learning, as much as possible, out of the classroom and into day-to-day work for learning to bring maximum benefit to the organization. Stage Five involves the alignment of all organization systems toward the achievement of performance through learning. It is a whole systems approach to an understanding of improving organizational performance through learning. Similar to Stage One, learning is integrated into people's day-to-day work. At Stage Five, however, it is explicit and planned compared to the informality of Stage One.

Significantly, learning at this stage becomes the responsibility of line management and of work teams. There is an expectation that learning activities will be undertaken in real time related to work projects. Managers are expected and accountable for leadership of the learning processes by individuals and work teams. This can take the form of leaders within the organization engaging in learning and training activities in on-the-job settings. It can also take the form of multi-skilling efforts, especially characteristic of self-managing work teams. Cross-training, or multi-skilling entails peer coaching in the development of a range of skills for the individual. Reward systems

may be redesigned to pay not only for performance and responsibilities but to include pay for skill acquisition--known as pay-for-skills.

Stage Five is analogous to the revolution which has occurred in information technology. With the advent of personal computers the computer was moved out of the "glass room" and the control of the experts in white coats and into the hands of users. Computing became user-friendly and end-user computing grew, in part, because technology advancements allowed it. It also grew because of the experience curve gained through years of working with information technology which showed that it could be even more effectively and efficiently utilized when people had the opportunity to apply it to real work problems themselves using the personal computer on their desk.

At Service Co, norms, procedures and systems were created by which individuals, work groups and the whole organization received data on their performance and utilize the information to seek ways to improve. These took the form of performance management systems, work group quality and continuous improvement initiatives, financial and management information systems (which were able to provide information, weekly, down to the smallest unit of the organization on performance relative to goals). Naturally occurring opportunities for learning were utilized-- reflection at milestones in the completion of a task, significant challenges and issues used to involve and engage people to seek ways in which these can be addressed. Their involvement leads to individual and group learning about problem solving and innovation.

In Service Co, an important turning point was the realization that skill development around core competencies needed to become the responsibility of the line if these skills were to become embedded in company operations. It began a new direction and approach to learning. To this end, a strategy was developed and implemented and with the following characteristics:

1. a dissemination of core competencies to agreed upon standards through the existing chain of command

2. creation of a certification process for all core competencies in which any individuals can be certified at five levels, novice to examiner

3. individuals can initiate coaching and certification on a particular skill through requesting an individual who has reached examiner status to observe the use of the skill in real work settings (for example, running effective meetings).

Examiners are all line employees. There are no professional trainers for the core competencies. Line examiners may initiate and lead seminars on a particular topic, (for example, interviewing skills) to supplement a real work certification if there is a perceived operational need for such a program. Reward systems have been designed to include bonuses to reward people for developing others to take on greater responsibility.

Like a highly inventive jazz group which relies on a shared level of musical skills to improvise and create together, Service Co has benefited from shared core competencies. The core competencies of the organization, especially those related to people skills such as problem solving, running effective meetings, goal setting and review, effective adult learning, delegation, conflict resolution, situational leadership to name a few, are critical skills enabling people to engage in continuous work improvement. Having these skills and abilities reinforced and developed, means that people are able to engage more effectively individually, and in work teams, to reflect upon experience, draw meaning and lessons and experiment with new approaches.

Large company-wide conferences have become learning events with some combination of three elements:

- Workshops around the core competencies which are lead by the line. Often individuals seeking to be certified in facilitating effective adult learning will ask to lead workshops. To be given an opportunity to lead these events at company conferences is seen as valued recognition and reward.

- Special task forces with cross-company representation given responsibility to review, redesign and improve upon specific areas of company policy, procedure and practices including, work design, pay systems, financial and management information, systems definition and training programs, marketing strategies and quality improvement programs

- Reflection sessions on the company's strategies and tactics. These take the form of presentations, critiques and discussions concerning strategic business unit tactics; what worked and didn't; why; and what will be tried next. They also include feedback of data from company-wide employee surveys, a review of the implications of the data and problem solving identified issues including action plans for follow-up.

Each of these three areas involve action learning through collective engagement in designing and delivering learning programs, joint problem solving and work systems improvements and disciplined reflection on operational experience. These learning and performance activities of Service Co, at Stage Five, can be thought of relative to the levels and kinds of organizational learning discussed earlier. Figure 2 provides some examples of systems and processes in place to support organizational learning.

SOME EXAMPLES OF SYSTEMS AND PROCESSES IN PLACE AT STAGE FIVE

LEARNING ORGANIZATION MATRIX

LEVELS OF LEARNING	KINDS OF LEARNING		
	LEARNING FROM EXPERIENCE	LEARNING TO ADAPT	LEARNING TO ANTICIPATE
ORGANIZATION/ SYSTEMIC	ANNUAL COMPANY-WIDE PARTICIPATION IN REVIEW OF OPERATIONAL TACTICS SYSTEMS REDESIGN AND BUILDING	WEEKLY PERFORMANCE INFORMATION SYSTEMS LINKED AT ALL THREE LEVELS FROM PRESIDENT THROUGH TO INDIVIDUAL MANAGERS UTILIZED TO ADJUST AND ADAPT RAPIDLY	HIGH INVOLVEMENT VISION BUILDING AND STRATEGIC PLANNING
WORK GROUP	ONGOING PROBLEM SOLVING AND WORK IMPROVEMENT	SAME AS ABOVE	WORK GROUP STRATEGY DEVELOPMENT TO FIT LOCAL CONDITIONS
INDIVIDUAL	ELEMENTS OF CORE COMPETENCY TRAINING WHICH DEVELOP "REFLECTIVE PRACTITIONER" SKILLS	SAME AS ABOVE	DEVELOPMENT OF INDIVIDUAL TARGETS AND ACCOUNTABILITIES IN THE CONTEXT OF THE ABOVE AND INDIVIDUAL NEED

Figure 2

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The Human Resource function in this context involves input to the design and continuous improvement of existing learning systems and processes, alignment of all company systems from a learning perspective, introduction of new competency areas, coordination and implementation of special studies and the development and renewal of Human Resource strategy as one pillar of the company strategic plan. The Human Resource Development role is related to anticipating future company Human Resource needs and to develop initiatives which may be required to meet these needs.

Finally, at the cutting edge of organization design, is the creation of "Greenfield Manufacturing Site". Designed to maximize employee involvement and empowerment in running the operation, these sites can be understood as examples of creating the social, technical and structural architecture of a Stage Five learning organization in "one fell swoop". One of the problems that has been identified with these ventures, is insufficient attention to the training required to support a much more socially and interpersonally complex approach to work these sites demand.[11] This may indicate that these sites, too, must move through developmental stages toward integration of work and learning.

CONCLUSION

The reality of organizational change and evolution is its situational and organic nature. In other words, while an overall pattern can be discerned in the development of organizations toward becoming learning organizations, the exact nature and timing of tactics and approaches must be determined in the context of the opportunities and pressures which present themselves to an individual organization. The logic of what will work best is a logic created by the current and future realities of an organization, where it is in its development and evolution. For these reasons, it can appear that creating a learning organization is more about "muddling through" than planned change. It involves a search for and seizing of opportunities to move toward desired goals. It also involves testing of innovation (for example, new work systems or new policies) learning from the experience and applying the learning to the next initiatives.

This means that creating a learning organization is essentially a learning process itself. The organization and its people learn what will work best to achieve the organization's vision through experience. As a result, the creation of a learning organization is a somewhat unpredictable process. People will learn about what works best in their context and make adjustments accordingly if they are provided with the forums, information and resources to do so. Frameworks and models such as the developmental model contained in this paper, can assist to clarify the process and to ensure that areas needing attention are not missed, but they cannot replace the learning and adjustments and the associated uncertainties, anxieties and risks involved in creating a learning organization. The emergent nature of change should not be forgotten.

As to what lies ahead for Stage Five organizations, it is difficult to predict. By definition, Stage Five organizations engage and utilize the intelligence and spirit of the people within. While we know there are limits to what can be done technically, we have yet to discover the limits of the human mind and heart.

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International Special Interest Group

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SISTEMATIZACION AND POPULAR EDUCATION
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In recent years popular educators in Latin America have been increasingly concerned with program planning issues, and many of these issues focus on praxis. Praxis, a central component of popular education theory, requires that practice be based on theory and that theory be generated from practice. Praxis thus represents the ongoing dialectic between theory and practice, a dialectic based in critical reflection.

The centrality of critical reflection to praxis raises the issue of what popular educators should reflect on if praxis is to be advanced. The issue is critical for it is quite possible, for critical reflection to revolve around myth, mis-assumptions, and unsubstantiated conjecture. The result is a distortion of reality and failed programs. Furthermore, in the race "to get the job done" critical reflection frequently receives second priority.

For these reasons, popular educators have endeavored to make the critical reflection process systematic, to insure that reflection is focused on reality rather than false reality. To achieve this end, a form of program planning research has developed known as sistematizacion. The objective of sistematizacion is help participants and planners "recapture" the experience of a program so that they can reflect accurately on successes and failures and make improvements. As such, sistematizacion focuses the critical reflection process,

forefronts its importance, and grounds it in the reality of experience.

The methods of sistematizacion vary with the context and derive from the fundamental question, how can we create a "true" account of our experience. All knowledge relevant to practice is valued including empirical data, indigenous ways of knowing and participants beliefs and attitudes. The historical, political, social and economic context in which a program operates is a central consideration.

Sistematizacion is a vital component of popular education methodology. Without it popular education wanders, successful programs lack a basis for dissemination elsewhere, and programs fail for no apparent reason. Realizing this, popular educators in Latin American have developed a great deal of sophistication in the methods and techniques of sistematizacion.

In contrast, although many adult educators in the North have embraced the theory of popular education because they identify with its goals, this interest has not resulted in a corresponding proliferation of programming. Part of the reason is simply that we do not know how to "do it." The problem is solvable; the knowledge exists. We only need to make it available.

In recognition of our need to learn from the experience of Latin America, Felix Cadena of Mexico and I were awarded a grant by the Transformative Research Network (TRN) to affect an exchange between Latin America and the North on sistematizacion. Felix heads a non-governmental organization (CLASEP) which

coordinates popular education activities in Mexico and is head of CEAAL's sistematizacion support group. CEAAL is an organization which coordinates popular education activities throughout Latin America. While in Mexico, Felix and I planned the exchange, and I visited several sistematizacion projects.

As we planned, we realized that the goal of the exchange should be more than mere awareness of sistematizacion, its goals and theory. Rather, we should aim for developing proficiency in methods among a core group from the North who could then implement techniques and teach them to others. For this reason, the central component of the exchange will be an intense residential institute to be conducted in the early summer of 1992. The Institute will feature an all-Latin American faulty experienced in conducting sistematizacion. The Institute will be conducted at in English at Rutgers University and the price will be held to an absolute minimum. For those who wish, we will provide opportunities for internships in Latin America following the institute.

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KNOWLEDGE, POWER AND INTERNATIONAL ADULT EDUCATION

HAL BEDER

As Westwood (1991) notes, all knowledge involves power. Sometimes the relationships between knowledge and power are clear and patently obvious as when funding sources decide what will be studied and when professors decide what graduate students will learn. When power relationships are obvious and clear, we are able to confront them if we choose. Yet many power relationships are not clear. They are obscured; they are subtle; they are firmly entrenched. As such, they are much more difficult to confront, although they affect us none the less. To unmask hidden knowledge/power relationships is one of the most important tasks of critical pedagogy, for unless hidden power is revealed, it prevails by default.

What adults have learned and what they have been taught is frequently mediated by race, class and gender in ways that subordinate and maintain social inequity. I note two examples, one from the North, one from the South.

OUR HISTORY: OUR MYTHOLOGY

The way we view the history of adult education in the United States is critically important. History has two inter-related dimensions. The first, which might be labeled the objective dimension, enables us to understand the context in which we operate and therefore to operate more effectively. The test here is the degree to which history is accurate, for obviously a false sense of context leads to poor operational decisions. The second dimension, however, is subjective and largely symbolic. Through

our understanding of history we identify our heroes and heroines, those who we would emulate, those who stand for the virtues we hold dear. Because the history of our field is important, it is critical to understand where it comes from and to identify the forces which mediate how we view it.

Our understanding of the history of adult education in the United States can be largely traced to the work of one man, Hartley Grattan (1955), and his book, In Quest of Knowledge. Up until Stubblefield's (1989) history, there were but two comprehensive histories of American adult education, Grattan's and Knowles' (1962) The Adult Education Movement in the United States. Yet when one reads Knowles side by side with Grattan, it becomes very clear that Knowles was strongly influenced by Grattan in respect to topics covered and people featured. This is especially true for Knowles' treatment of the 19th and early 20th Century.

Perhaps by default, Grattan has defined for us our historical heroes. He has provided us with our mythology as well as our history. But what kind of a mythology is it? It is a mythology nearly devoid of women; it is a mythology where the contribution of ethnic groups is scarcely mentioned. The index of In Quest of Knowledge contains reference to 185 historical figures. Only six are women: Mary Ely, Dorothy Canfield Fisher, Alice Henry, Hannah More, Hilda Smith, and Mary Stocks. Following Grattan, Knowles does a bit better. His index in The Adult Education Movement makes reference to 134 historical figures; fifteen are women.

Grattan mentions Charles Beard, and but not mention Mary

Beard. He mentions Harry Overstreet, but does not mention Bonaro

Overstreet. The heros Grattan gives us are Benjamin Franklin,

Josiah Holbrook, Timothy Claxton, Benjamin Silliman, John

Vincent, Lewis Miller, Herbert Adams, Seaman Knapp, and Frederick

Keppel--all men, all born in the United States or England.

Schied (1991) reminds of the tremendous contribution of the

ethnic press and ethnic social clubs to the history of adult

education in the 19th Century. Yet Grattan does not touch on

ethnic contributions, although Knowles makes passing reference to

"Jewish" adult education (2 1/2 pages) and the NAACP.

The point is critical. Our history has created our

mythology, a mythology of white males. To the extent that our

mythology shapes the meaning context of our field, subtle and

obscured power is being exerted in ways that few of us fathom.

Fortunately some of the newer scholars of history in our field

are beginning to set the record straight.

EDUCATION FOR DEVELOPMENT:
WHO KNOWS WHAT

Traveling down Chile's Central Valley one encounters miles

and miles of vineyards and lush apple and peach orchards. All is

for export. Indeed, you can not find an apple, peach or table

grape in the local market. Campesinos grow quinces which have no

market value. They lack the knowledge and technology to grow

export fruit.

Some farmers obviously learned how to grow export fruit,

while others were denied this knowledge and were thus

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marginalized. How? By what criterion? The answer is simple. To profit from fruit export, a grower needs two things: a large amount of land and access to the capital needed to develop the land and purchase technology. Having access to these critical ingredients, the wealthy class was able to "invest" in the knowledge needed to grow fruit and thus benefitted enormously. Lacking these ingredients, such knowledge was simply irrelevant to campesinos, who lacking it, were displaced from the prime orchard-growing land and doomed to marginal subsistence agriculture or unemployment in the city.

One of the most serious problems with such lopsided development is that it is so difficult to undo once done. While land might be redistributed to campesinos through land reform, since campesinos do not know how to grow export fruits, the national income derived from trade would suffer dramatically. Alternatively, campesinos might be taught how to make their subsistence agriculture more productive. Indeed, popular educators in Chile are doing this. Unfortunately, however, this strategy alone does not alter the economic power relationships which support political inequality.

The essential point I am trying to make is simply this: Those who have power determine the extent to which particular knowledge is valued or dis-valued. They also control the distribution of knowledge, thus determining who gets to know what. When the knowledge that marginalized people possess is deemed to be valueless, and when marginalized people are denied access to valued knowledge, knowledge and education become agents

of oppression.   Under such conditions social norms develop which
reinforce inequality.   Since marginalized people lack knowledge
valued by the dominant society, they are stigmatized as being
stupid, lazy and incompetent.   Being stupid, lazy and
incompetent, they are considered to be unworthy of holding power,
and this provides the justificatory logic for continued
oppression.   Over time, power relationships become reified and
embedded as an integral part of culture itself.   Once this
transpires, subordination becomes habitual and taken for granted.
Oppression becomes a way of life is no longer challenged.

In this context, adult education can serve two purposes.   It
can support vested power by focusing on the transmission of the
knowledge power values to dominant groups who use it for their
own benefit, or it can strive to uncover power/knowledge
relationships and change them.   If we are concerned with social
justice, the second option is a necessary course of action.

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CONSTRUCTING ADULT EDUCATION ABOUT AIDS

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Introduction

By the middle of 1989 more Americans had died of AIDS than were killed in the Vietnam war in the twelve years from 1963 to 1975. These days a pandemic that started as a curiosity is threatening to wipe out decades of development in some developing countries and entire population or occupational groups in others.

At first discourse about AIDS focussed on the medical aspects of HIV but, by the time of the Fifth International Conference on AIDS, it was cast as both a scientific and social challenge. However, although HIV is usually acquired in a social context and there is good evidence that "prevention education" can modify risky behaviour, developments in this area have largely occurred outside mainstream adult education.

In all countries where HIV and AIDS have been detected there have been efforts to educate the public, medical practitioners, policy-makers, seropositive people and their families about it. Some of these efforts are imaginative and effective. Others are puny and ineffective. Moreover, there are critics who question the extent to which massive investments in AIDS-education will stop transmission of the virus, and there is still a strong lobby that favours quarantine, mandatory testing, closed borders and the expulsion of foreigners. Other commentators claim that AIDS activists get public money that would be better spent on other problems.

Benign Neglect

Considerable uncertainty surrounds AIDS-education but there is little doubt that the pandemic is placing unfamiliar demands on the medical profession, and has almost entirely been ignored by *mainstream* adult educators and their organizations in North America. The most innovative work is occurring in community groups.

More than a decade after the discovery of HIV the **Adult Education Quarterly** has yet to publish an article on AIDS education. The same can be said for the **Canadian Journal of Adult Education,** the **International Journal of Lifelong Education** and **Comparative Education Review.** There have been two "AIDS" papers at the Adult Education Research Conference (Boshier, 1990a, 1991), and one at a recent meeting of the Comparative and International Education Society (Boshier, 1990), but these were all by one author and not part of any trend.

One exception to the benign neglect accorded AIDS education was a *Podium* column in **Adult Learning** by Griffith (1991) the then President of the American Association for Adult and Continuing Education. He claimed that AIDS activists had been more successful at securing public funds than have adult educators. Griffith seemed to be saying that adult educators need to sharpen their "activist" skills and maybe emulate AIDS activists. The problem, said Griffith, is that adult educators are committed to "rationality", "good taste" and are "inclined to place more weight on the facts." Adult educators are "nice people" and there is an emphasis on "behaving properly and courteously." By implication AIDS activists are "irrational," do not have regard for "facts," are "discourteous" and so on.

On one level Griffith seems to be suggesting that adult educators should emulate AIDS activists. But the notion that adult educators have "good manners" and "good taste" and

"place more weight on the facts" and, by implication, that AIDS researchers or activists ignore "facts" or have bad manners, is a construction which could easily reinforce the notion that HIV positive people and their supporters are the contaminated "other." Embedded in this analysis is an echo of the American response to the cholera epidemics of 1832, 1849 and 1866 (Rosenberg, 1988). Unlike AIDS, the organism that caused cholera is spread by any pathway into the digestive tract and, in 1832, many Americans said it was the scourge of the sinful. "Respectable" people had nothing to fear and there was a strong link between moral judgement and vulnerability to disease. Cholera was seen as an inescapable judgement of God.

Griffith argues that fewer people die from AIDS than die from cardiovascular disease, motor vehicle accidents, suicide and the like. Advocates of AIDS research have secured more resources than they deserve if decisions were based "solely on numerical data." Griffith's analysis greatly over simplifies a complex problem. It ignores epidemiological data concerning the transmission of the HIV virus and the crucial importance of the long latency period that precedes emergence of the syndrome.

It would be regrettable if readers interpreted Griffith's analysis to mean there is a sense in which "they" (with bad manners and little regard for "the facts") have got more than their share of public money, while "we" (with good manners and high regard for "the facts") are not getting our share. Even more disturbing is that women have largely been excluded from discourse about AIDS (see Boshier, 1990), and in the figures cited by Griffith their deaths may be under-counted because the symptoms appear as a gynecological disease, and many do not survive long enough to be counted as full blown AIDS. Moreover, many AIDS deaths are disguised as cardiovascular-related or other deaths because of the immense stigma attached to AIDS in some communities. It is also important to note that people do not die of AIDS but from complications (often cardiovascular) arising from the syndrome.

Knowledge and Discourse

The kind of constructs ("rationality," "good taste," "facts") embedded in Griffith's column must be considered in the context of "knowledge" and discourse concerning AIDS (see Boshier, 1990; Treichler, 1988). What is regarded as "knowledge" about AIDS is important because it filters out contrary evidence and, in North America, has created a cycle of invisibility for many groups, particularly women.

Discourse concerning AIDS has an impact on the quality of life for HIV-positive people, the quality of care accorded them, and the language of compassion. How AIDS is construed determines the solidarity of non-infected people and the willingness of HIV positive people to cooperate in prevention programs. AIDS discourse can be empowering (e.g. "Persons With Aids") or, in other instances, can reinforce a discourse of social control, exclusion and stigmatization. Much discourse about AIDS also contributes to the oppression of entire groups through an inappropriate preoccupation with **who** people are rather than with **what** they do.

Regrettably, AIDS discourse in North America has depended upon homophobic and racist constructions and, in the south, has been attributed to foreign or supernatural forces. Both engender a paradigm of exclusion.

Ideology of Individualism

Much AIDS education is based on the notion that individuals are capable of making "the right choices". This *individualistic* approach is represented in campaign slogans like the

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British *AIDS; Don't Die of Ignorance* or, in B.C., Canada, the government pamphlet that says "it's a matter of accepting personal responsibility".

There are profound limitations on the ability of individuals to act on "good advice" and education programs aimed at women seldom have regard for difficulties associated with getting men to wear condoms or what women are supposed to do about it. Individualistic approaches also make it easy to blame the victim and exacerbate the process of stigmatization that leads to the idea People-With-Aids are the contaminated "other". In this sense AIDS is not just a virus or medically debilitating condition but a social construct that helps "make sense" of it. Once AIDS is "understood" it is easier to see that it has little to do with "us". It is "their" problem.

None of this means AIDS is just a linguistic construction that exists in people's minds. Thousands of people are dying from AIDS-related complications and, increasingly, they are poor and oppressed. An HIV-positive Vancouver resident with access to good health care can expect to live for 8-10 years. A black woman diagnosed HIV-positive in New York City can expect to be dead within 18 months to two years. Africans with AIDS have a few weeks to live. AIDS is not just a linguistic construction. It has an "objective" reality. Yet the way this "reality" is construed influences our relationship to it, to HIV-positive people and the ability to learn and teach about it.

Structural Problems

The state of roads in third world countries are a major impediment to AIDS prevention. Condoms are not moved quickly enough and they go brittle on shelves in metropolitan areas. Education and AIDS prevention is also impeded by political rivalries, the existence of many native dialects, migratory workers, patriarchy and, in countries (including Canada and the U.S.A.) high levels of illiteracy.

All education occurs in a context and a huge problem associated with AIDS is that it is primarily a sexually transmitted disease. Education about it involves talking about sex, and little is gained by using clinical, ambiguous or unrecognizable terminology. AIDS-education thus represents a bigger challenge than other "prevention education" programs to do with seatbelts, diet, smoking, lifejackets or other health-related matters. AIDS education is not just a rational/technical process of delivering information as some "communications" experts seem to assume. Rather, it is embedded in a multiplicity of socio-cultural, political and, above all, economic contexts. It clearly serves some interests and threatens others. Ideology, power and perceived group interest buttress any attempt to educate people about AIDS, and, even the most neutral-looking program rooted in a public health framework has an ideological frame of reference.

The interest in critical theory and interpretivist epistemology that has become the dominant preoccupation of some energetic North American adult education professors has yet to be applied to AIDS. It is hard to know why this issue has escaped scrutiny in our forums, because it is now increasingly clear that AIDS is becoming a "disease of development" (Miller & Carballo, 1989). For example, most Persons-with-Aids in developing countries are **not** homosexual and they do **not** inject drugs. Their condition is linked to poor sanitation, crowded living conditions, stress, malnutrition, and the western habit of giving "shots" for every conceivable disorder all of which increase the likelihood of exposure to HIV.

Conclusion

The way people construe AIDS, compare it to other ways of dying, and give advice about it, is inevitably shaped by deeply-rooted and socio-culturally determined ways of construing the

world. Adult education has had an historic preoccupation with poor and oppressed people and although having AIDS in an industrialized country is bad enough, having it in Africa, for example, is like living in a nightmare third world within the third world. AIDS provides adult educators with a socially worthwhile opportunity to test orthodox wisdom about learning, participation and democratization. AIDS greatly magnifies many current problems in adult education theory and practice and requires innovative practice, epistemological pluralism and a sensitivity to issues arising from patterns of power and control between men and women, social classes and communities.

Sexuality is tightly interwoven into socio-culturally derived patterns of power and control so AIDS provides a formidable challenge for contemporary adult education theory and practice. It is surely a *critical* matter that deserves greater attention than that received thus far. It is far too important to be left in the hands of public health authorities who largely see this as an "information transmittal" or technical problem. People educating people about AIDS need an adult education perspective and we - in the educational mainstream - need to learn from the remarkable work being done by community groups.

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Panel contribution ("Social Concerns in International Adult
Education"): GENDER CONCERNS IN DEVELOPMENT

Mechthild Hart, DePaul University, Chicago (USA)

"Development," like modernization, is a term which is
burdened by tremendous ambiguities and problems. In the opening
statement of her book Staying Alive (1989) Vandana Shiva
summarizes the complexities of economic and ideological
assumptions contained in the term. She writes (p. 1):

> 'Development' was to have been a post-colonial project,
> a choice for accepting a model of progress in which the
> entire world remade itself on the model of the
> colonising modern west, without having to undergo the
> subjugation and exploitation that colonialism entailed.
> The assumption was that western style progress was
> possible for all. Development, as the improved well-
> being of all, was thus equated with the westernisation
> of economic categories - of needs, of productivity, of
> growth. Concepts and categories about economic
> development and natural resource utilisation that had
> emerged in the specific context of industrialisation
> and capitalist growth in a center of colonial power,
> were raised to the level of universal assumptions and
> applicability in the entirely different context of
> basic needs satisfaction for the people of the newly
> independent Third World countries.

Throughout her book, Shiva describes how this "western
patriarchal project" has failed, and how the dispossession and
subjugation of women is a necessary, integral component of
development projects, inseparable from the exploitation and
destruction of natural resources. Although the claim can be made
that the western project of development has failed in many
different ways and on many different levels, Shiva's book is one
of many which gives overwhelming evidence of the particular
gender-specific nature of these failures, affecting the quality
of life of women, and especially third world women, in
particularly devastating ways. However, I believe it is
impossible to focus exclusively on these gender-specific problems
as they are systematically related to issues of racism, class,
and imperialism. Furthermore, to understand the particular fate
of women under capitalist and neocolonialist conditions requires
to understand the self-definitions and myths of western
industrialized countries, myths which underly the notions of
progress and development, continue to legitimize development
practices and projects, and thus contribute to the ongoing
erosion of the psychological and physical conditions of life on
this planet. I will therefore try to present an integrated
perspective, one which moves back and forth, "from margin to
center" (Hooks 1984), first and third world, and which is
conscious of the many ways categories such as race, class, or sex
(to name only a few) interlock.

Today, in the wake of the new international division of
labor, and the tightening ideological bond between technological

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innovations and economic growth and productivity, the assumptions behind growth and development have taken on new meanings.

Growth and productivity are increasingly seen as hinging on continuous and accelerated technological innovations, considered to be the prime contributors to new wealth and new and better products and services. A second and closely related assumption is the absolute necessity for a continuous rise in productivity, dictated by global competition, and once more requiring better and faster technologies. The equally inexorable necessity to reduce labor costs is an integral part of economic warfare, achieved by merging and "downsizing" (or, even more euphemistically, "rightsizing"), and by exploiting so-called "cheap labor" (a point I will specifically address below). According to these assumptions, progress and development are unstoppable, and fully tied to global economic competition, which is likewise inescapable. In the words of a German critic (Ulrich), if "we" want to win this race, there can be only one speed: FASTER, only one goal: FURTHER, only one size: BIGGER, and only one quantity: MORE.

Shiva (1989) uses the term "maldevelopment" to direct attention to the many failures of the development project. In the limited space available I will briefly describe what I see as its most important failures: 1. The manipulation and exploitation of human needs resulting in a culture of hollow consumerism; 2. growing dependency on a technology which is becoming ever more risky; 3. the creation of a myriad of international and social divisions and inequities; 4. the destruction of subsistence economies; and 5. the devastation of the physical environment. All of these issues are, of course, highly interrelated.

1. The creation of artificial needs

Growth and productivity are dependent on the systematic creation of needs as well as dissatisfaction with the alleged satisfiers of those needs so that new satisfiers can be produced and sold. The cultural, psychological and environmental costs are tremendous. Many products are useless, harmful, or unncessary, but highly demanding in terms of resource use, and contributing to our growing garbage heaps. The manipulation and exploitation of human needs becomes an economic necessity, and consumption becomes an end in itself, eroding the possibility for true happiness and a spiritually rich culture.

2. Increased riskiness of scientific/technological innovations

New technology is accompanied by a dramatic increase of unintended, unpredicted, and unpredictable "side" effects. There exists a disproportionate relationship between existing knowledge of consequences and ignorance about inherent dangers. Because technological and scientific innovations are seen as developing according to their own inner logic, and are set lose from any cultural norms or constraints, we have no moral framework for deciding whether we want to go on with certain innovations or not (e.g. nuclear technology, genetic engineering; see Ulrich).

3. Dependence on international and social inequalities

The need to reduce labor costs mentioned earlier reinforces racist and sexist constructions used as a justification of the super-exploitation of certain categories of workers, primarily

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women, but also racial minorities and immigrants. For instance, the merciless super-exploitation of farm workers in the U.S., many of whom are of Mexican origin, can remain safely in place as well as invisible to the rest of society precisely because of the racist construction of immigrant labor. There are new combinations of imperialist, as well as racist and sexist exploitation of so-called "cheap labor" as well. A particularly striking example is the favored employment of third world women in global factories and Free Enterprise Zones, often in areas where male unemployment is high, mainly because women are still cheaper than men. As this often makes women the only income earners, the overall poverty level in these areas increases, throwing a dubious light on the claim of development and modernization.

In the U.S., "cheap labor" is maintained by occupational segregation and related discrimination based on ethnicity or race, and, above all, based on sex. Despite the dramatic increase of women's participation in the labor market, the proportions of occupational segregation have remained virtually unchanged since the sixties (<u>Occupational Segregation</u> 1988). This division must be seen in relation to the continued reliance on women's unpaid and socially devalued care-taking work, which has led to a tremendous increase in work load for women (Hochschild 1989).

Overall, disparities between rich and poor countries, and between rich and poor in single countries seem to be increasing. Speaking only for the U.S., a number of other polarities have emerged: between skilled and unskilled workers, between those working fulltime in (relatively) stable jobs and those working less than fulltime and under the precarious conditions of insecurity, instability, a lack of protection of health, and without benefits. A large proportion of these mushrooming new forms of employment are filled by women, contributing to the phenomenon of a "feminization of poverty." Furthermore, particularly in large American cities, there exists a polarity between those who have access to decent schooling as well as jobs and those who do not, a polarity which is following mainly racial lines, due to a long history of segregation in the U.S. (Wilson 1987).

4. <u>The destruction of autonomous, subsistence economies</u>

Shiva (1989, p. 1) describes how development "involved the reproduction not merely of a particular form of creation of wealth, but also of associated creation of poverty and dispossession." In particular, the western cultural definition of subsistence as poverty and a sign of backwardness gave the signal for the neocolonialist project of modernizing these cultures, eroding their cultural identities, disrupting social structures, and destroying local and regional economic self-sufficiency. This kind of economic imperialism has resulted in the widespread "misery of deprivation" (Shiva 1989, p. 10) with all its many attendant problems. Moreover, because western patriarchal notions have been an integral part of development designs, new sexist divisions of labor have been created by singling out men - invariably perceived as heads of households - for access to training and technology, in the process pushing women out of

their productive roles and making them more dependent on men. In addition, as Shiva (1989) describes in great detail, because many of these projects destroy the natural foundations for subsistence economies, much of the traditional work of women such a gathering fuel or fodder for animals has become more difficult, requiring more time and energy with less reliable or positive results. In sum, women's work load often increases at the same time as their access to resources and money decreases (see also The World's Women 1991).

5. The devastation of the physical environment

Overall, while "commodities have grown, ... nature has shrunk" (Shiva 1989, p.5). In the absence of any cultural or normative constraints, the advance of progress and development is marked by an attitude of uninhibited, callous plunder of our finite natural resources, and the ongoing, and more and more irreversible, destruction of the natural foundations of life in the form of pollution, the accumulation of toxic waste, but also in the form of an alarming rate of diminishing genetic diversity of plant and animal life. These costs are nowhere calculated to offset the myth of growth and productivity, or the allegedly inescapable demands of global competition; nor are the costs to soil, water and air due to intensified motorized transportation which is an inevitable part of world market strategies (Ulrich).

Furthermore, an attitude of ruthless plunder is exhibited not only in the destruction of natural habitats of animals, but also in their exploitation and treatment in testing labs, and in meat production. Because we have entirely separated production from consumption, the unspeakable cruelty committed against animals in the production of meat, cosmetics, and many other consumer items, remains invisible or can be more easily repressed, contributing to an erosion of ethical sensibilities.

In light of this depressing testimony of the failure of progress and development, how can we summon enough courage to ask the question of what can be done, or whether it is possible for adult educators to contribute to positive change? First of all, many people have, of course, been asking these questions or are beginning to ask, have produced practical suggestions or are engaged in practical efforts aimed at changing one or the other of the many problems listed above. I believe it is important to be informed about these efforts, and to be connected with them in whatever form possible. For adult educators in the United States and other industrialized countries, it is important to dismantle the myths that underly the notion of progress and development, and that define growth and productivity in entirely abstract terms, and to help create a framework for thinking which can truly measure social and individual welfare, and which can produce a definition of progress, wealth and wellbeing which is not exhausted by the accumulation of material goods. Such myth debunking must, first of all, aske the following question: Development for and of what? It has been calculated that if we were to extend the (actual and aspired) "push-button-comfort" of the industrialized west to the rest of humankind (the declared promise of development), we would need three to five more planet earths, both for exploitation of resources as well as for garbage

sites (Ulrich). Considering that only a minority enjoy this kind of comfort to begin with, we would also have to ask the question Growth for whom? What are the costs? And who is bearing them?

Furthermore, these questions need to be asked from a conscious and deliberate anti-racist, anti-sexist, and anti-imperialist perspective. We cannot develop a better notion of progress or growth if we are blind to any of the many open and hidden privileges attached to skin color, ethnicity, race, nationality, sex, or sexual-affectual preference. This is also an area where we do not have to wait "till after the revolution," but can begin right now, right here, and with ourselves - which is the beauty but also the difficulty of adopting such a perspective. I further believe that such a perspective is essential for developing solidarity, a political and moral ability to transcend difference and diversity of any kind in the name of true progress and development.

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CRITICAL ANALYSIS OF MODERNIZATION IN KOREAN CONTEXTS

Since we are living in the modernized world, we become accustomed to hearing the word modernization. And this familiarity makes us slow or not attentive to assess the impact of modernization. But that is what I want to do. I want to analyze critically the impact of modernization in the Korean context. This analysis will focus on the following questions:
1) What are the taken-for-granted assumptions which promote modernization? What does modernization guarantee to persons?
2) Does modernization fulfill these guarantees to us? How does the Korean reality differ from the alleged guarantees that modernization has promised to provide all people?
3) Where are the benefits to modernization? Who profits from it? What are the forces or factors that propel conflicts and contradictions within modernization?

1) What are the taken-for-granted assumptions which promote modernization? What does modernization guarantee to persons?

Modernization is made possible by the dramatic and accelerating development of science and technology. Therefore, the assumption of modernization is always related to fostering the benefits of these developments or to the technological advancements of human beings. The most glamorous benefits of modernization are the machines and techniques of science. It is assumed that these will greatly enlarge and enhance conveniences and comforts of human beings because modernization makes possible more varied and faster productions. It is also assumed

that modernization will increase the peoples' power for technological domination of nature and all of its environment. Consequently, modernization projects a vision of a possibly unlimited human power of manipulating, and conquering vast expanses of things and objects.

The strongest guarantee of modernization is the alleged liberation from poverty, or in other words, greater distribution of wealth. In talking about poverty, I need to distinguish absolute poverty from relative poverty. Absolute poverty is related to basic human needs such as clothing, food, shelter. Relative poverty is concerned with the relative quantity or quality that each human being owns such as a better house, car, television, computer. Modernization guarantees to disburden poverty (both absolute and relative) for people.

I can still remember the promotion of SaeMaUl UnDong(New Village movement) which is the major nationwide governmental policy or strategy to modernize Korea beginning in 1962 and continuing to the present. The government's way to promote the movement is to offer people an idealized picture of the future such that through understanding the benefits of working hard for modernization that could enjoy all of its benefits in the future.

2) Does modernization fulfill these guarantees to us? How does the Korean reality differ from the alleged guarantees that modernization has promised to provide all people?

The contradictory function of modernization in advancing liberation from poverty, and consequently, in enhancing the provision for increasing wealth, makes it hard to assess the

fulfillment of modernization. Even though modernization helps to
overcome hunger, lack of clothing and shelter, it contribute to
the growth of relative poverty. Through modernization, people
find that there are many more things to buy, to do, for example.
That is to say, modernization develops an increased awakenings of
the relative sense of lacking. Modernization contribute to
foster competition among people to possess more and better
products. In some degree, modernization leads people to become
enslaved to the greater abundance of products by aggravating the
very needs of human beings have.

The assumptions and guarantees of modernization lead us to
expect that all Koreans will have wealth and comforts if we work
hard for the success of modernization in Korea. But does it?
The recent increases in living expenses in Korea make me wonder
whether modernization really provided a higher standard of living
for us. Economic life in Korea, following the 1988 Seoul
Olympics Games, has changed dramatically. Before the Olympics,
one family(four members) could live for 400,000 won(about 600
dollars) a month. But now the same family needs at least
1000,000 won(about 1500 dollars) a month. Since it is hard to
support one family through one person's salary, the number of
working mothers has escalated. And with this increase of working
mothers, weekend or monthend families (that meet or gather on
weekends or at the end of month because husbands and wives often
have jobs at great distances from each other) has appeared as a
new phenomenon of modernization.

Modernization has the effect of both keeping people busy and
spending more and more of their earnings. People compete in

purchasing newer and more abundant products. Before the Seoul

Olympics, Koreans did not have to buy western products such as

food processors, dish washers, vacuum cleaners, microwaves. But

now many Koreans believe they have to own those products in

order to be considered as "civilized" people. Thanks to

modernization, Koreans, in spite of the fact that most are

earning more money, are finding various ways to spend much more

money than they earn.

Through this process of modernization which has brought

about many drastic changes with new products as well as new ways

of living, Koreans have come to feel a strong sense of

relativity, instability and uncertainty. Moreover, the

modernized reality that surrounds Koreans in almost all areas,

has come to petrify the unifying morality that we have preserved

for a long time.

One good example of a crushed Korean value can be found in

the different attitudes toward considering and evaluating human

relationship. The heavy emphasis on human relationships as the

most conspicuous Korean value originated from Confucius

tradition. Confucius tradition tells us that as there is good,

harmonious order in nature, we, human beings as part of nature

should develop this harmonious good ordered relationship among

ourselves which comes from the moral discipline. In other words,

morality is the basis or the criteria for human beings to develop

good relationships and to evaluate its goodness. However, under

modernized reality, morality cannot find its position as a

significant quality that human beings should look for. In fact,

pursuing morality is taken over by chasing profits and possessing more and better products. Therefore, when we assess the effects of modernization we cannot be sure whether modernization has provided a comfortable and affluent life for all Koreans, or if it has, at what cost.

3) Where are the guarantees? Who profits from it? What are the forces or factors that propel conflicts and contradictions within modernization?

In order to achieve the comfortable and affluent life and life style that modernization guaranteed, Koreans have worked very hard to make modernization succeed. Now Koreans are asking what and where are the results of our hard labor? What do we have now? What kind of life do we now lead as a result of modernization? Why do we have more discomfort, more anger, and more suffering from competition, for example, instead of having the good life that we deserve and that we have been guaranteed? Koreans are achieving modernization, but are having a very difficult time in identifying the benefits of modernization. In a word, modernization victimized and enslaved Koreans rather than liberated them.

In Korea, there is a saying that "money makes money". This implies that the persons who have capital can make more money and more easily and more quickly than those persons who have to sell their labors. The Korean process of modernization is based largely on foreign capital, therefore, a strong dependent and subjugating relationships has developed between the Korean government which has promoted modernization, and the foreign

capitalists who have stood to profit from a modernized Korea.
And this dependency has influenced all other areas such as
education, politics, foreign policy, export and import
relationship and cultural hierarchies, etc..

In addition, there are groups of people, mainly
entrepreneurs, who have greatly benefited from this relationship
of dependency on foreign capital in Korea. This dependent
relationship has become a triangular relationship between foreign
capital, the Korean government, and Korean national or private
enterprises. Therefore, this brings to surface another
contradiction within modernization: the concentration of too much
capital in the hands of too few people. This means that the
surplus profit derived from exploitation of working class people
is being monopolized by these few people.

In the light of this clearly unfair situation, I cannot help
asking once again about the function and the process and goal of
modernization. Whom does modernization genuinely serve? Does
it perform what it promises and guarantees to people? Finally,
does it genuinely liberate persons, or does it further enslave
them?

Annual Treasurer's Report

Treasurer's Report

Commission of Professors of Adult Education

September 1, 1990 -- September 30, 1991

Balance on Hand: September 1, 1990		$ 3,591.19
Receipts:		
	a. 1990-1991 Membership Dues	$ 4,237.00
	b. 1990 Conference fees	$ 2,140.00
	c. Bank Interest	$ 124.87
		$ 6,501.87

Disbursements:		
	a. Newsletter/Proceedings Expenses	$ 2,164.77
	b. Conference Expenses	$ 3,724.36
	c. Bank Fees	$ 125.00
	d. Other Expenses	$ 165.70
		$ 6,179.83

Balance in Savings Account:	September 30, 1991	$3,591.19
Balance on Hand:	September 30, 1991	$3,591.19

Karen E. Watkins
Secretary/Treasurer
September 30, 1991

Treasurer's Report

Estimated Budget Amounts

Commission of Professors of Adult Education

September 1, 1991 -- September 30, 1992

Balance on Hand: September 1, 1991 $3,591.19

     Expected Receipts:

a.	1991-1992 Membership Dues	$5,000.00
b.	1991 Conference fees	$2,500.00
c.	Bank Interest (thru July)	$ 55.66

                                                        $7, 555.66

     Disbursements:

a.	Newsletter/Proceedings Expenses	$ 2,450.00
	Newsletters: est. 3 at $250. each	$ 750.00
	Proceedings: 1 est. at $1500 (inc's mailing)	$ 1,500.00
	Membership mailing costs $200.	$ 200.00
b.	'91 Conference Expenses (Estimate)	$2,500.00
c.	91-92 Bank Fees	$ 150.00
d.	Other Expenses (SIG, Telephone, Etc)	$ 500.00

                          (estimated) $ 8,050.00

Estimated Balance in Savings Account: September 30, 1992 $ 3,096.85

                                    Karen E. Watkins
                                    Secretary/Treasurer
                                    September 30, 1991

Annual Census of Doctorates Conferred in Adult Education
1990

1990 ANNUAL REPORT OF DOCTORATES
CONFERRED IN ADULT EDUCATION

Compiled by
William S. Griffith
The University of British Columbia

Each year members of the Commission of Professors of
Adult Education of the American Association for Adult and
Continuing Education report to the Commission the doctorates
conferred by their institutions during the previous year.
In some cases, doctorates that had been awarded in previous
years, but had not been reported in a previous annual
census, are also reported. These are appended to the annual
listing in the Proceedings of the Commission.

Members of the Commission reported that in 1990, a
total of 96 adult education doctorates were conferred by 17
universities. These are listed in the alphabetical tally of
institutions conferring and individuals receiving these
degrees. *Only those persons for whom the prescribed report
form was completed are included.* The following numbers of
doctorates conferred, but not previously reported, are
appended to the 1990 listing: 1989 - 17; 1988 - 10; 1987 -
3; 1985 - 1; 1984 - 1; 1980 - 2; 1976 - 1. In total, then,
this lising adds 131 doctorates to the totals previously
reported bringing the grand total to 4,097 registered with
the Commission of the Professors of Adult Education.

Previous doctoral listings were published primarily in
Adult Education. The 1976-77 census was published in Adult
Education 29 (1), pp. 65-70; 1978 census in Adult
Education, 30 (2), pp. 123-125; 1979 census in Adult
Education 32 (3), pp. 175-186; 1980-82 census in the
Proceedings of the 1986 Annual Conference of the Commission
of Professors of Adult Education, pp. 51-90; 1983-87 census
in the Proceedings of the 1987 Annual Conference of the
Commission of Professors of Adult Education (in press); 1988
census in Proceedings of the 1989 Annual Conference of the
Commission of Professors of Adult Education. Census reports
for earlier years were published in Adult Leadership. The
procedure used to compile the data was described in the
Fall, 1978 issue of Adult Education, 29 (1), p. 65.

DOCTORATES CONFERRED IN 1990

BALL STATE UNIVERSITY

Chiang, Linda Hsueh-Ling
*A Comparative Study of the Beginning Teacher Internship
Program on Self Concepts and Career Orientations of
Beginning Teachers*

Downing, Joseph G.
*Relationship Between Literacy Levels and Institutional
Behaviors of Incarcerated Male Felons*

Klicker, Karl D.
*The Edifice complex: A Study of the Causes and Effects
of Conflicts between Generations of Marines and
Cultural Changes in the United States Marine Corps*

Macy, Harry Joseph
*Role Analysis Study of Chairpersons in Academic
Departments Offering Accredited Baccalaureate Social
Work Degree Programs*

Millage, Philip
*An exploratory Study of the Influences on and Content
of Communication Between Retirement Housing Providers
and Retirees Who are their Potential Customers*

Oliphant, Charlotte
*Information Sources Upon which Selected Mothers of
Four-Years-Old and Eight-Year-Old Children Base
Parental Actions*

Woodress, Fred
*Impact of the Media on the Elderly (over 60) Population
in America's Hometown*

FLORIDA STATE UNIVERSITY

Freer, Kevin Joseph
*The Value of Literacy for the Rural Elderly: A
Naturalistic Study*

Lumb, Richard C.
*Role Performance and Role Importance of Municipal Law
Enforcement Training Directors in North Carolina*

Mosley, Barbara W.
*An Exploratory Study into Perceptions of Continuing
Education Practices as held by Selected Allied Health
Practitioners*

Paugh, Mark Lee
*Benefits of Participation in Mandatory Continuing
Education as Perceived by Florida Respiratory Care
Practitioners*

Sample, John A.
*The Design, Development, Implementation and Evaluation
of a Plan of Action to Control Turnover of
Institutional Security Speicalists in a State
Psychiatric Hospital*

Worthen, Dreamal
*Factors Associated with the Participation of Ministers
of the Eleventh Episcopal District of the African
Episcopal Church in Continuing Education*

NORTH CAROLINA STATE UNIVERSITY

Beckner, Mary Elizabeth
*Factors Affecting the Learning of Altrusitic Values by
Adults: A Case Study in a Medical Training System*

Blount, Brian Carson
*The Role of Communications Media in Decision Making: A
Study of Selected North Carolina Agribusiness Chief
Executive Officers and their Perceptions of
Communications Media*

Brownlee, Irene Adams
*Profile of Women Students in North Carolina Community
Colleges*

Davis, Virginia Gayle Tart
*The Relationship of Maternal Knowledge of Asthma to
Control of Child's Asthma, Maternal Perceived
Uncertainty, and Maternal Ability to Function in
Society*

Garrett, Rickey Lynn
*Factors Associated with the Governance of State
Community College Systems in the United States, 1990*

Gay, Robert Washington, Jr.
*Factors Associated with Attrition Among Former Part-
Time Adult Students at North Carolina State University,
1982-1986*

George-Bowden, Regina
*Academic Performance of Adults in Traditional High
School Diploma Programs and High School Equivalency
Certificate Programs*

King, Russell Clayborn
*Attitudes of North Carolina Tobacco Producers Toward
Tobacco Production and Marketing: A Study of Factors
that Affect Continued Production*

Leeland, Paul Lee
*Effect of Participation in the Clinical Pastoral
Education Program upon Level of Moral Development among
Clergy*

Pettit, John Mark
An Evaluation of the National 4-H Executive Development Institute

Rowe, Felix Andrew, Jr.
The Relationship Between Reading Ability and Academic Achievement for Associate Degree Students at a North Carolina Community College

Safrit, Roger Dale
Values Clarification in the Strategies Planning Process of an Adult Education Organization

Saunders, Barry Wayne
The Relationships Between Job Status, In-Service Training and Specified Job Outcomes among Highway Maintenance Workers in the North Carolina Department of Transportation

Street, Donald Broughton
Relationships Between Enrollment Changes and Program Marketing Methods in North Carolina Community Colleges, 1982 and 1986

Strickland, Warren Trent
A Study to Identify and Evaluate Staff Development Training Components in Locally Organized Staff Development Activities for North Carolina Public School Teachers

Taylor, Clyde Ray
Motivational Orientations of the Military Non-Traditional Student: Attitudinal Variables Affecting Participation in Off-Campus Undergraduate Degree Programs

Wiggs, Jon Lee
Perspectives on General Education and Job Skills Training in the North Carolina Community College System: A Case Study of Organizational Policy Development

Wooten, Betty L.
Determinants of the Comfort Level of African American Students in North Carolina Community Colleges

NORTHERN ILLINOIS UNIVERSITY

Canan, Marjorie
Processes of Intentional Learning: A Phenomenological Investigation

Chapman, Bernadine
Northern Philanthropy and African American Adult Education in the Rural South: Hegemony and Resistance in the Lean's Movement

Damisch, Jean
Teaching Techniques of Outstanding Teachers

Davenport, Suzanne
"The Glass School" Education Parents Can See: Educating Parents as Reform Advocates for School Reform in Chicago, 1985-1990

DeArruda, Helius
The Politics of Literacy Education in Chicago during the 1980s

Graham, Angela
Persistence without External Rewards: A Study of Adult Learners in Art Museum and Planetarium Education Programs

Holmes, Jeffrey
It's the Principal": Teachers' Perceptions of Instructional Leadership in Illinois

Ihehieto-Aharanwa, Clifford
Human Resource Development Practitioners' Philosophical Preferences and their Relationship to Training

Jeans, Bobby D.
Simulator Training for Locomotive Engineers: Computerized Technology Versus Traditional Training Methods

Lockerby, Mary Lou
The Human Factors of Cancer Survival: A Qualitative Analysis of the Commonalities

Mulcrone, Patricia
An Inquiry into Instructional and Administrative Practices in Workplace Literacy: A Collaborative Cycles Model

Murray, William Anthony
Organizational Development and Human Resource Development as Forms of Continuing Adult Education: A New Conceptual Model

Redding, John C.
An Analysis of Three Strategic Training Roles: Their Impact upon Strategic Planning Problems

Rosenberg, Marlene
*Predictors of Healthy Lifestyles Among Professional
Nurses*

Zuba, Margaret
*Almost Dropping Out: Portrait of Individuals in a
Truancy Program as seen through the Eyes of a Teacher*

OHIO STATE UNIVERSITY

Heimlich, Joseph Eugene
*Measuring Teaching Style: A Correlational Study between
the Van Tilburg/Heimlich Sensitivity Measure and the
Myers-Briggs Type Indicator on Adult Educators in
Central Ohio*

Leser, Anne
*The Adult Developmental Characteristics of Women who
Postponed Parenthood*

Thompson, Phyllis Elizabeth
*Ohio Adult Basic Education Teachers' Perceptions of
Deterrents to Disabled Adult Participation in Adult
Basic Education as Related to Personal and Programmatic
Variables*

Reid, Paul Allen
*The Effects of Determinism on the Philosophy and
Practice of Adult Christian Education*

OKLAHOMA STATE UNIVERSITY

Zaring, Betty
*The Relationship of Sources of Preparation to Perceived
Performance in Teaching Role Activities of Recently
Graduated Registered Nurses*

PENNSYLVANIA STATE UNIVERSITY

Cline-Cole, Rebecca Oladdiepepo
*Planning Programs with Rural African Women: An Analysis
of American Agencies' Utilization of Existing Resources*

Gyant, LaVerne
*Contributions of African Women to Nonformal Education
During the Civil Rights Movement, 1955-1966*

Karnes, Howard Lyon
*Factors Influencing the Adoption of Tele-Conferencing
Technology in the University-Based Teaching Hospital*

Klinefelter, Judith Miller
*The Relationship of Family Support to Persistence by
Reentering Women in Higher Education*

Meenan, Avis Lynn
The Effect of Classroom Environment on Achievement in a Workplace Literacy Program

Shaffer, Terry Eugene
Organizational Learning and Environmental Adaptation of Organizations of Continuing Higher Education

SOUTHWESTERN BAPTIST THEOLOGICAL SEMINARY

Lee, Jaong Ook
An Investigation of Differences in Life Satisfaction of Churched and Non-Churched Older Korean Immigrant Adults

SYRACUSE UNIVERSITY

Kessler, Sandra
Teacher Centering - A Vehicle for Enhancing the Professionalization of Teachers

Rusin, Carol
A Qualitative Study About the Perceptions of People who Obtain their Baccalaureate Degree (Nursing) Through the Regents College Degrees Program

Smith, Julie
Librarians and Self-Directed Learners

TEXAS A & M UNIVERSITY

Back, Karla Mary
Innovative Training Paradigms Emerging in Business and Industry: An Applicable Model

Bentley, William David
A Comparison of Student Persisters and Nonpersisters in Allied Health Education Programs in the Community College Setting

De La Fuente, Patricia Ann
Relationships Between Literary Stereotypes of Aging Anglo Women and their Self-Perceived Role Images

Ellis, Wayne Enoch
Determining Proficiencies in Spinal Anesthesia Using the Delphi Technique

Fontelar, Pilar Franche
Composition-Based Problem Solving as a Function of Expertise

Gadell, Michael Lee
The Development of a Corporate-Sponsored Wellness
Program for Retirees

Griffin, Vernon
Effect of Monitoring Adults During Computer Assisted
Instruction in Preparation for the General Education
Development Test

Hardy-Holley, Anne M.
The Relationship between Sex-Role Socialization and
Lifelong Career Plans: Perceptions of Returning Women

Huerta, Carolina Gonzales
The Relationship Between Life Change Events and
Academic Achievement in Registered Nursing Education
Students

Kyba, Ferne Charlene
Moral Problems and Ethical Decision Making in the
Nursing Care of Elders: Reported Experiences of
Registered Nurses in Selected Texas Critical Care Units
and Nursing Homes

Patrick, Ida Hilda Acuna
Quality of Life Perceptions Among Residents of Rural
Unincorporated Subdivisions in Hidalgo County, Texas

Smith, Linda Ann
Identification of Boundary Spanning/Linkage Skills
Employed by Program Developers in Community Colleges

Varner, Helen Dickey
An Assessment of Promotional Methods used by Two-Year
and Four-Year Colleges to Recruit Adult Students in
Texas

White, Bettie Sue Florey
Cognitive Functioning of Deaf Young Adults as
Determined by Wechsler Performance Scales

UNIVERSITE DE MONTREAL

Desjardins, Francois
L'importance relative des projets educatifs de
perfectionnement d'artisans professionnels du grand
Montreal

Guay, Marie-Michelle
Changements et apprentissages au mitan de la vie chez
des femmes cadres

Hrimech, Mohamed
*Utilisation de strategies autoregulees d'apprentissage
selon des adultes, etudiants universitaires*

Mvilongo-Tsala, Anselme
*Etude du mode d'intervention educative caracterisant
l'esuan camarounais*

Saint-Felix, Marielle
*Valeur educativ d'un carnet de sante pour la promotion
de la sante chez des adultes*

UNIVERSITY OF BRITISH COLUMBIA

MacNeill, Rodney M.
*The Prediction of Dropout in an Entry Level Trades
Training Program*

McLaren, Jack M.
*Adult Students in University: Long-Term Persistence to
Degree Completion*

Titterington, Lee
*An Analysis of Collective Investigation as an Adult
Education Method*

UNIVERSITY OF ILLINOIS

Grogan, Soneeta Louise
*Grandfathering into Professional Certification from the
Perspective of Members of the American Home Economics
Association*

UNIVERSITY OF MINNESOTA

Henderson, Catherine
*Giving and Receiving Advice: Program Advisory
Committees in Ontario Colleges of Applied Arts and
Technology*

Karpiak, Irene Eugenie
*Social Workers at Midlife: An Interpretive Study of
their Patterns of Developmental Change with
Implications for Continuing Professional Education*

Larson, Mark Leonard
*Barriers to Education as Perceived by Adult Students
and Administrators in Minnesota Community Colleges and
Technical Colleges*

Olszewski, William Eugene
*Conceptions of Intimacy and Psychological Type: A
Response to Adult Developmental Needs*

UNIVERSITY OF NEBRASKA-LINCOLN

Adams, Scot Leo
Late Onset Alcoholism in a Midwestern Setting: A Matter of Complexity

Oleson, Kathleen Brockman
Women's Lifeprints: Mentoring Relationships of Our Past & Present

Stone, Marcia Elaine Wilson
Adults' Perceptions of Internal and External Influences upon their Acquisition of Reading Skills

UNIVERSITY OF NORTH TEXAS

Dorman, Brigid
Bonaro Wilkinson Overstreet

UNIVERSITY OF TORONTO

Huws, Glenys Margaret
Women and Transformative Education

Jerrett, Mary Delphine
The Experience of Learning to Care for a Chronically Ill Child

Logan, John Peter
Pre-Service Qualifications of Management Trainers: Education, Work Experience and Competencies on Job Entry

Logsdail, Kathryn Ann
The Phenomenon of Learning from Living: A Perspective on Values of Older Adults

O'Connor, Michael John
Seasons of a Priest's Life: A Study of the Adult Development of Roman Catholic Priests

Van Daele, Christa Johanna
Making Words Count: The Experience and Meaning of Women's Diaries

UNIVERSITY OF WISCONSIN-MILWAUKEE

Tait, Susan Whitworth
The Relationship between the Reasons for the Participation in Work-Related Continuing Professional Education, the Formats of the Educational Activities, and the Career Stages of Industry-based Engineers, Scientists and Technologists

DOCTORATES CONFERRED IN 1989

FLORIDA STATE UNIVERSITY

Cozean-Alexander, Mary Margaret
The Use of the Personal Reflexive Journal in the Adult Literacy Tutorial, the Case of Jane

Loftus, William Joseph
An Evaluation of Benefits for Older Adults Participating in University Fee Waiver Programs

NORTHERN ILLINOIS UNIVERSITY

Coffman, Pauline Morton
Inclusive Language as a Means of Resisting Hegemony in Theological Education: A Phenomenology of Transformation and Empowerment of Persons in Adult Higher Education

Colin, Scipio A.J., III
Voices From Beyond the Veil: Marcus Garvey, the University Negro Improvement Association, and the Education of African-Ameripean Adults

Cosky, Alicia
The Effect of Aerobic Exercise on Fitness Status, Cognition and Health Locus of Control in Older Women

Lin, Huei-Ching
Adult Education and Liang Shu-Ming's Rural Reconstruction

Lin, Yanzi
Mao Zedong's Philosophy of Adult Education

Lytle, Jean E.
The Process of Perspective Transformation Experienced by the Registered Nurse Returning for Baccalaureate Study

Ritt, Elizabeth
The Evolving Role of the Nurse Consultant

Slowik, Clare M.
The Relationship of Pre-Retirement Learning and Well-Being of Women in Retirement

Wagner, Patricia A.
Select Factors Influencing Lifelong Learning of Professional Nurses

OKLAHOMA STATE UNIVERSITY

Mayton, Kenneth H.
Competencies for Teachers of Independent Study by Correspondence in American Colleges and Universities

SOUTHWESTERN BAPTIST THEOLOGICAL SEMINARY

Causey, Carol
An Analysis of Selected Variables as Factors in the Acceptance of Older Adults for Short-Term Volunteer Missions Projects Sponsored by the Home and Foreign Missions Boards of the Southern Baptist Convention

Lee, Daniel S.
A Study of Learning Behavior of Adults in Selected Baptist Churches in Taejon, Korea

UNIVERSITY OF MINNESOTA

Koza, Judith L.
Comparison of the Achievement of Mathematics and Reading Levels and Attitudes Toward Learning of High Risk Secondary Students through the use of Computer Aided Instruction

UNIVERSITY OF TORONTO

Coombs, William
The Phenomenology of Changes within Selected School Boards in Ontario as a Result of the Presence of Adult Students in the Day Program

DOCTORATES CONFERRED IN 1988

NORTH CAROLINA STATE UNIVERSITY

Cooper, Charles Staples
The Use of a Follow-up Technique in Evaluating Short Courses

NORTHERN ILLINOIS UNIVERSITY

Bao, Xue-Ming
A Phenomenological Study of the Emergence of Meaning within the Dialectical Process of Questioning and Answering in Adult Education: Eastern and Western Perspectives

Buckner, Marjean M.
An Assessment of Health Practices and Needs Among Dade County, Florida, Adults with Impoications for Improving Community Health Education

Karlovic, Nancy
The Planning of Staff Development: A Critical Analysis

Katzenmeyer, Marilyn H.
An Evaluation of Behavior Modeling Training Designed to Improve Selected Skills of Educational Managers

Martin, Frances
Hospital and Non-Hospital Nurses as Patient Educators: Factors Affecting Nurse Assumption of the Teaching Role

Miller, Alan J.
The Effects of a Worksite Exercise and Relaxation Program on Work Stress, Physical Fitness, and Anxiety Among State Employees at an Institutional Setting

OKLAHOMA STATE UNIVERSITY

Smith, Donald Ray
The Effects of Short-Term Classes in Married Life, conducted by GEM Educational Services, on Spousal Attitudes of Christian Couples

UNIVERSITY OF TENNESSEE-KNOXVILLE

Holtzman, Frederick Irwin
Relationship Between Hemispheric Dominance and Learning Styles Described by Keirseyan Temperment Types

Warden, Mary Katherine
A Study of Evening School Students Experiencing Counseling Face-to-Face vs. by Telephone

DOCTORATES CONFERRED IN 1987

SOUTHWESTERN BAPTIST THEOLOGICAL SEMINARY

Crain, Matthew Kent
Transfer of Training and Self-Directed Learning in Adult Sunday School Classes in Six Churches of Christ

Farmer, Tommy J.
An Investigation of the Relationship Between Self-Esteem and Ministry Disengagement Among Senior Adults in Southern Baptist Churches

Stocks, Jimmy
An Investigation of Differences in Life Satisfaction and Analysis of Relationships between Situational Factors and Life Satisfaction Scores in Older minister and Laymen of the Church of the Nazarene

DOCTORATES CONFERRED IN 1985

SOUTHWESTERN BAPTIST THEOLOGICAL SEMINARY

Clark, Kirby
*Perceptions of Southern Baptist Adult Religious
Educators Regarding Selected Adult Religious Education
Competencies*

DOCTORATES CONFERRED IN 1984

SOUTHWESTERN BAPTIST THEOLOGICAL SEMINARY

Tucker, Harold Robert, Jr.
*Curriculum Preference of Selected Latin American
Baptist Pastors Toward Two Bible Study Series*

DOCTORATES CONFERRED IN 1980

SOUTHWESTERN BAPTIST THEOLOGICAL SEMINARY

Bryan, Katharine C.
*Student Perceptions Concerning the Utilization of
Andragogical Concepts in Selected Process Elements
within the Learning Environment of Southwestern Baptist
Theological Seminary*

Hines, James Frank
*A Comparison of the Life Satisfaction of Older Southern
Baptist Persons with Both Other-Churched and Non-
Churched Older Persons as Measured by the Life
Satisfaction Index A of Neugarten, Havighurst and Tobin*

DOCTORATES CONFERRED IN 1976

SOUTHWESTERN BAPTIST THEOLOGICAL SEMINARY

Johnson, Bob Ivan
*An Investigation of Adults' Understanding of the
Doctrine of the Priesthood of All Believers and their
Attitudes toward Sunday School as Measured in Selected
Southern Baptist Churches*

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Annual Census of Doctorates Conferred in Adult Education
1991

1991 ANNUAL REPORT OF DOCTORATES CONFERRED IN ADULT EDUCATION

Compiled by
Robert C. Mason
Northern Illinois University

Each year members of the Commission of Professors of Adult Education of the American Association for Adult and Continuing Eucation report to the Commission the doctorates conferred by their institutions during the previous year. In some cases, doctorates that had been awarded in previous years but had not been reported in a previous annual census are also identified. These are appended to the annual listing in the Proceedings of the Annual Conference.

Members of the Commission reported that in 1991, a total of 74 adult education doctorates were conferred by 14 universities. These are listed in the alphabetical tally of institutions conferring and individuals receiving these degrees. Only those persons for whom the standard report form was completed are included. The following number of doctorates conferred but not previously reported are appended to the 1991 listing: 1989-9; 1988-21. In total, then, this listing adds 104 doctorates to the total previously reported.

This is the first year that Northern Illinois University has undertaken the project of reporting the doctorates earned in Adult Education. If any schools did not receive our notification reporting form or would like to ask any questions, please contact our coordinator, Diane Lund, at (815) 753-6916 or address mail to Ms. Lund at the College of Continuing Education, Northern Illinois University, DeKalb, IL 60115.

DOCTORATES CONFERRED IN 1991

BALL STATE UNIVERSITY

Herr, Susan K.
Issues for Nontraditional Undergraduate Students Living in Traditional College & University Residence Halls: A Modified Delphi Study

Stephan, Jane F
Stressors Encountered by Older Adults during Recovery from Alcoholism

FLORIDA ATLANTIC UNIVERSITY

Bryan-Wunner, Valerie
Verification of Competencies Needed by Entry-Level
Recreation, Park & Leisure Professionals in Florida and
the Relationship of Competency Perception to Readiness for
Self-Directed Learning

Cameron, Adolph
Investigation of Attitudes Towards the Financing of Public
Education in Jamaica

IOWA STATE UNIVERSITY

Ghanatabadi, Jolyne Lockwood
Relationships of Perceived Classroom Social Climate &
Course Performance in Computer Literacy Classes

KANSAS STATE UNIVERSITY

Conrad, Mary Elaine
Factors Affecting the Scores of Traditional and
Nontraditional Students of Medical Technology in Kansas on
the ASCP Board of Registry National Certification
Examination

Matthews, Stephen Allen
A Survey of Army National Guard Officer Candidate School
Instructors and their Perceived Use of Andragogy Vs
Pedagogy

Mattia, Anthony
Pastoral Perceptions of Leadership Style and Teaching
Orientation

MICHIGAN STATE UNIVERSITY

Cherem, Barbara
A Connected Classroom in an Adult BA Degree - Completion
Program - Perceived Effects on Three Women's Development

Cichy, John
A Comparative Analysis of the Views of Restaurant
Management Industry Professionals Regarding Selected
Entry-Level Restaurant Management Competencies

Dalellew, Tesfatsion
The Level of Refugee Participation in the Programs
Designed to Meet their Needs: Mozambican Refugees in
Malawi

Doig, Kathryn
Prospects for the Development of Doctoral Programs in
Clinical Laboratory Science

Dowrick, Todd
Self-reported Significant Career and Life Experiences
among Selected Michigan School Superintendents

Eggert, James
Instructional Activities which Stimulate Behavioral
Changes as Perceived by Adult Participants

Fields, Daniel
A Study of Work Environment Factors Associated with the
Transfer of Statistical Process Control Training to
Shop-floor Application

Hatfield, Patricia
The Relationship between Levels of Moral/Ethical Judgment,
Advocacy & Autonomy among Community Health Nurses

Kwon, Samgeun
The Self-perception of Female Leaders' Professional
Development in Selected Michigan Higher Education
Institutions

Meeuwenberg, Susan
An Investigation of Characteristics and Differences
Between Three Unique Groups of Nontraditional Students at
a Community College

Polding, Carl
An Analysis of the Intercultural Person in the Context of
Global Theological Education

Scott, James
A Study of Lifelong Transitions, Experimental Learnings,
and Copin Responses of Female Systemic Lupus Erythematosus
Patients between the Ages of 20-51 Years

Venus, Marcia Soller
A Small Town's Reaction to the Arrival of a Japanese
Manufacturing Company and its Japanese Employees

MONTANA STATE UNIVERSITY

Hamilton, Wendy V
Thought Processes in Critical Questioning

Hudspeth, Jerald
Student Outcomes: The Relationship of Teaching Style to
Learner Self-direction

Mckenna, Robert J
The Influences of Personal and Professional Learning
Situations or Real-Life Learning Strategy Utilization by
School Administrators in Wyoming

Stevens, Larry L
Information Sources and Methods Used by Progressive
Farmers in the Learning Process

NORTH CAROLINA STATE UNIVERSITY

Johnson, David Neal
Motivational Factors Related to Curriculm Students'
Enrollment in North Caroline Community Colleges

Johnston, Brenda Owen
Time To Degree: Factors Contributing to the Length of Time
Students Take to Earntheir Baccalaureate Degree

Martinez, Heriberto Noel
Attitudes and Beliefs of 4-H Volunteers Toward Matters of
Concern in the North Carolina 4-H Program and Volunteer
Values

Tripp, Rudolph
An Assessment of the Educational Needs and Interests of
Inmates in the Polk Youth Institution, North Carolina
Department of Corrections

Webb II, Melvin W
Development & Testing of a Theoretical Model for
Determining Casual Relationships Among Factors Related to
Freshman Year Persistence at 4-year Residential &
Community Colleges

Wittman, Eugene Michael
Situational Factors Influencing Writing Apprehension in
the Community College Composition Classroom

NORTHERN ILLINOIS UNIVERSITY

Baba, Sidek
The Malaysian Study Circle Movement and some Implications
for Educational Development

Boswell, Clarice C
The Effects of Federal Educational Policies between 1980
and 1988 on the Continued Survival of Selected Historic
Black Colleges and Universities

Carr, Irene C
Mexican Women Workers at an Electronics Factory in
Illinois: Social Context for Adult Education

Clemens, Mary Ann
AIDS and Adult Education: A Study of Five Chicago
Newspapers, 1981-1989

Gobledale, Ana
The Learning Spirit: The Spirituality of Adult Education

Hau, Joan M
Factors Influencing the Development of Computer Skills
among Baccalaureate Nursing Faculty

Hawking, James
Political Education in the Harold Washington Movement

Kakanopas, Boonnit
The Sukhothai Thammathirat Open University's Distance
Education in Thailand: An Experiment in Adult Education

Katterman, Sharon A
Understanding Dislocated Worker Programs from the
Participant's Perspective

Keir, Patricia A
Creating Self-As-Teacher: An Investigation into Processes
of Learning How to Teach

Killacky, Keith F
An Inductive Case Study of Responses of Police Training
Instructors to the Application of Adult Learning Methods,
Principles, and Instructional Design Strategies for Police
In-Service Training

Mann, Sylvia R
Complementarity, Dissonance, and Awakening: Metaphors for
the Major Themes in the Career Lives of Women in
Traditional Occupations

Matuszak, David J
Learning to Learn in the Workplace: A Case Study of a
Training Intervention in Preparation for Learning through
Experience

Mealman, Craig A
Incidental Learning by Adults in a Nontraditional Degree
Program: A Case Study

Okoro, Stanley
International Christian Leadership Development: A Case
Study of the International Recipients of the Billy Graham
Center Scholarship Program

Payne, Janis
Contributions of Group Learning in the Rehabilitation of
Spinal Cord Injured Adults

Peterson, Elizabeth
A Phenomenological Investigaton of Self-will and its
Relationship to Success in African-American Women

Rivera, Julio A
A Critical Analysis of the Effects of Packaged Staff
Development Programs of the Professionalization of
Teachers

Scescke-slama, Patricia
Developing Human Resources during Organizational
Transition: An Inductive Case Study of a Corporate
Acquisition

Scheffner, Dawn
The Best Part is the Challenge: A Naturalistic
Investigation of the Ways in which Family Therapists View
Life, Learning and Work

Schied, Fred M
Towards a Reconceptualization of the Historical
Foundations of Adult Education: The Contributions of
Radical German-Americans to Workers' Education

Schlachter, Stephany
Education of Older Adults: An Analysis of National Public
Policy

Smith, Romona
Adult Education at Chicago Road Residential Mental and
Health Facility: Patients and their Treatment Coordinator
Perspective on Programs and Services

Vasquez, Rosetta
A Critical Analysis of Selected Intended and Unintended
Consequences of the Chicago School Reform Act of 1988

Zacharakis-Jutz, Jeffrey
Straight to the Heart of a Union, Straight to the Heart of
a Movement: Workers' Education in the WPWA between
1951-1953

ONTARIO INSTITUTE FOR STUDIES IN EDUCATION

Hooper, William C
On Being Promoted: The Transition to Supervisor

Knapp, Marie
Making Life More Meaningful: Design and Effects of a
Meaning-in-Life Workshop

Macfarlane, Polly
The Adult Learner in Law School: An Exploration of
Motivation, Experience, Interaction and Commitment

Pitters, Marian
Health Care Educators in Transition: How Peoples'
Interactions Contribute to their Learning

Wideman, Ronald Lorne
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