# CELEBRATING THE INFLUENCE OF KNOWLES' ANDRAGOGY ON DR. CLINTON LEE (ANDY) ANDERSON AND MILITARY (ARMY) EDUCATION: A TRIBUTE

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*ABSTRACT:* This paper presents a summary of Dr. Clinton Lee (Andy) Anderson's 40+ years Military (US Army) Educator Service implementing Dr. Malcolm S. Knowles' perspective on andragogy. Some specifics of Anderson's implementation include five Adult Basic Education (ABE) characteristics of facilitating Knowles' andragogy, six differences between teaching and facilitating adult learning and teaching children, fourteen self-actualization of andragogical, self-directed learning initiatives implemented in US Army education, ten general characteristics of adult learning in andragogy, and fifteen directions of growth in ABE learners' maturation.

*Keywords:* andragogy, military adult basic education, honoring Anderson & Knowles

Dr. Clinton Lee "Andy" Anderson is the primary reason a strong adult education program in the military worldwide exists; he spent over 40 years of his adult life building programs for military and civilian adult learners. In Anderson's early years teaching the Reserve Officer Training Corp (ROTC) at Stanford University (1969-1972), he embraced Dr. Malcolm Knowles' andragogical learning theory of how adults learn, which was radically different from pedagogical learning. This andragogical theory/model of learning affirmed adults as independent, motivated internally, responsible, and self-directed learners, different from the pedagogical theory/model of learning affirmed as dependent, subject-centered, motivated externally, and teacher-directed seen in children. As Anderson continued his own journey with lifelong learning, he was able to earn two Master's degrees—in History, University of North Carolina, 1962; in Education, Stanford University, 1972—and was awarded a PhD in Adult Education from Columbia University in 1985. Anderson's PhD work at Columbia University was done through a cohort entitled "Adult Education Guided Intensive Study" (AEGIS) under Dr. Jack Mezirow.

In Anderson's first interview with the then-AEGIS cohort leader, Mezirow asked Anderson what previous experience he had in Army Education. Anderson immediately replied he had an extensive résumé of 24 years' experience as an officer and strong supporter of army education programs with direct, hands-on involvement. Without hesitation, Mezirow said, "If you do your dissertation on the history of adult basic education (ABE) in the Army, I will sponsor you." Thus, the topic for Anderson's dissertation was decided on day one. Mezirow took a special interest in Anderson's work and was head of his dissertation committee, which included Dr. Steven Brookfield, Dr. Philip Fey, and Dr. David Harmon.

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Anderson began his adult education life as a military officer assigned to the Education Directorate of the Adjutant General in 1976. Anderson spent his early years in the Education Directorate specifically overseeing development and implementation of the Basic Skills Education Program (BSEP), a major career accomplishment. Urgency for increasing BSEP resulted from many recruits' sorely lacking literacy and numeracy, thus hampering their own development and impacting the Army's mission. BSEP's success led to Anderson's promotion to Chief of the Program and Operations Division, where he served until retirement as a Lieutenant Colonel in 1982. Anderson continued his service as a civilian after retirement. His active-duty Army years provided a 24-year building block for bigger accomplishments in armed forces education as Anderson continued to touch the lives of many through his military-focused voluntary education activities.

Andy Anderson held a number of important professional positions in developing, managing, and reviewing education programs for servicemembers. These positions included work with the American Council on Education (ACE) and Servicemember Opportunity Colleges (SOC). Anderson established a national reputation as a scholarly and tireless advocate for servicemembers' and veterans' education. He provided strong arguments for educating, as well as training, servicemembers. Anderson's contact with outstanding civilian educators such as Knowles aided in bringing a positive light to military adult education. With his high standards, Anderson provided oversight for ensuring quality in every program or project with which he was involved. Anderson insisted servicemembers get the same standard of education as their civilian counterparts. He contributed greatly to the Council of College and Military Educators (CCME), the Council of Military Education and Training (CMET), the American Association of Adult and Continuing Education (AAACE), and the International Adult and Continuing Education Hall of Fame (IACEHOF). Dr. David Pierson recalled while serving as president of several organizations he was honored to work closely with Anderson (Edwards & Pierson, 2022).

Dr. Anderson also spent much of his adult life constructing a military voluntary community. Beginning as an Army Officer in the Education Directorate of the Department of the Army and continuing with service as a civilian after retirement from active duty in 1982, Anderson spent 50 years in voluntary education. His success in working with civilian educators inside and outside the Army while developing the BSEP led to Anderson's promotion as Chief of the Program and Operations Division of the Education Directorate for the Department of the Army.

After military retirement, Anderson plunged immediately into further military voluntary education as he completed his Doctorate in Adult Education at Columbia University with Stephen Brookfield as his Major Professor. Anderson also had the opportunity to work with the foremost leaders of Adult Education, including Knowles. Anderson began a series of collaborations with major higher education organizations, working as a consultant with the US Department of Education, the American Association of State Colleges and Universities (AASCU) and ACE. During this period, Anderson impressed many in the civilian higher education community with the seriousness and value of military voluntary education. Indeed, not a single major departure in voluntary military

education from the time Anderson retired from the Army occurred without the stamp of his opinion. In all the processes where Anderson served, he was a watchdog for quality. Anderson insisted that service members get the same standard of education as their civilian counterparts. After consulting in national higher education for many years, he joined the SOC staff in 1998. Anderson quickly took charge of the development and implementation of the SOCMAR program designed to streamline credit award and transferability for Marines pursuing college degrees. After success with this program, Anderson did the same for the Coast Guard, eventually accomplishing the same program for the entire Army education system and broadening the opportunities for thousands of servicemembers.

Andy Anderson's passion for military adult voluntary education also shone in his community building activities. Anderson became a thought leader in the field not just by his actions, but also through writing. He published numerous articles and reports highlighting the important and positive impact military voluntary education has had in development of the adult and continuing education field. In addition, Anderson was an energetic participant in several professional associations supportive of improving the stature and skills of military educators, including CCME, AAACE, and the division of CMET. For twelve years, Anderson was editor *The Military Educator*, a newsletter that is a major source of information on activities and events throughout the broad military education community, keeping all participants informed. Anderson received many awards as a military and civilian educator recognizing his service in building the military voluntary education community. These include the 1993 Tilton Davis Military Educator of the Year Award and Induction into the International Adult and Continuing Education Hall of Fame in 2000. Dr. Grey Edwards added a personal note at the IACEHOF induction:

> It is an honor to write some thoughts and memories of such a dear man. It was so special to have been around him as a friend, colleague, mentor, leader, and inspiration for 35 years. The sad recent passing of Andy was a tremendous loss, and he will always be missed and remembered. *The Chronicles of a Weary Traveler*: *The Life Story of Clinton Lee Anderson* is a wonderful 238-page scrap book of life about our dear friend. The 3-page "Introduction" to the book by his close friend Dian Stoskopf is heartwarming about what a special person Dr. Clinton "Andy" Anderson was to so many. You will always be in our thoughts, prayers and memory. Love, *Grey* (G. Edwards, personal communication, 2020)

**Knowles' Andragogical ABE Adapted by Anderson for Use in the US Army**

Information in this section is largely garnered from Knowles' publications listed in the "References" section of this paper. Consequently, not all Knowles' materials have citations here. However, this paper's authors have updated some of the expressions so they may be understood in the language of 2022 (i.e., in the documents where 'he' was originally used, the authors of this paper replaced it with the pronoun 'they').

Understanding characteristics of the Adult Basic Education (ABE) learner is fundamental to effective teaching or facilitating andragogical learning with adults in ABE programs. The instructor (or facilitator) also needs to know some techniques for coping with these characteristics. This material is mostly found in Knowles (1973) and Henschke (1989). The five important characteristics are: 1) immediate concerns, 2) low self-esteem, 3) different value systems, 4) use of defense mechanisms, and 5) sensitivity to non-verbal communication.

These five characteristics may be found to some degree in all adults. Many characteristics unique to adults with limited education point to specific implications for teaching techniques. Each instructor has an individual style for teaching (or facilitating adult learning); nonetheless, these techniques provide general guidance for acknowledging any clues relating to each of the identified characteristics. Skillful adult learning facilitators always consider these characteristics when helping adults learn how to learn.

Adults need to receive genuine concern and competent guidance. Both are essential for teachers to understand adult students' problems and instructional needs. The effective ABE teacher must perceive a problem as it may appear to adult learners. The teacher must also share students' goal expectations when diagnosing needs and guide learners in an instructional program.

Adults need different instructional approaches. Teachers/facilitators must realize adults are different from children. The same techniques used in teaching children are not necessarily effective with adults, although many of the methods are highly effective. Knowles made the distinction between teaching theories for children and adults by developing the term *andragogy*—borrowed from the Greek language—and applying it to the new technology for the study of adults. Knowles stated andragogy is premised on at least six basic differences between facilitating learning of adults and children.

### Six Basic Differences Between Teaching Adults and Children

1. Why learn something: Adults need a reason that makes sense to them to justify their learning something, not just because the teacher said so.

2. Experience: Accumulates a growing reservoir of experience, which is a resource for learning for themselves and others.

3. Self-concept: Moves from a dependent personality toward a self-directing human being.

4. Readiness to learn: Becomes oriented toward adjustments in social roles. Various authors discuss this change in developmental tasks. Three broad age brackets are usually categorized, associating definite roles and tasks within each category. This categorization is based on the premise that society imposes on adults expected achievements at various intervals to complete such tasks in order to be declared

successful or "normal." The three categories are designated as Early Adulthood (18-30), Middle Age (31-65), and Later Adulthood (66 and over).

Ten social roles identified with those developmental tasks are *worker*, *mate*, *parent*, *homemaker*, *son or daughter of aging parents*, *citizen*, *friend, organization member, religious affiliate, and user of leisure time.* As adults set tasks for these roles, they sense impetus added to their readiness to learn.

In addition to these social roles, adjustment is a major part of any developmental task. This adjustment is seen as an active, gradual process, which continues throughout life and is helped as the adult acquires experience, accepts new ideas, conforms to a society's expectations, and strives toward self-realization. Adult life is prioritized around six core human values: (a) sense of self-achievement or work, (b) intimacy, (c) creativity and play, (d) search for meaning, (e) compassion, and (f) contribution. These core values are found and enacted within eight human systems of adult life: (a) personal, (b) couple, (c) family, (d) friendship, (e) work and career, (f) leisure, (g) social, and (h) environmental.

5. Time Perspective: Changes away from postponed application of learning toward immediate concern of learning goals. Learning now shifts from subject-centeredness to issue-, task-, problem-, or life-centeredness.

6. Motivation: Learning motivation *moves away from external incentives* such as better jobs, promotions, status, higher salary, fringe benefits, work conditions, good pay, paid insurance, and vacation and *moves toward internal incentives* such as desire for increases in job satisfaction, self-esteem, better quality of life, continued growth and development, greater self-confidence, recognition by peers, and self-actualization (SA). Following is an articulation of the 14 SA directions.

SA directions of taking initiative—as identified by Maslow (1970) and underscored by Goble (1971)—in andragogical, self-directed learning (SDL) lead to huge rewards for military ABE learners. Their growth would spill over into the lives of others with whom they are in contact. These 14 SA growth areas include the following: 1) wholeness, 2) perfection, 3) completion, 4) justice, 5) aliveness, 6) richness, 7) simplicity, 8) beauty, 9) goodness, 10) uniqueness, 11) effortlessness, 12) playfulness, 13) truth, honesty, reality, and 14) self-sufficiency.

Not only would older adults benefit, business organizations with which they are connected would reap a bountiful harvest. Additionally, organizations, communities, families, and groups of friends and relatives with whom they engage would gain much. Moreover, older adults would experience positive growth from developing these areas in their personal lives (Henschke, 2009).

**Characteristics of Adult Learners (Henschke, 1989; Knowles, 1973)**

*They are goal-oriented.* Adults are motivated by the immediate usefulness or relevance of material to be learned.

*They are less flexible.* Habits and methods of operating are developed into a routine. Adults must see more advantage in recommended change over what already exists *before* they will accept change.

*They require longer time in performance of learning tasks.* Slower reaction time occurs as adults age because of such physiological hindrances as decreased vision and hearing loss.

*They are impatient in the pursuit of objectives.* Adults are pragmatic and may become frustrated if they do not see instant gains.

*They find little use for isolated facts.* Adults want to move quickly from theoretical skill emphasis to application of skills in real-life problems, issues, or tasks.

*They strive for recognition and success.* Adults are more likely to succeed in an atmosphere of positive regard and reinforcement for successes.

*They have multiple responsibilities, all of which draw upon their time.* Adults are likely to be too tired and less alert in learning environments after working, caring for others, or attending to responsibilities all day.

*They are experienced in the 'school of life'.* Adults have often assumed roles their instructor has not. In applying learned information to their present circumstances, they often refer to a substantial body of prior experience unknown to the instructor.

*They require a more constant and ideal learning environment.* Adults over age 35 particularly respond well to stronger lighting and a quiet place to work free from distractions and sudden temperature changes.

*They usually come to the program on a voluntary basis.* Unlike children, adults usually are not required to attend classes. If adults do not see progress toward their goals, they often will drop out of a program.

**Some Characteristics of ABE Learners and Their Instructional Implications (Knowles, 1973)**

1. *Immediate Concerns*
   - Realistic problems
   - Adult oriented material
   - Concrete situations

2. *Low Self-Concept*

- Respect learners for what they respect in themselves
- Involve them in planning and decision-making for the curriculum
- Tap their experiences

3. *Different Value Systems*
   - Relate learning to life and direct plans of work to learners' coping skills
   - Encourage open discussions around value shifts from youth into aging
   - Make no moral judgments as to what is good or bad

4. *Use of Defense Mechanisms*
   - Allay excuses given by frustrated learners, without attacking them
   - Emphasize importance of goal-seeking and self-improvement (constructive behavior)
   - Accept any patterns of self-protection against perceived internal and external threats

5. *Sensitivity to Non-Verbal Communication*
   - Be alert for clues of what is said and what is not said but likely felt
   - In responding, guard against negative nonverbal responses through voice, gestures, or facial expressions

## A Closer Look at ABE Characteristics (Henschke, 1989; Knowles, 1973)

The higher the degree of illiteracy in an adult, the more likely they are to attempt to hide their undereducation and exhibit an attitude of resignation because of repeated failures. Any attempt to make a learner with limited education believe, understand, act, and gain a skill will indeed impact their basic need for security. Through this understanding, the instructor/facilitator can develop techniques that will boost self-esteem and improve socialization skills.

*Immediate Concerns:* Learning goals must be defined in terms of immediate concerns. Learning tasks should be short and clearly defined toward immediate rewards and real-life situations.

*Low Self-Concept:* From their review of the research on the concept of the self, Puder and Hand (1968) indicate some pertinent points, such as:
- A person's self is the sum total of all that a person can call their own.
- Self, the nucleus of personality, includes a system of ideas, attitudes, values, and commitments in an inner world.
- There is a positive relationship between educational disability and immature self-concept.
- There is a positive and significant correlation with self-concept and perceived evaluations of significant others.

Edgar Borgatta and William Lambert (1968) reviewed extensive research on the Self. Two **general** assumptions underlie their studies in which a subject is made to feel they have failed or are personally inadequate, thus implying an effect on their self-concept:

- A person's level of self-regard is learned through a combination of rewards and punishments for one's actions and reactions to them.
- A person's level of self-regard is of great importance in predicting their behavior.

Thomas A. Harris (1969), in agreement with some theorists, notably "transactional analysts," provides a means whereby one may attempt to "find themself" in exploring their own behavior. Proponents of transactional analysis contend that three states exist in each person – child, parent, and adult – and that each person can classify themself as "OK" or "not OK" with respect to themself and others.

Because an adult entering a basic education program has a deep psychological need to become self-directing, they resist and resent being placed in situations in which they are told what to do or not to do, or they are talked down to, embarrassed, or criticized.

**Different Value Systems**

Adults sometimes have value systems widely differing value systems because of social and economic systemic issues. Curtis G. Larson (1971), in a review of research, suggested adult socialization, a product of experiences, is highly significant in acquisition of different kinds of values. Adults may have problems restructuring some of their values and learning some things; but, under supportive facilitation/instruction, are capable of doing so.

If teachers want to respect a person's life, they must respect the person's experience and right to help in examining it for values. In areas involving aspirations, purposes, attitudes, interests, beliefs, etc., we may raise questions; but, by definition and social right, we cannot dictate values. The development of values is a personal and lifelong process. We should be interested in improving the valuing process whereby learners are helped to find values. This process would include the following:
- *Choosing:* freely from alternatives after thoughtful consideration of the consequences of each;
- *Prizing*: cherishing, being happy with the choice; willing to affirm the choice publicly; and,
- *Acting:* doing something with the choice repeatedly, in some pattern of life.

**Use of Defense Mechanisms**

Feelings of frustration generate anxieties in adults with limited education who have tried to hide their deficiencies from others, including families or co-workers. In self-defense, they tend to distort reality through a variety of defense mechanisms. The character of originally learned reaction when the adult was threatened accounts for the variety of

defense mechanisms. Thus, if the adult's original reaction was to blame someone (one successfully got away with it), pathological lying might result.

Internal and external threats to achievement of their desired goals may engender evolution of a defensive rather than constructive behavior, which could manifest in ways such as:

*Rationalization*: Justifying conduct or opinions by inventing socially acceptable reasons. *Example*: Citing an "injury to writing hand" when asked to fill out a form or not having eyeglasses when asked to read.

*Repression*: Selectively "forgetting" unpleasant or undesirable situations. *Example*: Withdrawal from unfavorable aspects of class or program.

*Projection*: Attributing a poor quality or unethical motive to someone else or placing blame for difficulties on others. *Example*: "My father quit school, too; I guess I'm a chip off the old block." "My mother (as teacher) never could get it across to me."

*Compensation*: Expressing excellence in another field while displaying inadequacy on one. *Example:* "I never was good at readin' and writin'—only numbers."

*Displaced Aggression:* Transferring hostility from actual source of frustration to some innocent person or object. *Example:* "My job gets me so tired I don't have time to study like the others."

**Sensitivity to Nonverbal Communication**

Communication among families with limited education tends to be non-verbal, expressive, and explosive. They learn to "read each other" more by motions and gestures (i. e., slanted eyebrows, wrinkled forehead, smiles and frowns, grunts and groans). "Expressive" refers to emotionality as well as manner; "explosive" refers to the erratic, rather than intellectualized, socially appropriate type of response.

In the learning setting, learners often observe nonverbal cues their peers or facilitators/instructors present in facial expressions, body posture, and mannerisms. The facilitator/instructor, on the other hand, can tell a great deal about learners' interest level, attention span, and personality. At the same time, facilitators/instructors must be conscious of the possible affect their body language may have on learners.

**Other ABE Learners' Characteristics and Techniques for Facilitating Learning (Knowles, 1973)**

- *Alienation – Feeling of Helplessness over Control of Events*
  - Enhance learners' attitudes about their ability to learn
  - Orient learners to be active and seek out resources in their communities

- o Cite examples in which human potential, once awakened, changed someone's life drastically

- *Reticence and Lack of Self-Confidence*
  - o Help learners experience success and security by giving small tasks before proceeding into more demanding activities
  - o Present well-planned and meaningful lessons
  - o Begin with familiar and concrete problems
  - o Add humor to every session

- *Hostility and Anxiety Toward Authority*
  - o Project yourself as a friend or guide with genuine honesty and warm regard for each person
  - o Dress conservatively
  - o Allow controversy in group discussions
  - o Speak in conversational tone

- *Fear of School, Failure and Change*
  - o Assure entire group choice of seating, responses, and homework are voluntary
  - o Teach and facilitate good study habits
  - o Encourage interaction
  - o Set a warm, informal, relaxed atmosphere
  - o Constantly reassure learners in their small successes

- *Limitations from Home Life*
  - o Find ways to remedy physical and emotional wounds resulting from environmental limitations
  - o Provide a quiet, comfortable place for study
  - o Make available well-stocked supplementary aids
  - o Naturally suggest and highlight use of library, agencies, and/or learning centers

- *Cultural Exclusion*
  - o Provide links between learners and sources of pleasure, learning, and cultural enrichment open to them
  - o Post schedules of community activities or review with learners weekly events listed in local media sources
  - o Schedule field trips to lectures, libraries for films or demonstrations, or public proceedings
  - o Invite a cooperative extension agent to give a demonstration relating to some need expressed in planning sessions

Although conceptualizations of 'maturing' or 'maturation' came into being in 1959 and was expanded upon in 1980 by Knowles, its vestiges remain in annals and current practices of andragogy and adult education into the present time—as of this writing in

(2022), 63 years after originally published. These dimensions of maturation relate not only to needs and goals of individual persons, but also needs and goals of institutions, societies, and nations around the world. Knowles' dimensions also apply to military personnel who, as they learned with the competent help of Dr. Andy Anderson, also matured in their ability to take responsibility for directing their own learning. In many cases, taking responsibility included various dimensions of maturity in the 15 identified by Knowles (list below).

Maturity may be defined as the goal of andragogical education if it is to serve as a guide to continuous learning. Knowles (1980, pp. 27-36) suggested if really critical dimensions of the maturing process could be identified, adult educators and learners [military and civilian] would have reliable yardsticks against which to measure accomplishment of their growth and maturity. Knowles also offered that dimensions mentioned describe 'directions of growth,' not absolute states to be achieved. The fifteen directions of growth are only a beginning list, not a complete list.

### Dimensions of Maturation

| | From | | Toward |
|---|---|---|---|
| 1. | Dependence | → | Autonomy |
| 2. | Passivity | → | Activity |
| 3. | Subjectivity | → | Objectivity |
| 4. | Ignorance | → | Enlightenment |
| 5. | Small Abilities | → | Large Abilities |
| 6. | Few Responsibilities | → | Many Responsibilities |
| 7. | Narrow Interests | → | Broad Interests |
| 8. | Selfishness | → | Altruism |
| 9. | Self-Rejection | → | Self-Acceptance |
| 10. | Amorphous Self-identity | → | Integrated Self-identity |
| 11. | Focus on Particulars | → | Focus on Principles |
| 12. | Superficial Concerns | → | Deep Concerns |
| 13. | Imitation | → | Originality |
| 14. | Need for Certainty | → | Tolerance for Ambiguity |
| 15. | Impulsiveness | → | Rationality |

(Henschke, J. 2014, p. 373; Knowles, M.S. 1959, pp. 149-153).

### Conclusion

As we move forward to the present day to honor the many years of Dr. Clinton Lee "Andy" Anderson's involvement with military education, we see andragogy still providing the basis for designing and implementing adult education programs in the Army. It is important to note here, throughout those years, there were those who questioned Knowles' Andragogical Adult Education theory/model. Through his strong advocacy for Knowles' model and successful programs built around this model Anderson proved andragogy to be the valid model for use in military education. Today, adult learners in the military are attending programs including Noncommissioned Officer courses, Captains' Career courses, Command and General Staff courses, and the U.S.

Army War College. Knowles' influence on. Anderson helped shape the present andragogical face of Army education in 2022. Remembering Knowles' passing in 1997 (25 years ago), we currently mourn the early 2022 passing of Dr. Clinton Lee "Andy" Anderson. KUDOS, HONORS, CHEERS, HEARTY CONGRATULATIONS, and ABUNDANT THANKS ANDY & MALCOLM!

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