THE JOSSEY-BASS READER ON CONTEMPORARY ISSUES IN ADULT EDUCATION
THE JOSSEY-BASS READER ON CONTEMPORARY ISSUES IN ADULT EDUCATION

Sharan B. Merriam, André P. Grace
The Jossey-Bass
Higher and Adult Education Series
Contents

SOURCES  xi
PREFACE  xvii
THE EDITORS  xxii
ABOUT THE CONTRIBUTORS  xxiii

PART ONE
DEFINING A FIELD OF PRACTICE: THE FOUNDATIONS OF ADULT EDUCATION  1

1 For Those Who Need to Be Learners  7
Eduard C. Lindeman

2 The Negro in America  12
Alain Locke

3 Pedagogy of the Oppressed: Chapter 2  20
Paulo Freire

4 Building a Knowledge Base in U.S. Academic Adult Education (1945–1970)  33
André P. Grace

5 Adult Education at the Margins: A Literature Review  56
Michelle Glowacki-Dudka and Lora B. Helvie-Mason
## CONTENTS

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Title</th>
<th>Author(s)</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>African Americans in Adult Education: The Harlem Renaissance Revisited</td>
<td>Juanita Johnson-Bailey</td>
<td>67</td>
</tr>
<tr>
<td>7</td>
<td>Ethical Issues and Codes of Ethics: Views of Adult Education Practitioners in Canada and the United States</td>
<td>Wanda Gordon and Thomas J. Sork</td>
<td>87</td>
</tr>
</tbody>
</table>

### PART TWO

**POSITIONING ADULT EDUCATION IN A GLOBAL CONTEXT**

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Title</th>
<th>Author(s)</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>Rediscovering Adult Education in a World of Lifelong Learning</td>
<td>Peter Jarvis</td>
<td>113</td>
</tr>
<tr>
<td>9</td>
<td>Research and Policy in Lifelong Learning</td>
<td>Colin Griffin</td>
<td>120</td>
</tr>
<tr>
<td>10</td>
<td>Social Movements, Class, and Adult Education</td>
<td>Shirley Walters</td>
<td>138</td>
</tr>
<tr>
<td>11</td>
<td>Social Change Education: Context Matters</td>
<td>Kathryn Choules</td>
<td>149</td>
</tr>
<tr>
<td>12</td>
<td>Adult Education and the Empowerment of the Individual in a Global Society</td>
<td>Cecilia Amaluisa Fiallos</td>
<td>170</td>
</tr>
<tr>
<td>13</td>
<td>Active and Inclusive Citizenship for Women: Democratic Considerations for Fostering Lifelong Education</td>
<td>Patricia A. Gouthro</td>
<td>186</td>
</tr>
</tbody>
</table>

### PART THREE

**ADULT EDUCATION’S CONSTITUENCIES AND PROGRAM AREAS: COMPETING INTERESTS?**

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Title</th>
<th>Author(s)</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>14</td>
<td>Social Class and Adult Education</td>
<td>Tom Nesbit</td>
<td>207</td>
</tr>
</tbody>
</table>
15  Poverty Reduction and Adult Education: Beyond Basic Education  
    Ruud van der Veen and Julia Preece  
    219
16  Aligning Health Promotion and Adult Education for Healthier Communities  
    Barbara J. Daley  
    234
17  Critiquing Human Resource Development’s Dominant Masculine Rationality and Evaluating Its Impact  
    Laura L. Bierema  
    247
18  Organizational Learning Communities and the Dark Side of the Learning Organization  
    Phillip H. Owenby  
    280
19  Negotiating Democratically for Educational and Political Outcomes  
    Ronald M. Cervero and Arthur L. Wilson  
    291

PART FOUR
THE CHANGING LANDSCAPE OF ADULT LEARNING  

20  Reflection Disempowered  
    Michael Newman  
    315
21  A Theory in Progress  
    Patricia Cranton  
    321
22  “Social Learning” for/in Adult Education?: A Discursive Review of What It Means for Learning to Be “Social”  
    Kim L. Niewolny and Arthur L. Wilson  
    340
23  The Meaning and Role of Emotions in Adult Learning  
    John M. Dirkx  
    349
24  Adult Education and the Mass Media in the Age of Globalization  
    Talmadge C. Guy  
    363
25  Non-Western Perspectives on Learning and Knowing  
    Sharan B. Merriam and Young Sek Kim  
    378
PART FIVE
NEW DISCOURSES SHAPING CONTEMPORARY ADULT EDUCATION

26 Attending to the Theoretical Landscape in Adult Education
Valerie-Lee Chapman

27 Popular Culture, Cultural Resistance, and Anticonsumption
Activism: An Exploration of Culture Jamming as Critical Adult Education
Jennifer A. Sandlin

28 Toward a Postmodern Pedagogy
Deborah Kilgore

29 Activism as Practice: Some Queer Considerations
Robert J. Hill

30 Using Freirean Pedagogy of Just Ire to Inform Critical Social Learning in Arts-Informed Community Education for Sexual Minorities
André P. Grace and Kristopher Wells

NAME INDEX

SUBJECT INDEX
Sources

Chapter 1

Chapter 2

Chapter 3

Chapter 4

Chapter 5
and enhancing the margins of adult education (pp. 7–16). New Directions for Adult and Continuing Education, No. 104. San Francisco: Jossey-Bass.

Chapter 6

Chapter 7

Chapter 8

Chapter 9

Chapter 10

Chapter 11
Chapter 12

Chapter 13

Chapter 14

Chapter 15

Chapter 16

Chapter 17
Chapter 18

Chapter 19

Chapter 20

Lyrics for “Silver Dagger” copyright Chandon Music, used by permission.
Excerpt from *Death and the Maiden* by Ariel Dorfman used by permission of Nick Hern Books, www.nickhernbooks.co.uk

Lyrics for “Joe Hill,” music by Earl Robinson, words by Alfred Hayes, copyright © 1938 (renewed) by Music Sales (ASCAP) and MCA Music Publishing for the United States. International copyright secured. All rights secured. Used by permission. Words and music by Earl Robinson and Alfred Hayes, Copyright © 1938, 1942 Universal Music Corp. Copyright renewed and assigned to Universal Music Corp. and Music Sales Corporation. All rights reserved. Used by permission. Reprinted by permission of Hal Leonard Corporation.

Chapter 21

Chapter 22
Chapter 23

Chapter 24

Chapter 25

Chapter 26

Chapter 27

Chapter 28
Chapter 29
Clair & J. Sandlin (Eds.), Promoting critical practice in adult education (pp. 85–94).

Chapter 30
There’s something of a contradiction when speaking of the field of adult education. On the one hand, adult education programs are everywhere—in the workplace, hospitals, libraries, communities, colleges and universities, and online. On the other hand, adult education as a professional field of practice is nearly invisible, with many educators of adults unaware that they are part of a larger enterprise. This paradox also encompasses adult learners themselves. While the most recent U.S. survey revealed that 44% of adults participated part-time in formal adult education activities and 70% were learning informally (NCES, 2007), most adults don’t consider themselves learners unless they are “taking a class.”

These contradictions are not surprising given that the field of adult education has never been easily captured within one definition, one history, or even one theory. Whether we are talking about diverse adult populations, practices, philosophical perspectives, program planning models, or theories about how adults learn, there has always been a colorful collage of various and sometimes competing components comprising adult education as a field of practice. Professional adult educators do believe, however, that there is some common ground that links us together as a field. Learning, for example, is something human beings do throughout their lives; it is indeed lifelong and lifewide. Further, adult education can be a positive force in our lives and can contribute to individual betterment and a more just and equitable society for all.

As with professionals in other fields of practice, adult educators learn to become educators through experience and study. For example, a nursing supervisor
in a hospital might be asked to develop a program to train others in the use of new medication; a community resident might organize other residents to help educate the community about safety concerns; an experienced worker might be tapped for some on-the-job mentoring of a new employee; or a carpenter might teach a woodworking class at the local community school. These are all examples of adult education in practice in real-life situations.

While many do learn to be adult educators through experience, others combine experience with formal study, sometimes on their own, but more likely as students in master’s and doctoral programs. It is in these programs that learners are systematically exposed to the literature in the field. And as with the field itself, there is a wide diversity of resources with which to study the field. There are numerous research and practice-oriented journals; magazines and newsletters; online resources; a *Handbook of Adult and Continuing Education* that is published every ten years; a monograph series titled *New Directions for Adult and Continuing Education*; and dozens of textbooks on various aspects of the field including program planning, adult learning, theory building, philosophy, and history. There is, however, no single volume that functions as a reader on contemporary issues and trends in this very dynamic field of practice.

*The Jossey-Bass Reader on Contemporary Issues in Adult Education* is designed to be both a stand-alone reader for those self-directed adult educators who want to sample some of the thinking about adult education, and a reader that surveys an array of historical and contemporary issues important to study and critique in undergraduate or graduate courses in adult education. *The Jossey-Bass Reader* is particularly appropriate for introductory, overview, or social context courses in graduate programs of adult education. Such introductory courses not only provide the base for other courses in the curriculum, but they also typically explore issues and trends in the field.

### Overview of the Contents

Two selection processes took place to develop *The Jossey-Bass Reader on Contemporary Issues in Adult Education*. First, a panel of North American adult educators was invited to brainstorm a list of current issues and trends in the field. These lists varied from four and five broad issues to more than twenty more specific possibilities. A close study of these lists revealed five themes in common, and these structure the book. The next step was to decide on selections for each theme.
The two editors independently suggested possibilities for each theme; these lists were combined, and both editors read all the nominated pieces. Finally, the editors decided on selections to be included; this list had to be further adjusted to stay within space allocations. There are a total of 30 selections distributed across five topics, each topic with between five and seven selections.

Part One, “Defining a Field of Practice: The Foundations of Adult Education,” contains selections related to social justice, ethics, and the historical evolution of the field. Three pieces are by historical “giants” in the field—Eduard C. Lindeman, Alain Locke, and Paulo Freire. Four pieces by contemporary scholars reflect upon the marginal place of the field in universities and society, African American adult education during the Harlem Renaissance, the evolution of the knowledge base, and ethics in the field.

Part Two is titled “Positioning Adult Education in a Global Context.” While globalization, or the movement of goods, services, people, and ideas across national boundaries, is not new, the speed with which this movement is occurring is unprecedented. Part Two contains readings that consider the position of adult education in today’s world from various perspectives including lifelong learning, policy, women’s roles, social movements, and individual empowerment.

Part Three, “Adult Education’s Constituencies and Program Areas: Competing Interests?”, presents a sampling of the diversity of constituencies and program areas. As there were dozens of possibilities for this section, we tried to select pieces that went beyond description; rather, the selections we chose are thought-provoking, raising questions about an area of practice that we might not have considered before. There are readings on social class and adult education, poverty and its link to adult basic education, the need to bring health promotion and health education together, a feminist critique of human resource development, the “dark side” of the learning organization, and finally, program planning considered from the perspective of negotiating power and interests.

Part Four, “The Changing Landscape of Adult Learning,” addresses the heart of all adult education practice. Adult learning is the key to understanding how areas as diverse as adult literacy programs, continuing professional education, workplace learning, and a nature hike in a national park could all come under the umbrella of adult education. As with other parts in this reader, our selections are intended to offer a sample of ways to look at and think about adult learning. There are readings on the changing meaning of reflection, transformative learning, and social learning. The final three selections consider the role of emotions in learning, how
mass media is a global system of informal adult learning, and what non-Western perspectives have to tell us about learning and knowing.

Part Five is a selection of readings that we’ve aptly titled “New Discourses Shaping Contemporary Adult Education.” Adult education has always been a dynamic and changing field of study and practice, one informed by various disciplines and philosophical schools of thought. In Part Five we offer a sampling of new thinking about our field. The first piece sets the stage by considering the role of theory in adult education. The other four selections explore anticonsumption activism, what it means to engage in a postmodern pedagogy, queer pedagogy, and critical social learning.

Finally, in our prefaces to each of the five parts, we introduce each of the selections in more detail so that readers will have an idea of what to expect as they engage in the readings. At the end of each preface, we have included several reflection and discussion questions to further engage readers in issues germane to adult education today.

ACKNOWLEDGMENTS

This reader is the brainchild of David Brightman, our editor at Jossey-Bass, who had a vision of what this book might be. David and editorial coordinator Aneesa Davenport have been enormously supportive in helping us bring this book to fruition. We thank you for your assistance throughout the project. We also want to thank the panel of North American adult educators who helped us brainstorm themes and issues—Ralph Brockett, Tal Guy, Cathy Hansman, and Vanessa Sheared. Finally, we are indebted to our colleagues in adult education from across the globe who authored the selections we chose for this reader. Without your work, this book would not exist, nor would our field be such an exciting and dynamic place to be!

Sharan B. Merriam
André P. Grace
January, 2011

REFERENCE

The Editors

**Sharan B. Merriam** is professor emeritus of adult education and qualitative research at the University of Georgia in Athens, Georgia, U.S. Merriam’s research and writing activities have focused on adult and lifelong learning and qualitative research methods. For five years she was coeditor of *Adult Education Quarterly*, the major research and theory journal in adult education. She has published 26 books and over 100 journal articles and book chapters. She is a four-time winner of the prestigious Cyril O. Houle World Award for Literature in Adult Education for books published in 1982, 1997, 1999, and 2007. Her most recent books are *Learning in Adulthood* (2007), *Non-Western Perspectives on Learning and Knowing* (2007), and *Qualitative Research: A Guide to Design and Implementation* (2009). In 1998 she was a Fulbright scholar to Malaysia, and in 2006 she was a distinguished visiting scholar at Soongsil University in South Korea. From 2009 to 2010 she was a senior research fellow at the Institute for Social Sciences, University Putra Malaysia.

**André P. Grace** is a professor in educational policy studies and director of the Institute for Sexual Minority Studies and Services in the Faculty of Education, University of Alberta, Edmonton, Canada. He is a past president of the Canadian Association for the Study of Adult Education, and he is also a past chair of the Steering Committee for the Adult Education Research Conference in the U.S. His work in educational policy studies primarily focuses on comparative studies of policies, pedagogies, and practices shaping lifelong learning as critical action, especially in the contexts of Organization for Economic Cooperation and
Development (OECD) countries. Within this research he includes a major focus on sexual minorities and their issues and concerns regarding social inclusion, cohesion, and justice in education and culture. He and Tonette S. Rocco, coeditors of the Jossey-Bass book *Challenging the Professionalization of Adult Education: John Ohliger and Contradictions in Modern Practice*, won the 2009 Phillip E. Frandson Award for Literature in the Field of Continuing Higher Education from the University Continuing Education Association in the U.S. At the 2010 Standing Conference on University Teaching and Research in the Education of Adults, University of Warwick, UK, he won the Ian Martin Award for Social Justice for his paper entitled *Space Matters: Lifelong Learning, Sexual Minorities, and Realities of Adult Education as Social Education*. 
About the Contributors

Laura L. Bierema is professor of adult education and human resource and organizational development at the University of Georgia, Athens.

Ronald M. Cervero is professor in the Department of Lifelong Education, Administration, and Policy, associate dean for Outreach and Engagement in the College of Education, and codirector of the Institute for Evidence-Based Health Professions Education at the University of Georgia, Athens.

Valerie-Lee Chapman was assistant professor in the Department of Adult and Community College Education at North Carolina State University.

Kathryn Choules is social justice consultant for the Edmund Rice Institute for Social Justice in Fremantle, Australia.

Patricia Cranton is visiting professor of adult education at Penn State University at Harrisburg and adjunct professor at Teachers College, Columbia University.

Barbara J. Daley is professor and department chair of the Department of Administrative Leadership at the University of Wisconsin–Milwaukee.

John M. Dirkx is professor of higher, adult, and lifelong education at Michigan State University and editor of the *Journal of Transformative Education*.

Cecilia Amaluia Fiallos is a specialist in adult education and former National Director of Lifelong Popular Education at the Ministry of Education, Ecuador.

Paulo Freire was a Brazilian educator and influential theorist of critical pedagogy.
Michelle Glowacki-Dudka is assistant professor of adult, higher, and community education at Ball State University in Muncie, Indiana.

Wanda Gordon is former program head of health sciences at University of the Fraser Valley, Chilliwack, British Columbia.

Patricia A. Gouthro is a professor at Mount Saint Vincent University in Halifax, Nova Scotia.

Colin Griffin is Honorary Visiting Senior Fellow in the Department of Politics at the University of Surrey, where he previously worked in the School of Educational Studies.

Talmadge C. Guy is associate professor in the Department of Lifelong Education, Administration, and Policy at the University of Georgia, Athens.

Lora B. Helvie-Mason is assistant professor of communication studies at Southern University at New Orleans.

Robert J. Hill is associate professor of adult education at the University of Georgia, Athens.

Peter Jarvis is professor of continuing education at the University of Surrey.

Juanita Johnson-Bailey is professor of adult education and women’s studies at the University of Georgia, Athens.

Deborah Kilgore is a research scientist in the Center for Engineering Learning and Teaching at the University of Washington.

Young Sek Kim is a lecturer at Dong-Eui University, Busan, South Korea.

Eduard C. Lindeman was an American educator, serving nearly all his years as a professor at the New York School of Social Work, later part of Columbia University.

Alain Locke was an American writer, philosopher, educator, patron of the arts, and the chair of the department of philosophy at Howard University in Washington, D.C., for most of his career.

Kim L. Niewolny is assistant professor of adult and community education in the College of Agriculture and Life Sciences at Virginia Polytechnic Institute and State University.

Michael Newman is an educator, author, and consultant in the field of adult education.

Tom Nesbit is associate dean of continuing education at Simon Fraser University, Vancouver, British Columbia.
Phillip H. Owenby is an educator and consultant in Knoxville, Tennessee.

Julia Preece is professor of adult and continuing education and honorary senior research fellow at the University of Glasgow.

Jennifer A. Sandlin is associate professor in the School of Social Transformation at Arizona State University, Tempe.

Thomas J. Sork is a professor of adult education and associate dean of External Programs and Learning Technologies in the Faculty of Education at the University of British Columbia.

Ruud van der Veen is adjunct professor of adult learning and leadership at Teachers College, Columbia University.

Shirley Walters is professor of adult and continuing education and director of the Division for Lifelong Learning at the University of Western Cape, South Africa.

Kristopher Wells is a researcher at the Institute for Sexual Minority Studies and Services, University of Alberta.

Giroux (1996) asserts, “History is not an artifact” (p. 51). From this perspective, the history of adult education is alive, bringing issues of who is represented and who works for change to bear on theorizing, research, and practice. In our field of study and practice, a turn to history enables us to explore people, politics, and ideas that have defined modern practice. It becomes a way to reflect on what has been perceived as a divide exacerbating fragmentation of our field. On one side is adult education’s tradition as social education in the spirit of initiatives like the Highlander Folk School and the Antigonish Movement. These social-learning endeavors variously focused on education for citizenship, community building, recovering from economic and other hardships, and fighting oppression in the name of social justice. On the other side is the field’s pragmatic tendency to respond to outside pressures to become more instrumental and vocational in nature. However, we view engaging field history as more than
investigating this divide: It provides us opportunities to explore the degree to which adult education can be spacious and filled with possibility as we set goals to meet the instrumental, social, and cultural needs of learners. As well, a turn to history also enables us to think about what adult education might look like in the future:

At issue here is a vision of the future in which history is not accepted simply as a set of prescriptions unproblematically inherited from the past. History can be named and remade by those who refuse to stand by passively in the face of human suffering and oppression. (Giroux & McLaren, 1988, p. 176)

This vision, aimed at extending human possibilities, situates foundational studies as dynamic, open, unsettled, subject to revision, and worth struggling over.

Such a view of history is reflected in the selections in this section that includes pieces from the original writings of three field icons: Eduard Lindeman, Alain Locke, and Paulo Freire. In Chapter 1, Lindeman, framing education as life, positions the field as a potentially liberating space for adult learners as he engages what adult education means. He provocatively suggests that adult education begins where vocational education ends. His work will appeal to reflective practitioners concerned with holistic forms of learning and education that address current economic, social, and cultural turmoil. Throughout his influential book The Meaning of Adult Education, Lindeman (1926/1961) cast true adult education as social education that helps learners thrive as citizens living in community with others. From this perspective, Chapter 1 considers motivations, concepts, and methods that shape the learning process as it focuses on situations that require learners to draw on their experiences as they participate in problem solving.

In Chapter 2, Locke, a social and cultural educator who became the first Black president of the American Association for Adult Education from 1945 to 1946 (Stubblefield & Keane, 1994), contests the historical notion of the Black American as a “problem” and speaks to the transformation of modern Blacks in early 20th century U.S. culture through migration augmenting urbanization and the intensification of race consciousness and solidarity. Locke’s work will speak to readers interested in the social history of recovery of Black morale through political participation aimed at attaining civil rights. Importantly for those interested in revising the place of Black citizens in U.S. social history, his work explores the emergence of the Black American amid deterrents to this recovery including racial tensions, injustices, and the rapid spread of policies of segregation.