



FLORIDA INTERNATIONAL UNIVERSITY, MIAMI

TONETTE S. ROCCO and DOUGLAS H. SMITH, Editors

SILVANA IANINSKA, Book & Media Review Editor

MARIA S. PLAKHOTNIK, Managing Editor

VOLUME 20 ISSUE 1 WINTER 2006

EDITORIAL

*Setting our course, making our future:
From New Horizons in Adult Education to
New Horizons in Adult Education and Human Resource Development*, By Tonette S. Rocco

ARTICLES

*The First Two Decades of New Horizons in Adult Education:
From Whence Have We Come?* By Roger Hiemstra and Nancy Gadbow

*Adult Continuing Education and Human Resource Development:
Present Competitors, Potential Partners*. By Douglas H. Smith

*Perspectives on Adult Education, Human Resource Development,
and the Emergence of Workforce Development*. By Ronald L. Jacobs

Establishing Conceptual Boundaries: What is an Adult Education Project?
By David S. Stein

PERSPECTIVES ON PEOPLE

*Keepers of the Gate or Keepers of the Dream?
An Interview with Phyllis M. Cunningham*. By Bob Hill

BOOK AND MEDIA REVIEWS

Racism, Research, and Educational Reform: Voices from the City,
by Joanne Kilgour Dowdy and Joan T. Wynne. (By Elizabeth A. Peterson)

Reading and Understanding Research, by Lawrence F. Locke,
Stephen J. Silverman, and Waneen W. Spirduso (2nd ed.) (By Maria S. Plakhotnik)

[HTTP://EDUCATION.FIU.EDU/NEWHORIZONS](http://education.fiu.edu/newhorizons)

EDITORS

Tonette S. Rocco..... Florida International University
Douglas H. Smith..... Florida International University

BOOK & MEDIA REVIEW EDITOR

Silvana Ianinska..... Florida International University

MANAGING EDITOR

Maria S. Plakhotnik..... Florida International University

EDITORIAL BOARD

Nancy Gadow..... SUNY Empire State College, USA
Karen Garver..... University of Nebraska, Omaha, USA
Jan Jackson..... California State University, San Marcos, USA
Joanne Kilgour Dowdy..... Kent State University, USA
Kathleen King..... Fordham University, USA
Mary Klinger..... SUNY Empire State College, USA
Patricia Lawler..... Widener University, USA
Larry Martin..... University of Wisconsin, Milwaukee, USA
AAhad M. Osman-Gani..... Nanyang Technological University, Singapore
Karen Overfield..... Education Management Corporation, USA
Michael Ponton..... Regent University, USA
Robert Preziosi..... Nova Southeastern University, USA
Jasper van Loo..... Maastricht University, The Netherlands

New Horizons in Adult Education and Human Resource Development, founded in 1987, is an electronic refereed journal, published quarterly. The journal provides faculty, researchers, graduate students, and practitioners with a venue for publishing their current thinking and research within adult education, human resource development, and related fields.

New Horizons publishes peer-reviewed articles, Point-Counterpoint essays, Perspectives (on people, practice, research, and teaching) essays, Book and Media Reviews, and News and Notes.

The journal retains copyright of individual articles. Any item that appears in *New Horizons* may be retrieved without permission. However, when this material is quoted or reproduced, the author, title of the item, and issues must be cited. The journal is available electronically at: <http://education.fiu.edu/newhorizons> and transmitted to subscribers around the world at no fee through the electronic network, aehrdnet@fiu.edu. To correspond with *New Horizons*, send email to: newhorizons@fiu.edu.

CONTENTS

EDITORIAL

Setting our course, making our future: From *New Horizons in Adult Education* to *New Horizons in Adult Education and Human Resource Development*

Tonette S. Rocco.....3

ARTICLES

The First Two Decades of *New Horizons in Adult Education*: From Whence Have We Come?

Roger Hiemstra and Nancy Gadbow.....5

Adult Continuing Education and Human Resource Development: Present Competitors, Potential Partners.

Douglas H. Smith.....12

Perspectives on Adult Education, Human Resource Development, and the Emergence of Workforce Development

Ronald L. Jacobs.....21

Establishing Conceptual Boundaries: What is an Adult Education Project?

David S. Stein.....32

PERSPECTIVES ON PEOPLE

Keepers of the Gate or Keepers of the Dream? An Interview with Phyllis M. Cunningham

Bob Hill.....43

BOOK AND MEDIA REVIEWS

Racism, Research, and Educational Reform: Voices from the City, by Joanne Kilgour Dowdy and Joan T. Wynne.

Elizabeth A. Peterson.....56

Reading and Understanding Research, by Lawrence F. Locke, Stephen J. Silverman, and Waneen W. Spirduso (2nd ed.)

Maria S. Plakhotnik.....60

NEWS AND NOTES.....64

FOR YOUR INFORMATION.....66

**THE FIRST TWO DECADES OF *NEW HORIZONS IN ADULT EDUCATION*:
FROM WHENCE HAVE WE COME?**

Roger Hiemstra,
Professor and Chair Emeritus
Adult Education
Elmira College, Elmira, NY

Nancy Gadbow
Mentor and Unit Coordinator
SUNY Empire State College
Canandaigua Unit, Canandaigua, NY

Abstract

This article describes the origins, development, and changing directions in the oldest peer-reviewed online journal in adult education. An analysis of journal issues by the first author provides evidence of the impact and legacy that *New Horizons in Adult Education* has had on the field of adult education around the world during the past two decades. The content analysis revealed the range of topics, as well as some timeless themes. The major areas covered include the following: the nature and diversity of adult learners, effective approaches and strategies to help them learn, and trends and issues related to distance education and developing technologies.

In 1985 the first author began working with the Kellogg Foundation of Battle Creek, Michigan, to secure major funding for a project at Syracuse University. The project was envisioned to use leading edge technologies in providing electronic access to adult education information, research, and discourse. Subsequently, in September, 1986, the Syracuse University Kellogg project began (Hiemstra, 2003).

Two of the initial 14 project goals were as follows:

1. To create an electronic network for adult educators throughout the world (this became known as the Adult Education Network or AEDNET).
2. To create and publish a refereed journal that would be disseminated electronically (this became *New Horizons in Adult Education* and it was disseminated via AEDNET).

Work on creating the electronic journal began in the fall of 1986 during the time when AEDNET was created and launched. Procedures were established and editors, authors, and reviewers were sought. Subsequently, the first issue of *New Horizons* was transmitted to all AEDNET members on July 16, 1987. Hard copies were not disseminated although anyone accessing the journal could print out copies.

The journal was initially conceived as a refereed periodical managed by graduate students at Syracuse University in cooperation with graduate students throughout Canada and the United States. It operated that way for the first seven volume years, with one or two issues published each year. Initially only graduate students served as article authors. The first issue to feature an article by a college professor was in Volume 3. The first thematic issue was published in Volume 5. That volume year also marked the beginning of when subscribers could retrieve past issues of the journal and when they were encouraged to dialogue with each other about issues raised in the journal via AEDNET. Volume 6 included the first article where specific on-line discussion was encouraged and moderated; it also initiated the process of including a cumulative index.

As the Kellogg Foundation monies drew to a close, an effort was made to continue as many project initiatives as possible either at Syracuse University or at other locations. Bids were sent out for an institution to take on both AEDNET and *New Horizons*. The winning bid was submitted by Nova Southeastern University in Florida, and they took over operation of both entities in July, 1993. The second author, who had a part-time relationship with the institution, assumed the role of Co-Editor with Volume 8; Maria Ligas from Nova Southeastern also served initially as Co-Editor.

At Nova Southeastern University the decision to take over both AEDNET and *New Horizons* was strongly supported by the formation in 1993 of an Implementation Advisory Committee, consisting of university administrators, technical staff, adult education faculty, journal editors, and the AEDNET moderator. The committee met together several times over the next few years, as these programs continued to develop and new technical enhancements were added. Efforts were made to improve access and retrieval of back issues, as well as connections to ERIC and other indexes. By the fall of 1998, an announcement of the issue was placed on AEDNET with a link to the full text of the issue in a format that easily could be downloaded and printed. Efforts were made to maintain connections with adult education organizations and other networks, in order to provide access to the journal and to invite submission of articles for review from adult educators around the world. Plans are underway to continue these connections as Florida International University begins its leadership of AEDNET and *New Horizons in Adult Education*.

Analysis of Journal Issues

Thus, this article provides some information to help understand of *New Horizons'* impact and legacy on the adult education field during the past two decades. All of the journal issues from Volume 1, Number 1 (July, 1987) through the most recent issue (Volume 19, Number 1, Winter, 2005) served as the database for this effort. A modified content analysis was utilized. Merriam (1991) defines content analysis as "a systematic procedure for describing the content of communications" (p. 116). In this analysis, such concepts or characteristics as article topics, authors, author origins, and information on administrative matters were sought. The normal content analysis protocol was modified in that categories of meaning were not sought nor was there an effort to do any hypothesis testing.

The protocol used involved the first author examining the first two volumes to develop a set of concepts, headings, and topics that, in his view, represented a basic understanding of the

journal, its contributions, and its administration. These findings served as the foundation for reviewing the remainder of the issues with appropriate additions made upon their discovery. However, it should be noted that only the first author carried out the analysis, and triangulation or inter-rater reliability was not attempted. The second author, who served as journal editor for many years, added her experience and knowledge in affirming the results reported here.

This analysis provided the authors with concrete information regarding the development of the journal, as well as its content, themes, and contributions over this period. The results of this analysis as described in the next section are the basis for the reflections and observations in the final section of the article. They also serve as a mechanism for the new editors to chart future directions.

Findings

Administrative Responsibilities

A number of graduate students were involved during the initial seven volumes in co-editorship roles. Some were involved with only one or two issues, while others had more substantial roles. In addition, other students were involved in copy-editing, consulting, and transitional roles. After the move from Syracuse University to Nova Southeastern University, faculty and staff took over most of the responsibility for publication of each issue.

A huge thanks is in order for the many people who played some type of role in putting the dream of an electronic journal into a reality that has served the adult education field well for nearly two decades. Table 1 details information for those individuals who served as an editor, co-editor, or associate editor in three or more volume years throughout the life of the journal. More detailed information on all those who served in these various roles can be seen in Hiemstra (2005).

Table 1
Individuals Serving as a New Horizons Editor During at Least Three Volumes

Name	Institution	Number of volumes
Charles Awasu	Syracuse University	04
Daniel Eastmond	Syracuse University	04
Michael Ehringhaus	Syracuse University	04
Nancy Gadbow	Nova Southeastern University	24
Linda Howard	Nova Southeastern University	20
Maria Ligas	Nova Southeastern University	03
Linda Newell	Syracuse University	03

Another important role in the success of the journal was that of editorial board members. Such individuals provided counsel, article reviews, and advice for authors whose articles were not accepted. Forty-seven people served as editorial board members. They represented 32 higher education institutions, with one from Australia, six from Canada, and the remainder from the United States. Some institutions provided extensive editorial board leadership with five

individuals from Syracuse University serving in this capacity during those initial years. Four also came from the University of British Columbia, four from the University of Missouri at Columbia, and three from Nova Southeastern University. Table 2 details information for those individuals who served as an editorial board member in at least four volume years throughout the journal's life. The number of issues included in this service is shown, too (See Hiemstra (2005) for more extensive details).

Table 2

Individuals Serving as a New Horizons Editorial Board During at Least Four Volumes

Name	Institution	Number of volume years	Number of issues
Judith Adrian	University of Wisconsin	05	07
H. K. (Morris) Baskett	University of Calgary	11	20
Ina Sue Brown	Syracuse University	04	05
Sue Collard	University of British Columbia	06	08
Dale Cook	Kent State University	11	20
Karen Garver	University of Nebraska	12	24
Wayne Hartschuh	Arizona State University	04	06
Jan Jackson	California State University	12	24
Janice B. Johnson	University of British Columbia	12	22
Kathleen King	Fordham University	08	18
John Kingsbury	Nova Southeastern University	06	11
Mary Klinger	State University of New York-Empire State College	08	18
Patricia Lawler	Widener University	12	24
Norma Long	College of Notre Dame of Maryland	09	15
Christine Olgren	University of Wisconsin	04	06
Karen Overfield	The Art Institute, Pittsburgh	04	10
Robert Preziosi	Nova Southeastern University	12	24
Anita Prieto	University of Missouri-Columbia	04	06
Mark Rossman	Walden University/Capella University	11	23
Alice Schawo	University of Missouri-Columbia	05	07
Burt Sisco	University of Wyoming/Rowan University	11	21
Susan B. Slusarski	Syracuse University/Kansas State University	13	26
Marlene Smadu	Nova Southeastern University	05	07
Tom Sudduth	University of Wyoming	04	05

The editorial board members from a number of institutions in the United States, Canada, and Australia have provided a rich resource of perspective and direction for the journal over these years. Not only did they offer feedback on specific articles they reviewed, they also guided the journal so that it reflected the changes and emerging directions in the field.

Contributions to the Knowledge Base

Perhaps the greatest legacy a journal can leave is its impact on a field's knowledge base. Future researchers will need to do a thorough content analysis of the articles published in *New Horizons in Adult Education* to determine how the journal has added information, changed our ideas about adult education, and even taken the field into those important new directions.

In the analyses for this article, only a perusal of the editors' comments about each issue and article abstracts was completed to determine the content areas touched on or central to a piece. In rare occasions when clarity was not achieved, an article was skimmed to help determine the contents. In addition, information regarding author names, origins, and institutional affiliations were recorded.

The first author made decisions on content areas based on his experience in and awareness of the field. However, the fact that there were not additional people involved in this assessment and decision making suggests a limitation that requires further research for verification. In addition, it was rare that an article centered on only one topic. It was more common that an article was designated as representing two or even three content areas. Given these procedures noted above, 75 articles were printed in Volumes 1 through the first issue of Volume 19. Two were listed as forums; one was depicted as a readership report; one was shown as an invitational column; two were described as invitational articles, and one was a lengthy piece written by an editor. All were included as part of the 75 articles. They covered 43 content areas. Many of the content areas pertained to only one or two articles. A full description of these content areas, as well as information on book and film reviews included in the journal, can be seen in Hiemstra (2005). Table 3 provides information on those content areas designated as key for four or more articles.

Table 3

The Most Popular Content Areas Addressed in New Horizons Articles

Content areas	Number of articles
Adult education students/Adult learners	17
Adult teaching and learning	17
Distance education	15
Computers/Technology/WWW	13
GED/Literacy/Workplace literacy	09
Higher education	08
International adult education	08
Planning/Evaluation/Curricular development	08
Feminism/Women	07
Community adult education/Community development	05
History/History of adult education	04
Perspective transformation/Transformative learning	04
Writing/Publishing	04

Many scholars contributed to this knowledge base. Fifty of the articles were single authored pieces; 17 were authored by two people; six by three people, and two by four co-authors. They also represented 65 different institutions or organizations, including 57 colleges and universities. These organizations were from across the United States, from several Canadian organizations, as well as organizations in Australia, Mali, Nicaragua, and Nigeria. Hiemstra (2005) provides more detail on these contributors.

Reflections and Observations

The content analysis does reveal some of the changes in the field of adult education since 1987, as well as some timeless themes. Clearly, the increasing interest in online learning and the use of technology in various types of programs is evident. The diversity of adult learners, regardless of the specific adult education area or region of the world, is an underlying theme in a number of the articles.

The amazing diversity in this field is reinforced when one reads an article by an adult educator working in a very different setting or type of program than one's own. Frequently such an article may provide new learning, or support one's own experience, regarding adult learners and effective strategies for helping them be successful. Reports by readers of how a particular article was helpful or how it provided new insights have confirmed the importance of *New Horizons* to the field. Inquiries and requests for information regarding *New Horizons* over the years also have confirmed the interest of adult educators around the world in sharing their research and experience and in learning from others.

Future Expectations

The range of topics covered in these past nearly two decades can only be expected to expand in the future. The importance of the oldest peer-reviewed online journal in adult education is clearly evident. The continuation of *New Horizons* at Florida International University is expected to add to this wealth of valuable information for both scholars and practitioners.

Having had a part of its history from the inception as a part of a visionary project funded by a Kellogg grant, the authors celebrate the continuation of these two valued resources for the field (AEDNET and *New Horizons in Adult Education*). We appreciate the commitment of Florida International University for carrying on these two historic and valuable adult education programs and wish them much continued success.

References

- Hiemstra, R. (2003). *Syracuse University Kellogg project*. Retrieved April 25, 2005, from <http://www-distance.syr.edu/kelrpt1.html>
- Hiemstra, R. (2005). *A content analysis of New Horizons in Adult Education, 1987-2005*. Retrieved April 25, 2005, from <http://www-distance.syr.edu/newhorizons.html>
- Merriam, S. B. (1991). *Case study research in education: A qualitative approach*. San Francisco: Jossey-Bass.

**ADULT CONTINUING EDUCATION
AND HUMAN RESOURCE DEVELOPMENT:
PRESENT COMPETITORS, POTENTIAL PARTNERS**

Douglas H. Smith, Professor
Adult Education & Human Resource Development
Florida International University, Miami

Author's Note. In May 1989, this article was published in *Livelong Learning*, the monthly practitioner journal of the American Association for Adult and Continuing Education (Vol. 12, No. 7, pp. 13-17). Now viewed as a reference article, it presents the relationship of adult and continuing education (ACE) and human resource development (HRD) in the late 1980s, providing both a description of the differences between ACE and HRD and the conceptual and programmatic reasons for these differences. Because it was published in an adult education journal, it discusses issues and presents recommendations for ACE to work more effectively with HRD. In an issue late this year, ACE and HRD will again be presented within the context of present programs and practices and, hopefully, with a more balanced discussion for this journal.

It was a one day seminar on the management of human resource development programs. It was well attended, with training managers and directors greeting familiar faces and welcoming new ones. With the exception of the Director of Management Development from a local community college and another faculty member and me from the two area universities, no one else from adult and continuing education was at the meeting.

Less than a month later the statewide association for adult education met for their annual conference. It was well attended, as usual, with adult and continuing education teachers and directors glad to see each other after such a long absence. Included in the conference was a session focusing on education in the workplace. Two HRD training directors had been asked to conduct this session. No one else from HRD attended the conference.

The general purpose of both meetings was the same - providing quality learning experiences for adults. The sessions focused on the skills of professionals in meeting the needs of learners, be they workers or the general public. The major differences in the two meetings were the people attending and where they worked. Both groups, HRD and ACE, have more in common than they realize, and each would benefit greatly if they would talk to each other. This is not likely to happen.

The Growth of HRD and ACE

HRD and ACE have grown tremendously in the last quarter century. ACE experienced tremendous growth in the 60s and 70s, with over 17 million attending colleges and universities, and local school and community adult education programs by the end of the 1970s. More ACE programs were started than in any other time in history. Federal funding for adult education

became a reality, as the Adult Education Act and other social legislation of the 60s and 70s required some form of education and training. To a large degree ACE had a 'corner on the market'. With increased governmental support, large registrations, and recognition by central administrators, ACE was increasingly becoming a prime provider of enrollments and revenue.

During this time a 'sleeping giant' was beginning to awaken. Organizations were realizing the important contribution of a major resource. With the decline of young people to replenish the job market, the increased investment of sophisticated and costly machines, and the increased intelligence of the work force, employers became increasingly sensitive to their employees and the need to provide systematic training and development. HRD is now the most rapidly growing program in adult learning. Some indicators of this growth:

- The 1989 Industry Report stated (Training Magazine, 1989) employers spend over \$44 billion annually for the education of employees. Add to this the wages of the participants while in training, the supervision of on-the-job training, and reading and self-study, more than \$200 billion is being spent for employee education.
- Nearly 36 million employees participated in training and development in 1989. They received 1.2 billion hours of training, or nearly a week of training (34 hours) per person.
- The service industries - hospitals, government, professionals, and the utilities - are, not surprisingly, the most intensive in training, with over two courses per employee. They are closely followed with highly technical industries - banking, mining, and machinery and chemical manufacturing, with over 1.5 courses per employee.

This growth resulted in a tremendous increase in the hiring of persons to provide HRD. Many large companies not only have an experienced HRD staff, but have also positioned the program centrally in the organization, with a chief executive for HRD, or a manager of HRD under a chief executive for human resources. Many further divide the training and development program into units responsible for management development, technical education, sales training, customer service, and so forth.

The growth of HRD, however, cannot be fully provided through internal HRD staffs. The joint HRD study by the Department of Labor and American Society for Training and Development found 31% of the employers buy training from outside providers. The 1989 *Industry Report* (Training Magazine, 1989) noted that \$9.4 billion was spent for outside training - 21% of the total funds spent in 1989. That is four percent more for outside training than in 1988. This will increase as smaller companies are forced to provide more comprehensive HRD for their employees. Most, however, are unable to retain a full HRD staff.

While all this growth in HRD has gone on, what has ACE been doing? ACE continues to primarily offer courses for the individual learner. While notable successes are reported in the development of contractual relationships with companies and agencies, the attempt to provide contract courses for the most part have not been widely successful.

Why? Why did the growth and recognition in ACE in the 60s and 70s not evolve into the

development of a good working relationship with employers as they began to look around for help in providing HRD? Three basic reasons can be examined: the perception of education by business, the preference for using consultants, and the marketing of ACE.

The Perception of Education by Business

ACE gets bad press from business. Because of their affiliation with schools, colleges, and universities, ACE is perceived to be in the 'ivory tower' and insensitive to the needs and functions of business. The key differences between education and business in how they view time, their cultures, the use of theories, and new knowledge (products) as described in Table 1 below. Collectively, these differences illustrate why the perception of education by business prevents HRD staffs from viewing ACE as a supportive friend. (It would be interesting to determine how many business leaders view HRD in the same framework, i.e., the "ivory tower" people.)

The Central Role of Consultants in HRD

If 40% of all HRD programming is provided by outside vendors and if HRD is not inclined to look at ACE, the only other source is consultants. In 1984, 4000 providers received two billion dollars from employers for training and development. While some of this went to ACE in the form of tuition reimbursement and contract programming, the large majority went to private consultants. Most of the companies are small companies. There are no IBMs or GMs in HRD. Of the 4000 providers, 40 received half of the two billion dollars, with each averaging 2.5 million dollars. The use of consultants will continue. By 1990 consultants will be paid 4.5 billion dollars for their work with HRD (Munger, 1987).

The Marketing of ACE

In a recent article (Smith, 1987), I took the position that ACE should be a revenue producing business, a profit centered enterprise within the school, college, or university. If this frame of reference is accepted, the central role of marketing can be understood. It is because most ACE programs have viewed themselves as nonprofit, break-even programs that marketing is, at best, haphazard, ill-planned and poorly done. Rare is the ACE program that commits 15 to 25% of their budget to marketing. The result is a collective image of ACE as being an extension of the school or college, with low budget programming of the usual courses, and a smattering of 'trendy' courses, and little sensitivity to the intended target population. It is not an image that attracts HRD staff that is deluged with slick advertising from consulting firms promoting custom designed programs.

Table 1

Differences Between Education and Business

Education	Business
Academic culture is a 'let's study, talk, think about it' culture; a world of ideas.	Business is a world of action; the 'let's do it' culture.
Time is not threatening; it's an ally. Schedules are adjusted to individual preferences.	Schedules/deadlines make time an enemy, where getting ahead means moving ahead as quickly as possible.
The present has little value. It's a passing phase. The past is ageless wisdom, and the future is a lab to explore.	Business exists in the present, where current trends, markets, demographics and social needs influence decisions.
Theory, not practical answers, is the main concern. Experimenting, searching, and testing.	Business people want practical answers. Problems are analyzed to find an applicable solution.
Discoverers of new knowledge present their work. Notoriety is gained through sharing work.	Businesses guard their knowledge from competitors. Presentations by professionals will be carefully reviewed.
Emphasis is on general principles and their application to universal situations.	Business wants specific guidelines that apply to certain situations and times.
Academics prefer uncertainty because it is the incentive for research.	Uncertainties are dangerous in business. The environment must be as controlled as possible.

Note: Adapted from "The Twain Shall Meet: Bridging the Gap between the Academic and Commercial Worlds," by D. M. Brethower, 1983, August, *Performance and Instruction Journal*, 10-16.

The Strengths of ACE

To provide balance in this examination of ACE and HRD, the differences between the two in five categories - purpose and mission, programming, participants (learners), instructional resources, finance (payment of fees), and major players (roles in ACE and HRD) are listed in Table 2. While the differences are noted, from the table five unique strengths of ACE for HRD can be identified.

Table 2

The Differences Between ACE and HRD

ACE	HRD
Purpose and Mission	
Primary focus is on individual development and personal growth.	Primary focus is on organizational development and the role of employees in that development.
Education is the primary means for changing people (e.g., classes, courses, workshops, and individualized instruction).	Education is one dimension of organizational change. Others include job rotation/enrichment, organizational restructuring, incentive plans.
Programming	
Programs are primarily marketed for the general public.	Programs are for employees only. Some may be marketed, but on a space available basis.
Program identification is community-wide, with needs analysis tapping a wide variety of groups and organizations.	Program identification is within the organization, with intensive needs analysis of management, employees, customers, competitors, and environment.
Participants (Learners)	
The learner's usually select the program to meet personal needs and goals.	The learner's performance is evaluated, and training and development identified.
The learner is the primary client. The learner's employer is secondary to the learner meeting her/his own goals.	The needs of the organization are primary. The employee's needs are met within the needs of the employer.
Instructional Resources	
Resources are primarily from education, as use of faculty is desired, if not required.	Resources are from any source (expertise in or out of the organization) that meets the organization's needs and can be afforded (bought).
'Certification' is often required, and ranges from a teaching certificate to approval by a faculty department.	The 'test' of acceptance is, can the person/program meet the present needs of the organization. Accountability is driven by the bottom line.

Table 2 (continued)

Finance (Payment of Fees)	
Payment for the program is by the participant.	Payment is by the employer, and this usually includes salary while in training.
Payment by his/her employer is usually through tuition reimbursement.	Employee selected courses must be approved by the employer.
Major Players (Roles)	
Directors/Deans of ACE under a chief executive for instruction/ academic affairs, Coordinators, Instructors (full/part-time).	Chief executive for human resources, Director of HRD, Instructional and Content Specialists, Trainers, Consultants.
Prefer experience is ACE, with coursework in adult education desired. Increasingly, people with content expertise are being hired and "trained" in adult education. Terminal degree (masters/doctorate) preferred to relate with others in the school/college.	Prefer people from the organization, or HRD experience in base industry (banking, manufacturing, retailing, etc.) Coursework in adult education is not considered necessary, but coursework will be paid if desired. Performance is required; terminal degree is optional, but becoming increasingly a plus.

Career development is becoming an integral part of HRD. As shown in the Table 1, business will not look to education for specific product development. What they do need, however, is a continuing supply of educated employees that are trainable for current positions and promotable to other positions. The press of training to meet immediate needs limits attention to career development. While many large organizations indicate career development plans (the depth of many of the plans can be questioned), most medium and small organizations have never developed career plans.

The demographic fact of a smaller pool of new employees and the increased pressure of affirmative action regulations are forcing many companies to develop career ladders for employees they want to keep. ACE can provide a wealth of resources in such areas as the basic development of supervisors, managers, technicians, and the office staff's transition to the automated office.

Organizational restructuring requires special expertise. Buyouts and mergers are no longer infrequently occurring. They are an ongoing reality for both healthy and unhealthy organizations. It is also a phenomenon of the public sector, with cutbacks, reduced budgets, and the restructuring of agencies. All of this result in disruption of the work force and the need to identify professionals to assist employees in the transition and, for those displaced in the change, outplacement counseling. With few exceptions, HRD staff are not equipped to handle these

situations. ACE has the potential of providing the needed organizational development expertise.

Individual development is on the rise. Thanks to the educational system that ACE is a part of, today's employees are well educated and highly sensitive to their personal needs. These needs go beyond the needs of the organization, and the growing organizations are aware of this. They are supporting and providing a wide variety of short-courses and seminars desired by employees. Examples would include wellness programs, arts and humanities, personal finance, personal growth, family education, and hobbies. Organizations want to provide an environment that employees view as meeting their personal as well as corporate growth.

Recognition of the special needs of employees. Organizations are becoming sensitive to employees with minimal education and with personal and family problems, and to the transition of older employees into retirement. Few organizations are equipped to adequately serve these people. Few have the staff or time to develop the needed programs.

Most ACE programs can readily address these needs. Adult Basic Education (ABE) has a long history of success in dealing with minimally educated adults. ACE could develop Employee Assistance Programs (EAP), in cooperation with the counseling department, and/or student services. Retirement education is readily programmable by ACE, with resources available through many organizations and academic programs in adult development and aging.

Tapping the Resources of ACE

The present structure and orientation of most ACE programs is one of competition with other programs, including HRD, for the education of the adult learner. Because of the attitude of business toward education, the collective force of consultants, and the mediocre marketing of ACE, schools, colleges, and universities are losing the race.

Many ACE programs are walking backwards into the 21st century, looking at what they did so successfully in the 60s and 70s and not willing to turn around and acknowledge that orientation no longer works. Unless a substantial reorientation is made, many programs will be minimal providers or even terminated before the end of this century.

What can ACE do? Following are ten recommendations to be considered.

1. Acknowledge the growth of HRD. It is, and will, continue to be the fastest growing program in adult learning. Employee education will be the driving force in the continued growth of ACE.

2. Establish an effective and realistic political base with the parent organization school/college/university. The ACE staff must know how they stand with central administration because as these recommendations are implemented, they are going to be risking their occupational necks!

3. Clearly identify the business ACE is in - providing educational services to adults. Like banks (financial services), brokerage houses (investment services), and retail businesses

(goods and services), education in general, and ACE in particular, should consider themselves as full service providers of educational services.

4. Get out of the 'schooling business.' Because of the attitude of business toward education, ACE must not view themselves as a direct extension of the school/college. This attitude results in the development of a catalog of fixed resources (courses and instructors) and the continuous attempt to apply them to all requests and inquiries. Too often ACE is viewed as having solutions looking for problems!

5. View ACE as a consultant to HRD. Develop a consultative frame of reference, ready to meet with HRD staffs in a joint venture to serve the employee (adult learner). Look at their problems from their perspective and develop well designed, well packaged proposals directed to resolving their problems. The individual learner will be better served because of the cooperative effort.

6. Develop programs, not courses. The emphasis here is on flexible programming. Courses denote a fixed catalog of prescribed answers (topics). Programs denote custom designed instructional services that accommodate the organization and the learner.

7. Develop the strengths of the school/college/university. The ACE staff should view themselves as coaches and developers of the unique resources of the institution. Few instructors or programs are instantly ready. A well designed plan to facilitate and develop instructors will reap immediate rewards when they are finally ready. If the instructors are good, then contractual provisions should be designed to limit them from going out on their own until ACE has recovered their investment.

8. Plan the ACE program from a marketing prospective. Develop a solid, realistic marketing plan that identifies the target population. The instructional resources could be viewed as products with a fixed lifespan and product cycle. The need for the product (resource) will ultimately diminish. It should then be terminated, or redesigned, to accommodate current market needs.

9. The ACE program should be viewed as being on the cutting edge of instructional delivery and technology. Few consultants have the vast resources available to ACE, and at the lower costs that most of these resources are available to ACE. While being on the cutting edge is not likely in all areas, committed focus on those areas that are readily available, and needed by HRD, can be done. Possible areas would include career development, individualized program instruction, computer based training, adult basic education, general managerial development, technical education, and arts and humanities.

10. Become known as a pragmatic futurist. Have the feet of ACE solidly on the ground, but have its head ever looking into the future. Know the environment, and trends and issues that will impact the personal and occupational growth of the adult learner. Use this information to work with the HRD staffs to fully serve their organization and their employees (learners). These recommendations should be viewed as guides for further identification and development of quality ACE program and staff. Individual program strengths, and areas

needing strength, should be clearly identified. The ultimate goal is to position ACE as a viable participant in the education system. That system includes other ACE programs, HRD programs, consultants, and other providers. The ultimate recipient of this system is the individual learner. The ultimate benefit is quality learning experiences. This will be more likely achieved if ACE and HRD become partners rather than competitors.

References

- Arbeiter S., Aslanian, C. B., Schmerbeck, F. A., & Brickell, H. M. (1978). *Forty million Americans in career transition*. New York: Future Directions for a Learning Society, The College Entrance Examination Board.
- Brethower, D. M. (1983). The Twain shall meet: Bridging the gap between the academic and commercial worlds. *Performance and Instruction Journal*, 22(6), 10-16.
- Carnevale, A. P. (1986). *Serving the new corporation*. Alexandria, VA: American Society for Training and Development.
- Munger, D. (1987). *The increased role of worker education*. Paper presented at Annual Conference of the American Association for Adult and Continuing Education, Washington D.C.
- Smith, D. H. (1987). Changing practices in continuing education management. In R. Brockett (Ed.), *New directions in continuing education: Continuing education in the year 2000*. San Francisco: Jossey-Bass.
- Training Magazine's 8th Annual Comprehensive Analysis of Employer-Sponsored Training in the United States. (1989). *Training*, 8.

PERSPECTIVES ON ADULT EDUCATION , HUMAN RESOURCE DEVELOPMENT, AND THE EMERGENCE OF WORKFORCE DEVELOPMENT

Ronald L. Jacobs
Professor, Workforce Development and Education
Director, Center on Education and Training for Employment
Ohio State University, Columbus

Abstract

This article presents a perspective on the relationship between adult education and human resource development of the past two decades and the subsequent emergence of workforce development. The lesson taken from the article should be more than simply a recounting of events related to these fields of study. Instead, the more general lesson may be to illustrate again the dynamic of how applied fields of study emerge. That is, as societal issues of importance occur, existing processes and information are often used out of necessity by practitioners to address the issues, which in turn promotes reflections mostly from the academic community about what was done. For some professionals, the evolving cycle is painful to experience because it often calls for fundamental change in their known intellectual territory. Alternately, such change should be embraced to ensure the continuing societal relevance of the field of study.

Merriam and Brockett (1997) define adult education (AE) as the activities intentionally designed for the purpose of bringing about learning among those whose age, social roles, or self-perception define them as adults. From this general definition, the field of AE generally professes to serve the broad purposes of social justice, individual self-development, and workforce preparation and advancement for individuals and organizations (Elias & Merriam, 1995). Clearly, these goals encompass the learning of adults in widely varying contexts. Reconciling them within a single intellectual framework – adult learning – has become a major issue of contention for many AE academics and practitioners. Indeed, the emergence of human resource development (HRD) in the 1980s, which generally emphasizes the workplace side of adult education, has forced many AE professionals to reexamine their field and, in some instances, reexamine their affiliation with the field.

Although sharing many of the same historical roots and perspectives about adults and adult development, AE and HRD diverge in some critical ways. Human resource development can be defined as the process of improving organizational performance and individual learning through the human accomplishments that result from employee development, organization development, and career development programs. From this definition, human accomplishment, as opposed to adult learning per se, is the driver to achieve organizational outcomes. For many, this relationship forms the foundational basis of the HRD field. That is, learning is critical, but not always necessary for the desired human accomplishments to occur. An assumption of the

HRD field is that organizations must continuously seek to improve their performance to remain viable and competitive and that the accomplishments of people contribute much to that end.

Clearly, this perspective of HRD contradicts foundational perspectives of AE. What is often lost in this perspective are discussions about the individual's sense of control over learning goals and decision making about what should be learned in the first place. Until recently, few organizational managers would view personal enrichment and self-actualization as appropriate aspects of their HRD strategies. From an AE perspective, HRD often appears to be overly functional and purposeful, imbalanced towards the needs of management, and, for some, promoting the view of individuals as merely being 'cogs' in a global capitalist grand scheme. Fundamentally, the question has been rightfully asked: If HRD is able to make people become more efficient and effective on their jobs, who really benefits from these outcomes and who really suffers? Unfortunately, the behavior of many managers has done much to reinforce these slanted views of HRD. Skepticism abounds when an organization implements a quality management system with much fanfare, only to announce soon afterwards that the facility will be moved to an off-shore location.

From an academic perspective, HRD was seen by some as an immediate threat to the existence of AE. Students became attracted by the professional opportunities in organizations, with their promise of higher compensation and advancement than those afforded by most AE positions in public agencies. Similarly, faculty members were attracted by the opportunities to generate funded projects with organizations, not to mention the opportunities for personal consulting. In addition, HRD promised involvement in a broader perspective of organizational change, which was lacking in the AE literature. The wave of programs evolving from an AE to an HRD focus caused some to question the survival of the field as an academic field of study.

Interestingly, from an HRD perspective, the struggles on-going within the AE field were puzzling, to say the least. For instance, self-directed learning in an HRD context is assumed to be circumscribed by the needs of individuals in the context of the organization's needs. Self-directed learning from an AE perspective may become more complicated because of the broader range of referents. Thus, issues of heated discussion in one field were taken as assumptions in the other: HRD was about improving organizational learning and performance, so it was assumed that the organizational mission in large part guided the learning needs of employees. How else could the accomplishments that result from HRD programs become tangible and measurable? Thus, the needs of individuals were important, but their learning needed to be judged in terms of fit within the referent of the organization. Balancing this perspective has been a better understanding that individual performance is dependent on a sense of involvement, decision making, and personal ownership, constructs taken from the AE and organizational behavior literatures.

As the dust has settled somewhat after nearly 20 years of discussions, it is instructive to review the current situation. Philosophical issues still divide the two fields: many of these differences might be bluntly characterized as the relative professional emphasis on adult learning in the workplace. Aside from this continuing distinction, there appears to be greater overall acceptance for differing views within AE – how else could one explain my own current contribution to this journal? In addition, AE appears less threatened by HRD and more

comfortable with continuing on in its own areas of strength, which in the end are complementary to the HRD field. In turn, the HRD field has gradually softened some of its harder edges related to achieving organizational performance, seemingly at all costs, and integrating other perspectives that recognize the need for greater learner involvement.

The Emergence of Workforce Development

Ironically, as AE and HRD have made strides toward mutual understanding, workforce development has emerged as a societal entity of interest. The irony is that HRD is now undergoing some of the same internal philosophical struggles – though perhaps not at the same level of intensity – that AE experienced previously. For one thing, workforce development represents an interest in schools and youth in terms of preparing for work, which has been absent in the HRD literature previously.

Workforce development has been defined as the coordination of public and private sector policies and programs that provides individuals with the opportunity for a sustainable livelihood and helps organizations achieve exemplary goals, consistent with the societal context (Jacobs & Hawley, 2005).

The term workforce development is being used with increasing frequency among education practitioners, policy makers, and scholars alike. Workforce development has evolved to describe any one of a relatively wide range of national and international policies and programs related to learning for work. For example, many professionals involved in administering secondary vocational education programs, welfare-to-work and other public assistance programs, and regional economic development initiatives now use workforce development, or related terms such as workforce education to describe their services. Several recent pieces of state and federal legislation in the United States use the term to describe various youth vocational training, adult training and retraining, and related employment initiatives.

As a result of these legislative and policy changes, many states in the U.S. – including my own state of Ohio – have included the term in naming various governmental coordinating boards, initiatives, and task forces (Grubb, et al., 1999). To a varying extent, AE and HRD professionals have begun to use the term in the context of their fields as well (Bates & Redmann, 2002; Jacobs, 2000).

There seems to be no single reason to explain why workforce development should be used to describe such a wide range of activities as youth in career centers, adults in career centers, adults in community colleges, or adults in organizations. One prominent realization is that the success of any one societal program or initiative depends on the connections to other programs that otherwise would have been considered in isolation from each other (Hawley, Sommers, & Melendez, 2003). For example, vocational educators have increasingly found that secondary-education programs for youth depend more and more on organization-based training programs. Adult retraining programs depend more and more on the delivery of community-based social services. Adult educators have concluded that helping individuals acquire new sets of basic skills requires substantial investment in integrated skills rather than literacy programs alone (Comings, Reder, & Sum, 2001; Murnane & Levy, 1996).

In brief, workforce development represents a greater awareness about the connectedness of systems. Societies rely on their major institutions, such as schools, community colleges, universities government agencies, and unions, organizations, among others, to acquire human competence. Sustaining national and organizational well-being depends more and more on having human competence available, and those areas of human competence will likely change on a continuing basis (Judy & D'Amico, 1997).

Workforce development is not simply about public sector programs to promote the acquisition of skills. Indeed, workforce development might entail both profit and non-profit institutions to achieve a wide range of outcomes. The scope of involvement in workforce development can be organized around four different areas of focus: education to enter or re-enter the workforce, improving workplace performance, responding to changes that affect workforce effectiveness, and life transitions related to workforce participation.

Education to Enter or Re-enter the Workforce

Workforce development clearly covers the traditional systems of vocational-technical training, including initial training, cooperative education, or apprenticeships that are designed to prepare people for an initial job or career. The educational or training programs that provide these services differ from country to country. In the U.S. these programs are primarily provided through secondary level career and technical education, while in Germany and a relatively small number of European countries this initial training is delivered through apprenticeship programs run through businesses (Buechtemann, Schupp, & Soloff, 1993; Culpepper, 2003; Silverberg, Warner, Fong, & Goodwin, 2004).

This distinction between school-based and employer based initial training is significant and has a strong relationship to the quality of schooling (Middleton, Ziderman, & Adams, 1993). Additionally, this focus encompasses what the U.S. labels second chance educational programs (Grubb, 2001). These programs are designed to provide adults with vocational skills, literacy, and numeracy training and offer assistance in making the transition to schooling. In the international context, these programs are broader, offering entrepreneurial training or non-formal education and the systems for providing second chance training are less well developed.

Improving Workplace Performance

Human resource development in companies, and the associated infrastructure in higher education, consulting, and the non-profit world, is focused on improving skills in firms to support improved productivity. These lifelong learning systems are a critical part of workforce development, as most of the training that occurs after initial vocational preparation happens within the context of corporations or in response to business needs.

Both in the U.S. and developing countries, the state plays a critical part in supporting HRD in firms. In Germany where corporatist relationships link business, labor, and education statutorily, the state can fundamentally design the infrastructure that supports training (Gill & Dar, 2000). In other countries, such as Korea, Thailand, or the United States, the state supports

business investment in HRD through re-training activities (Hawley, 2003; Moore, Blake, Phillips, & McConaughy, 2003) but does not legislate training activities.

Responding to Changes that Affect Workforce Effectiveness

Much of the difficult work within organizations includes activities that respond to explicit changes in skills requirements, such as increases in the use of technology or the reorganization of work processes (Levy & Murnane, 2004; Osterman, 1999). As Levy & Murnane (2004) recount, the use of technology fundamentally alters job design, skills needed, and educational requirements.

More fundamentally, training is not the solution for every human performance problem. Organizations respond to changes in workforce effectiveness through organizational development as well as classical strategies through training and development.

Life Transitions Related to Workforce Participation

Adult education has an integral role to play in workforce development, and adult learning and development theories are the foundation for teaching and learning systems in many workforce development programs. As the skills required to work have increased significantly, AE has been asked to provide not only literacy or basic vocational training, but integrated services that ensure mastery of advanced vocational skills as well as assistance to enable individuals to make a successful transition into the workplace (Askov & Gordon, 1999; Comings et al., 2001; Imel, 2000).

The life transition aspect of this issue relates directly to the demographic shift that is occurring. In many advanced capitalist countries, companies are being forced to turn to older workers to supply needed labor, as the proportion of the labor force of traditional working age is declining (Stein, 2000). Therefore, firms and educational organizations alike are being forced to engage more actively with older workers to support their training needs as well as to ensure that they have adequate transition into and out of the workforce.

The four issues cited above raise important questions about the goals of workforce development. To what end does workforce development exist? Traditionally, workforce development focuses on individuals, emphasizing goals such as increased earnings or occupational mobility. An expanded definition of workforce development might add the emphasis on corporations, merging in organizational outcomes like improved productivity. Neither of these goals or the outcomes are radically different from those emphasized currently by vocational education and training. Workforce development programs and professionals consistently try to achieve outcomes that have a broader impact on communities, states, and nations. The extensive projects from the Annie E. Casey Foundation's Jobs Initiative in the 1990s led to the documentation of workforce development on a regional scale in the United States. Many of these programs had only small numbers of trainees, but achieved some significant system wide changes, resulting in a better infrastructure for workforce development in communities (Giloith, 2004).

Thus, workforce development is further distinguished from adult education or human resource development by its explicit focus on economic development. The standard operating procedure for international development holds that human capital can best be strengthened by basic skills training, such as elementary school education (The World Bank, 1999). This truth has a long history, and in fact has been debated extensively in the academic literature (Largo, 1996; Wilson, 2001). An alternative perspective holds that the interconnections between education and employment mandate strong programs at the school and firm level to build a strong workforce, strengthen services to employers, provide reimbursement for incumbent worker training, and generally support job oriented development (Giloith, 2000).

Admittedly, not every workforce development program might achieve different levels of outcomes. But, if economic and social well-being is the goal, workforce development planners should strive to view the broader context in which their programs exist. In this regard, Kaufman (1998) suggests that greater attention should be given to the mega-level – or societal level – of educational planning. Taking on any view that restricts the level of planning makes it less probable for any one set of outcomes to be fully realized.

Implications

The emergence of workforce development has influenced both adult education and human resource development in at least five ways. Indeed, the conceptual reach of workforce development has touched both fields in demonstrable and beneficial ways.

First, workforce development has made possible purposeful collaborations with programs involved in adult basic education and literacy, employability skills, and career exploration. It has also brought unlikely partners together such as groups of adult educators, Chambers of Commerce, and organization managers. In addition, such collaborations have opened new avenues for research in adult education, particularly in terms of the impacts of adult education programs. Recent research suggests that adult workforce programs that engage in formal collaborations produce steeper earnings increases in training participants than those that are trained in adult programs with informal collaborations (Hawley, Sommers, & Melendez, 2003). The achievement of immediate program goals – such as the number of participants and graduates from a training program – is only one way of determining program success. Long-term and financial criteria should also be considered in terms of the impact of the program downstream.

Second, workforce development forces the consideration of broader sets of program goals. HRD has sometimes been criticized as being too narrowly focused on organizational outcomes. In the same way, adult education has been criticized for being too narrowly focused on individual learning as an outcome. Workforce development is a programmatic response to a societal need and, thus, should not be limited in scope to a specific organization or should be designed to benefit one set of individuals only. Rather, workforce development seeks to bridge individual, organizational, and societal interests in ways that meaningfully benefit each other. Educational professionals and policy makers working in various settings – organizations, agencies, and schools – should plan workforce development programs, keeping in mind that the programs should connect somehow with another level of related goals.

For instance, government-sponsored dislocated worker programs should logically have their own program goals and they should have explicitly stated societal goals beyond the program goals, even though the societal goals cannot possibly be controlled to the same extent as the program goals. Planning and accountability systems developed by the California Employment and Training Panel shows off the benefits that come from engaging in sustained planning for employer supported training that takes into account societal and individual objectives as well as corporate goals (Regional Technology Strategies, 1999). Nevertheless, reconciling different sets of goals is a defining feature of an integrated perspective.

Third, workforce development has provided a conceptual frame for integrating varying bodies of knowledge and theories, such as systems theory, economics, and psychology. Several works have proposed conceptual frameworks for adult education and human resource development respectively (for example, Jacobs, 1990). Workforce development introduces the possibility of combining perspectives such that theory development in one field can be integrated with theory development in another field, for the eventual enrichment of both fields. Deriving theory from one field to other fields has the potential to yield much new information, which would not be available otherwise. How to encourage such scholarly exchanges within the context of workforce development is an issue of critical importance.

For instance, when unemployed individuals engage in job training, many of them do not in fact complete the training, even though they understand this activity has the potential of helping them return to the workforce. Unfortunately, the variables that affect training persistence, for one thing, have not been studied to any extent. A current study in progress under the auspices of the National Adult Learning and Literacy Center will provide needed results about the factors that facilitate persistence in adult literacy and adult basic education that may be applied to other areas of workforce development practice (Comings et al., 2003; Reder & Strawn, 2001).

One could argue that such topics, largely a part of the adult education literature, could also be considered within the boundaries of human resource development theory and research. But, they have not been studied simply because the phenomenon does not occur in organization settings.

Fourth, workforce development has the potential of encouraging scholars from both adult education and human resource development perspectives to consider wider sets of research problems and dependent variables. For instance, the source for most research problems in HRD is organizations. Thus, if the problem in mind cannot be found to exist in organization settings, then the HRD researcher must reconsider the problem or seek out a new one. The basis for using organizations as the sole referent for HRD research problems constrains research unnecessarily.

However, most HRD research problems have societal roots beyond organizations that could be addressed in a range of social settings, other than organizations. And, by looking only in organizations to confirm hunches or arm-chair hypotheses, the researcher may miss out on investigating issues of interest, that otherwise would have been overlooked. Skills shortages have roots and solutions beyond organizations. Organizations such as community-based agencies and educational institutions have critical roles in helping organizations meet skills shortages. The

New York based “Wildcat” program, for instance, has trained entry level financial services workers for a number of years, working both with business and social service organizations (Schlefer, 1999). In the health care field, a business sector with one of the most obvious shortages, non-profit providers and educational institutions have played substantial roles in training entry level workers (Pindus & Nightingale, 1995).

Finally, the emergence of workforce development has implications for graduate education. While it is true that professionals need to have both an identity of their own roles – HRD specialist, adult educator, or vocational educator, it is also true that such professionals need to understand the broader context in which these individuals do their work. Thus, we believe that there is less room for silo thinking among professional groups, especially when the economic and social well-being of a community is at stake. Everyday demands require that areas of practice become more blurred and less distinct, which is desirable for achieving a wider range of workforce development outcomes.

This realization has implications for graduate education. More often than not, programs of adult education and human resource development have been placed together for the sake of administrative convenience. Unfortunately, when these programs actually come together, it becomes apparent that they have as many areas of difference as areas of commonality. The question of concern becomes – what is the underlying theme that in fact ties them together. Workforce development represents a programmatic core that might provide a unifying theme for graduate study, since it seeks not to limit the influence of any one field of study. Instead, it recognizes the equal importance of the fields in contributing to broader societal goals. Having each field maintain its academic strength is the essence for achieving workforce development goals.

Conclusion

This paper discussed the issues that distinguish adult education and human resource development. The paper also discussed the emergence of workforce development, which has occurred in the context of discussions about the distinctiveness between the fields. While workforce development cannot be considered necessarily as a unique field of study, it is a recognizable global phenomenon. At this point, workforce development represents a set of emerging practices more than a coherent body of knowledge. However it is considered, there has been a demonstrable impact on both adult education and human resource development. By its very nature, workforce development has served to integrate adult education and human resource development in ways that either field could have achieved alone.

As stated, perhaps the larger lesson taken from these on-going changes is that fields of study are not static entities. They are part of the larger dynamic of societal change. Thus, fields of study must naturally adjust themselves, in large part, based on societal needs. Such volatility is necessary to maintain a relevant voice. From today’s vantage point, those past heated discussions about the distinctiveness between adult education and HRD pale in contrast to the global economic and social issues we now face. Paradoxically, to solve today’s complex problems, scholars must be intent on developing their own independent scholarly communities.

But they must understand the need to cross into neighboring scholarly communities, since no one field has all the answers.

References

- Askov, E. N., & Gordon, E. (1999). The brave new world of workforce education. In L. G. Martin & J. C. Fisher (Eds.), *The welfare to work challenge for adult literacy educators* (Vol. 83). San Francisco: Jossey-Bass.
- Bates, R. A., & Redmann, D. H. (2002). Core principles and the planning process of a world-class workforce development system. *Advances in Developing Human Resources*, 4(2), 111-120.
- Buechtemann, C., Schupp, J., & Soloff, D. (1993). Roads to work: School to work transition patterns in Germany and the united states. *Industrial Relations Journal*, 24(2), 97-111.
- Comings, J., Reder, S., & Sum, A. (2001). *Building a level playing field: The need to expand and improve the national and state adult education and literacy systems* (Occasional Paper). Cambridge, MA: National Center for the Study of Adult Learning and Literacy.
- Culpepper, P. D. (2003). *Creating cooperation: How states develop human capital in Europe*. Ithaca, NY: Cornell University Press.
- Dooley, C. R. (1945). *The training within industry report (1940-1945): A record of the development of supervision -- their use and results*. Washington, DC: War Manpower Commission, Bureau of Training, Training Within Industry Service.
- Elias, E. L., & Merriam, S. (1995). *Philosophical foundations of adult education*. Malabar, FL: Krieger Publishing.
- Gill, I. S., & Dar, A. (2000). Germany. In I. S. Gill, F. Fluitman, & A. Dar (Eds.), *Vocational education and training reform: Matching skills to markets and budgets*. Washington, DC: The World Bank.
- Giloth, R. P. (2004). *Workforce development politics: Civic capacity and performance*. Philadelphia: Temple University Press.
- Grubb, W. N. (2001). Second chances in changing times: The roles of community colleges in advancing low-skilled workers. In R. Kazis (Ed.), *Low-wage workers in the new economy* (pp. 283-306). Washington, DC: Urban Institute Press.
- Grubb, W. N., Badway, N., Bell, D., Chi, B., King, C., Herr, J., et al. (1999). *Toward order from chaos: State efforts to reform workforce development system*. Berkeley, CA: National Center for Research in Vocational Education, University of California.

- Hawley, J. D. (2003). Comparing the payoff to vocational and academic credentials in Thailand over time. *International Journal of Educational Development*, 23(6), 607-625.
- Hawley, J. D., Sommers, D., & Melendez, E. (2003). *The impact of institutional collaborations on the achievement of workforce development performance measures in Ohio*. Paper presented at the Networking and Best Practices in Workforce Development, The Ford Foundation.
- Imel, S. (2000). The workforce investment act: Some implications for adult and vocational education. *Trends and Issues Alert*. Columbus, OH: Center on Education and Training for Employment.
- Jacobs, R. L. (1990). Human resource development as an interdisciplinary body of knowledge. *Human Resource Development Quarterly*, 1(1), 65-71.
- Jacobs, R. L. (2000). Human resource development and the emergence of workforce development. In W. Ruona & G. Roth (Eds.), *Philosophy of human resource development* (pp. 65-70). San Francisco: Berrett-Koehler.
- Jacobs, R.L., & Hawley, J. D. (In Press). Emergence of workforce development: definition, conceptual boundaries, and implications. In R. MacLean & D. Wilson (Eds.), *International handbook of technical and vocational education and training*. Amsterdam: Kluwer.
- Judy, R., & D'Amico, C. (1997). *Workforce 2020: Work and workers in the 21st century*. Indianapolis, IN: Hudson Institute.
- Kaufman, R. (1998). *Strategic thinking: A guide to identifying and solving problems*. Alexandria, VA: International Society for Performance Improvement.
- Largo, J. (1996). Banking on education and the uses of research: A critique of world bank priorities and strategies for education. *International Journal of Educational Development*, 16(3), 221-233.
- Levy, F. & Murname, R. J. (2004). *The new division of labor: How computers are creating the next market*. New York: Russell Sage Foundation.
- Merriam, S. B., & Brockett, R. G. (1997) *The profession and practice of adult education*. San Francisco: Jossey-Bass.
- Middleton, J., Ziderman, A., & Adams, A. V. (1993). *Skills for productivity: Vocational education and training in developing countries*. New York: Oxford University Press for the World Bank.
- Moore, R. W., Blake, D. R., Phillips, G. M., & McConaughy, D. (2003). *Training that works: Lessons from California's employment training panel program*. Kalamazoo, MI: W.E.

Upjohn Institute for Employment Research.

Murnane, R., & Levy, F. (1996). *Teaching the new basic skills*. New York: The Free Press.

Osterman, P. (1999). *Securing prosperity: The American labor market, how it has changed and what to do about it*. Princeton, NJ: Princeton University Press.

Pindus, N., M., & Nightingale, D. S. (1995). *Improving the upward mobility of low-skill workers: The case of the health industry*. Washington, DC: The Urban Institute.

Reder, S., & Strawn, C. (2001). Program participation and self-directed learning to improve basic skills. *Focus on Basics*, 4(D).

Regional Technology Strategies. (1999). *A comprehensive look at state-funded, employer focused job training programs*. Washington, DC: National Governors' Association.

Schlefer, J. (1999). *Wildcat service corporation and the private industry council*. New York: Wildcat Service Corporation. <http://www.jff.org/download.php/Wildcatcasestudy.pdf>

Silverberg, M., Warner, E., Fong, M., & Goodwin, D. (2004). *National assessment of vocational education: Final report to congress*. Washington, DC: U.S. Department of Education.

Stein, D. (2000). The new meaning of retirement. ERIC Clearinghouse on Adult, Career, and Vocational Education. <http://www.ericdigests.org/2001-1/retirement.htm>.

The World Bank. (1999). *The bank's poverty reduction strategy (Working Draft)*. Washington, DC: The World Bank.

Wilson, D. (2001). Reform of TVET for the changing world of work. *Prospects: Quarterly Review of Comparative Education*, 31(1), 21-37.

ESTABLISHING CONCEPTUAL BOUNDARIES: WHAT IS AN ADULT EDUCATION PROJECT?

David S. Stein
Associate Professor
Workforce Development and Education
Ohio State University, Columbus

Abstract

In a movement toward workforce development as an academic entity, the identity of adult education as projects for inquiry is troubled. In some academic programs, adult education has been termed adult learning in the service of promoting teaching and learning for the workplace. However, adult education's inquiry, its projects, might be more than just teaching adults or researching how adults' learn. This paper presents an argument that adult education projects might have a social justice focus. Adult education might serve as a critique of social, educational, and political policies concerning work and the workplace.

It would be helpful for us (faculty in an academic program in workforce development and education) in the future to agree on a definition of what is meant by "projects in adult education". In fact many adult education researchers do projects in areas that might actually be considered HRD, or even policy development. Would these not be considered adult education projects simply because the researcher's professional identity is with human resource and or workforce development? What are the conceptual boundaries of "projects in adult education"?

The above quote was posed to our four member faculty, each representing identities in adult education, human resource development (HRD), career technical education, and policy studies. The question arose in the awarding of dissertation support endowed by professor Andrew Hendrickson, faculty member in adult education and the Director for the Center for Adult Education at the Ohio State University from 1947-1967. During the post World War II era, adult education was recognized by the College of Education as an area of study focusing on adult learning primarily in home, educational and community settings. The award stipulated support for a doctoral student doing research in adult education. To the faculty of the 50s -60s the boundaries of adult education projects must have been clear since the award did not specify conceptual boundaries. Over the past fifty years the study of adult education has remained but the academic entity known as adult education has lost its unique identity. In an era in which graduate programs in adult education are going under the rubric of workforce development, the meaning and boundaries of adult education is becoming problematic. What might be the boundaries that distinguish an adult education project from projects that research or teach adults?

The academic study of adult education at my university is located in a program area named Workforce Development and Education. The name represented a merging of identities among three academic courses of study, adult education, HRD, and career technical education.

To find a common area of interest the faculty considered workforce development and education as an emerging term, describing the collective of planned programs that advance social, economic, and educational progress at the national, organizational, or group level. “Workforce development is the coordination of public and private sector policies and programs that provides individuals with the opportunity for a sustainable livelihood and helps organizations achieve exemplary goals, consistent with the societal context” (Jacobs & Hawley, in press, p. 1). Issues for study in the new workforce development and education entity include: how schools and agencies prepare individuals to enter or re-enter the workforce, how organizations provide learning opportunities to improve workplace performance, how organizations respond to changes that affect workforce effectiveness, and how individuals undergo life transitions related to workforce participation. The common theme agreed upon by the faculty was on adult preparation for work, particularly paid work organized and delivered in corporate settings. The issues of importance concerned learning and its relationship to earning and performance. Adult learning rather than the term adult education is used in our program area to refer to the courses comprising an area of interest in teaching adults.

As programs in adult education, HRD, and career technical education are merged into entities such as workforce development, what becomes of the meaning and conceptual boundaries of adult education? What is an adult education project and, perhaps more importantly, what is an adult education perspective? The purpose of this paper is to argue criteria which may be helpful in distinguishing an adult education project from other projects which are concerned with adult interactions in the workforce or other settings. The ideas expressed are born from my experience as a practitioner and of my intellectual development in the academy.

I will present a perspective that the work of adult education embraces a social justice agenda and that adult education projects might inquire about the ways in which access to learning and the benefits of learning are distributed throughout our society. I will first provide my perspective that adult education is not synonymous with teaching adults or adult learning. I will not argue for a specified definition since adult education as a community has not agreed on any one specific definition (Merriam & Brockett, 1997). Next, I will argue that the meaning of adult education is found in the ideological perspective which advocates confronting of critical issues, promoting action taking, and building and supporting connections for adults to repair the world.

Distinguishing features of an adult education project may lie in the way in which adults come to take responsibility for and respond to the challenges of living in a democratic society.

An Adult Education Project Embraces the Collective Good

In university programs in which an interest in adult education, HRD, or career and technical education might be represented by a single faculty member, what is it that distinguishes the agendas of this faculty? Every year the question emerges as new graduate students think of our areas of study as technical –instrumental knowledge designed to enhance skills in working with adults in a variety of settings- mostly learning for earning. New graduate students who come to our program with an identity as a trainer or teacher ask for a specified and instrumental definition of adult education. It would be simplistic to say that any instruction or research

concerning adults might be considered the domain of adult education and that adult education is the parent or a close relative of HRD and career technical education.

Beginning graduate students in our program have difficulty accepting the concept that a definition of adult education would restrict our area of practice and diminish the vitality and flexibility of our practice. Rather than provide a definition of adult education, I prefer to discuss adult education as a perspective. A perspective is an artist's tool for creating a way of seeing, for creating a reality out of two dimensions. Perspective creates the illusion of depth by drawing the eyes toward the intended vision of the artist. A perspective is a way of integrating beliefs, values, theories, and concepts which guide our actions (Mezirow & Associates, 2000). An adult education project investigates ways in which adults are better able to understand the forces and events which might bring imbalance to their lives.

My perspective had been formed in graduate school and transformed from my practice and reflection on that practice. When I entered the field of adult education, my community of practice was organized around issues related to program development, heavily influenced by the adult education as liberal university extension. My texts were the *Black Book* (Jensen, Liveright, & Hallenbeck, 1964) and a belief emphasizing adult education as the road to personal fulfillment and intellectual growth. My practice was in the sphere of community education for personal development. Later I entered corporate training and development, and adult education was job related instruction. Adult education was a set of technical practices designed to distinguish the teaching of adults from children (Knowles, 1970). Adult education was a set of technical practices informed by an emerging definition of HRD. Nadler (1971) contrasted training for specified and observable performance with development (adult education) as learning for an unspecified future but which might influence an adult's world view. Training was planned, implemented, and evaluated by the organization, while development was provided externally in many cases to the place of employment. Essentially, those processes and concerns which were not related directly to organizational outcomes were in the domain of adult education. Later, my experiences working with communities in the public health area enlarged and refined my perspective that the meaning of adult education may lie in the social rather than in the individual, a commitment to a view of adult education as a means for social change through providing citizens with the intellectual and social tools necessary to understand, challenge, and take action on the issues confronting their daily lives as members of a community of inquiry.

The tension between learning for individual gain and the social good emerged as a force challenging notions of the purposes of adult education and the reasons for engaging in adult education programs. In their classic work of adult enrollment patterns, Johnstone and Rivera (1965) identified the types of programs in which adult learners were most likely to invest their time and money. A primary motive was to select subject matter most directly related to the daily tasks of making a living. Earning a degree was a strong factor for adults to return to school but not as strong as the desire to improve one's occupational and financial status through better jobs—a strong vocational orientation. The foundation for adult enrollment was to improve one's occupational standing by improving present performance or seeking learning for a new occupation. Houle (1961) suggested two other motives that propelled adults toward non-formal and formal learning opportunities. In addition to a vocational orientation, adults might attend educational programs as an opportunity to socialize with others (i.e., attendance at an

educational program was an opportunity to interact with others in a structured manner). Houle further proposed that some adults would participate simply to be intellectually challenged—to study for the sake of mastering a body of knowledge. Adult education was provided for the good of the individual to enhance economic or intellectual life. In the industrial era, the need for more structured adult learning as a necessary component of occupational advancement and maintenance becomes a primary motive for adults to engage in education for adults. Learning becomes more of an individual competitive advantage. Use of the term adult education implied learning experiences for those ‘out of school’ and described places for learning that were not necessarily linked to educational institutions.

Adult Education is not a Synonym for Adult Teaching or Adult Learning

I struggle with distinguishing my perspective of adult education from that of others who work with, instruct, and research adult concerns from a standpoint that embraces adult education as knowledge transfer or adult education as a program for those who have achieved a certain chronological age or stage of educational attainment. Thus, I make a distinction between those who teach adults and those who engage in adult education. I will not argue that knowledge transfer is not necessary, but I will frame adult education projects as inquiries concerned with understanding how adults come to ask questions concerning what for, why, and whose purpose might be served by engaging in a particular learning or teaching activity . One could argue that that I am neglecting the importance of training and vocational preparation for adults. Training does account for a majority of dollars and hours invested in employee educational experiences. In a sense, the value of adult education as training is in its contribution to increasing the productivity of citizens as producers of the GNP. However, I maintain that adult education as an informal system should be the means by which adults acquire wisdom through critical thinking more than being used as the term to describe acquiring occupational skills. Thus, I support the notion of adult education as distinguished from adult teaching as argued by Brookfield (1985):

[Adult education] is to be distinguished from adult training, in which a set of previously defined skills, knowledge, and behaviors are transmitted to trainees in a manner previously defined by the trainer. For a training course to be regarded as adult education it would have to have a willingness to consider alternatives to the prevailing or organizationally prescribed norms governing professional behavior. (p. 46)

Adult education serves to raise the questions that adults might not want to think about and provides the space and tools to help adults confront the issues of their daily lives. Adult education embraces learning about living so that adults may clearly see their world from a socio-historical, political, and cultural viewpoint (Briton,1996). Thus, adult education should be less about job training, personal enhancement, or dealing with adult life transition and more about thinking, naming and acting in the world so as to bring about positive social change.

Adult education’s place in the learning of an adult is to confront, challenge, and change perspectives. These connections to issues of confronting, challenging, and changing perspectives make a project an adult education project. Adult educators support, through their instruction, giving voice to marginalized citizens, sharing in knowledge creation, building on the daily life

experiences, and providing an opportunity through the learning process to assist adults to confront the realities of the workplace, their communities, and the larger communities which influence and shape their daily lives (Hayes & Flannery, 2000). Wise and Glowacki-Dudka (2004) position adult education as a space for dealing with issues of racism, sexism, and identity politics, in settings including corporate, community, and academic places. What gives meaning to those who practice adult education is the ideological positions held by practitioners regarding not how adults learn but what it is adults learn and how adults use that knowledge to bring about a social good. An adult education project makes the ordinary in an adult's life extraordinary.

Adult Education Troubles the World

Reading the history of adults seeking learning opportunities under difficulties in the United States (Kett, 1994), we can begin to see some of the ideological threads regarding adult education and the purposes for which education was obtained. Adult education had been the means for promoting individual and social change through the dissemination of useful knowledge. Adult education has embraced four purposes, helping adults change their social conditions, adjusting to societal and technological shifts by obtaining knowledge and skills, promoting better problem solving skills to deal with life's challenges, and promoting participation in the civic domain as critical and reflective thinkers and actors (Apps, 1973; Beder, 1989). I think it is important to note that learning seemed to be a means rather than an end in itself. That is engaging in learning was seen as way to attain a greater good or bring about a social purpose, to enable an informed, critically thinking, reflective, and involved citizenry. I should also note that providing educational opportunities is not a neutral activity. Formal education and even the teaching of adults as expressed in informal systems and in state sponsored programs for adults have had a political and cultural values message. Through mandatory adult learning, society is protected from reckless drivers and guaranteed professional competence and responsible parents.

Adult education may be a tool for revealing, challenging, and expanding the opportunities for adults to understand the hidden messages and values in state and institutionally sponsored learning opportunities. Adult education should not be used to fit adults to the social order but to trouble the order to change the social order so as to reduce or eliminate inequalities- a social justice perspective.

Thus adult education projects include education for social and political movements (English, 2005), education for challenging inequality (Heaney & Horton, 1990), and education for promoting democracy- improving civic life (Stein & Imel, 2002). Adult education goes beyond the challenges of earning a living or correcting deficiencies in earning a living. The agenda for adult education is to help adults learn to see and act upon the inherent contradictions and hidden messages of post modern society.

Throughout most of the eighteenth and nineteenth centuries, adult education was linked to civic involvement. Knowledge was obtained in order to engage in discussion over the issues of the day or to lead the citizenry through public service (Kett, 1994). One might say there was a notion that education was a means for insuring the collective good of society. Self-improvement was linked not necessarily to individual achievement but to the contributions one could make to

a democratic society. Linked to the concept of civic improvement, adult education becomes a means for improving society through study of the issues contributing to inequity, inequality, and injustice (Gastil & Keith, 2006). Linked to the concept of civic improvement, adult education becomes a means for improving society through study, discussion and engagement with the questions that challenge and provoke the citizenry. This type of adult education project goes beyond the learning experiences adults have planned and promoted to correct deficiencies in initial learning provided by the state, or to maintain or increase competencies required to engage in daily living (including job and family).

Adult education is an alternative to the dominant educational voices and ideas. Adult education is the means for adults to quickly respond to needs that arise from contemporary events. Adult education provides a flexible response to changing societal conditions. Sheared and Sissel (2001) remind us that adult education confronts the hegemony in which opportunities for adults to participate in learning have been designed, delivered, and practiced. Adult education reminds us from its locations that dominant cultures may limit or extend educational opportunities to some based on gender, ethnicity, language or class. Adult education projects help adults to understand their emerging identities and the forces that continue to influence and shape that identity. It is not about how to learn but how to live through learning. Adult education projects illustrate not how adults learn but how adults live through learning. It is in the stories of adults seeking opportunities to learn and taking action on that learning that one finds the meaning of an adult education project.

Adult Education is Action

The idea of action is crucial to the meaning of adult education. Action is related to understanding how to deal with the challenges of living in a democratic society. The 1960 *Handbook of Adult Education* framed adult education as the way to assist adults to adjust to the rapid changes of society through systematic and planned study (Hallenbeck, 1960). While marginalizing more vibrant and community based forms of learning, Hallenbeck (1960) did recognize that a democratic society required that adults act on learning acquired through programs of study.

However adult education is a means to accommodate to the changes and shifts in society rather than critiquing and questioning the shifts. Adult education is not a curriculum, a program, a subject or a place. Adult education is the response of citizens freely choosing to serve society.

The job of adult education is to help people to understand the basis of order and security in a world of rapid change and to build their goals realistically in fitting terms as to help people understand the problems, discover the resources which are available to them, and to find the way to solve their problems and to reach their goals under current circumstances. (Blakely, 1960, p. 31)

The notion of adult education as an adaptive response to technological and social shifts is change is countered with the idea of adult education as a means to achieve greater social consciousness. Lindeman (1961) believed that sooner or later all adult education groups become social action oriented. Education becomes a means for groups to develop greater consciousness

of the issues and conditions effecting working people, women, and other groups. Through education, one might come to see the need for greater solidarity to confront the issues affecting particular classes.

Adult education projects are designed to enable individuals to achieve a potential to act in informed and critical ways that lead to collective action (Sirianni & Friedland, 2006). Thus one might ask when considering the nature of adult education, who benefits ultimately from the ability of the adult to act? As an act of adult education, the benefit should improve the material conditions of the community in which the adult functions. Adult education is about choice and about freely inquiring and deciding to act. The meaning of adult education is for adults to learn how to use their power in ways which promote democratic values. Following in the activist tradition, Cervero and Wilson (2001) cast every act of adult education as social activism. Adult education projects assist adults with learning how to live with power, use power, and apply power in the interests of social justice. John Aeschbury (personal communication, January 18, 2006), lead organizer for a community social justice group in Columbus, Ohio, advocates an adult education curriculum focused on how to use power in the service of building dignity, equality, and responsibility. The learning goal for community based learning-activist groups is to create and apply power in strategic ways to deal with hunger, healthcare, and homelessness and to influence the social agenda.

Adult Education Projects Provide Adults with the Confidence and Competence to Take Action

Adult education projects create social capital. Social capital is characterized as social connectedness, social interactions, and social networks in which members of a community develop norms for collective action through mutual support for accomplishing goals that enhance community life (Putnam & Gross, 2002). Social capital might be considered as a measure of the health of civil society and by extension the robustness of a democracy. Learning that promotes the community good, that is designed with agreed upon outcomes, that uses existing networks or builds new networks, and that is directed toward issues facing a community might be characterized as learning to develop a community's social capital (Balatti & Falk, 2002).

Social capital can be conceptualized as a community resource that builds from group members acquired knowledge, from the networks established through cooperative activity that might include situations designed to promote learning, and from identity resources developed from engaging in social activity such as trust, increased competence, or developing voice (Balatti & Falk, 2002). Social capital, according to Niemela (2003), is the ability of citizens to cooperate, to use resources, to create networks, to become engaged with each other and to take responsibility for the issues affecting the community. The degree to which individuals engage with the issues is the degree to which social capital increases and the ability of a community to confront and challenge social and institutional barriers to equality increases.

Field's (2005) work on social capital and education shows that civic involvement is related to opportunities to participate in meaningful lifelong learning. When educational experiences de-emphasize technical knowledge as a solution to community problems and engage learners in more critically reflective learning, in helping to understand other views and one's own stand point, civic participation may increase as an outcome of an educational

endeavor. An adult education project creates learning situations which develop a sense of reciprocity, interdependence, and social involvement. Adult education becomes the space for adults to find their voice, a public voice and influence civic actions in their communities (Mathews, 1999). Through adult education adults might be able to take ownership of the situations which influence their daily lives.

What defines a project as adult education is the purpose and instructional belief that adult learners are co-participants in the experience and make meaning from their shared interactions. The engagement with content and process is with the intent of coming to understand through action the ways in which learning can be put in the service of the common good. Of course individual benefits will accrue but the concern is with the collective good. It is not enough to teach adults literacy skills without providing opportunities for adults to consider and confront the structures which lead to illiteracy. It is not enough to teach job skills without having adults realize the conditions leading to unemployment, underemployment and how their actions might contribute to perpetuating present conditions. It is not enough to study issues around homelessness without challenging the economic and social systems which foster homelessness. Knowledge without understanding the context within which that knowledge is acquired or how that knowledge might be applied is simply an educative process but is not adult education. The inputs and outputs of learning are owned by the participants. The concept of ownership of the process and the uses of content for me are critical aspects of what it means to engage in adult education. Adult education is in the service of the collective good, it is the means rather than the end in and of itself. Adult education provides confidence that adults can take charge and enact meaningful change (Schied, 2001).

The meaning of adult education work is found neither in a technical approach to teaching nor in a subject matter taught to those who legally, culturally, or economically may be defined an adult. The meaning of adult education work is to be found in the commitment to working toward the social good, to approaching a learning encounter from the perspective of promoting social justice in the service of democracy and as an act of improving the world. Adult education is a component of a society that continually seeks to build critical thinking and social action across every level of society. Lindeman (1945) expressed this idea as a struggle between complacency and the challenge to become informed and critical thinkers:

For me, adult education is about the business of building democracy. It is the struggle - whether in the workplace, in community, or in society - to become informed and critical decision-makers in matters affecting our day-to-day lives. Its purpose is the democratic fulfillment of human potential for freedom through social means.

While there are organizations and institutions devoted specifically to this purpose, the struggle for democracy - and, therefore, adult education - is not limited to these special venues. Its distinctive practice, however, whether in the open spaces of schooling or training, or in the midst of a social movement, is always social education for purposes of social change. (p. 116)

So What is the Work of Adult Education?

My response to my workforce development and education colleagues is that an adult education project is not defined by the professional identity or academic credentials of the researcher or by the disciplinary nature of the field in which the project is conducted. An adult education project to me represents an inquiry committed to understanding how adults engage in learning to confront and challenge the assumptions and ideologies defining their roles as citizens in workplaces, civic, social, religious and other communities. An adult education project finds its meaning in the manner in which it seeks to produce knowledge and to whom that knowledge is made available. The meaning of adult education work lies in the contribution made by the participants as adults seek and explore the tensions found in everyday life. Adult education is not found in the classroom, training room, or any room but in the engagement of learners with the situations of the day, through interactions with others to come to better understand the ways in which our society functions and ways to address the forces which shape and influence how we as adults think, feel, and act.

The boundaries for an adult education project are set by an ideological stance to promote and restore social justice in the communities where adults live. The stance may be operationalized through learning activities which raise critical questions about the ordinary, taken for granted aspects of living and earning. Providing adults with the tools to critically think through the values, beliefs, and assumptions and assisting adults to act in ways which are socially responsible is included within the boundaries for an adult education project. Adult education projects promote adults working together to enhance a community's social capital. Through adult education projects, ordinary people, the foundation for a democratic society, can challenge, confront, and change social policy in ways which restore voice to those disenfranchised due to lack of knowledge, lack of opportunity and lack of power. Adult education projects are about learning to live, to assume the obligation to participate in the opportunities to influence social policy, and to take responsibility for the decisions and actions of one's community.

References

- Apps, J. (1973). *Towards a working philosophy of adult education*. Syracuse, NY: Syracuse University Publications in Continuing Education.
- Balatti, J. & Falk, I. (2002). Socioeconomic contributions of adult learning to community. A social capital perspective. *Adult Education Quarterly*, 62(4),281-298.
- Beder, H. (1989). Purposes and philosophies of adult education. In S. B. Merriam & P. M. Cunningham (Eds.), *Handbook of adult and continuing education* (pp. 37-50). San Francisco: Jossey-Bass.
- Blakely, R. J. (1960). What is adult education. In M. Knowles (Ed.), *Handbook of adult education* (pp. 3-6). Chicago: Adult Education of the USA.
- Briton, D. (1996). *The modern practice of adult education: A post-modern critique*. Albany, NY: State University of New York Press.

- Brookfield, S. (1985). A critical definition of adult education. *Adult Education Quarterly*, 36(1), 44-49.
- Cervero, R., & Wilson, A. (2001). At the heart of practice: The struggle for knowledge and power. In R. Cervero & A. Wilson (Eds.), *Power in practice: Adult education and the struggle for knowledge and power in society* (pp. 1-22). San Francisco: Jossey-Bass.
- English, L. (2005). Third-space practitioners: Women educating for justice in the global south. *Adult Education Quarterly*, 55(2), 85-100.
- Field, J. (2005). Social capital and lifelong learning. *The encyclopedia of informal education*, Retrieved April 2005, from www.infed.org/lifelonglearning/social_capital_and_lifelong_learning.htm.
- Gastil, W., & Keith, W. (2006). A nation that sometimes likes to talk. *Kettering Review*, 24(1), 48-58.
- Hallenbeck, W. (1960). The function and place of adult education in American society. In M. Knowles (Ed.), *Handbook of adult education* (pp. 29-40). Chicago: Adult Education of the USA.
- Hayes, E., & Flannery, D. (2000). *Women as learners*. San Francisco: Jossey-Bass.
- Heany, T., & Horton, A. (1990). Reflective engagement and social change. In J. Mezirow (Ed.), *Fostering critical reflection in adulthood: A guide to transformative and emancipatory learning*. (pp. 74-98) . San Francisco: Jossey-Bass.
- Houle, C. O. (1961). *The inquiring mind*. Madison: University of Wisconsin Press.
- Jacobs, R., & Hawley, J. (in press). Emergence of workforce development: Definition, conceptual boundaries, and implications. In R. MacLean & D. Wilson (Eds.), *International handbook of technical and vocational education and training*, Amsterdam: Kluwer.
- Jensen, G., Liveright, A., & Hallenbeck, W. (1964). *Adult education: Outlines of an emerging field of university study*. Washington DC: Adult Education Association of the USA.
- Johnstone, J., & Rivera, R. (1965). *Volunteers for learning: A study of educational pursuits of adults*. Hawthorne, NY: Aldine Press.
- Kett, J. (1994). *The pursuit of knowledge under difficulties*. Stanford, CA: Stanford University Press.
- Knowles, M. (1970). *The modern practice of adult education: Androgogy versus pedagogy*. New York: Association Press.

- Lindeman, E. C. (1945). The sociology of adult education. In S. Brookfield (Ed.), *Learning democracy: Eduard Lindeman on adult education and social change* (pp.113-121). London: Croom Helm.
- Lindeman, E. C. (1961). *The meaning of adult education*. Montreal: Harvest House.
- Mathews, D. (1999). *Politics for people*. Chicago: University of Illinois Press.
- Merriam, S., & Brockett, R. (1997). *The profession and practice of adult education*. San Francisco: Jossey-Bass.
- Mezirow, J., & Associates. (2000). *Learning as transformation: Critical perspectives on a theory in progress*. San Francisco: Jossey-Bass.
- Nadler, L. (1971). *Developing human resources*. Houston, TX: Gulf Publishing.
- Niemela, S. (2003). Education and social capital. *Lifelong Learning in Europe*, 8(1), 37-44.
- Putnam, D., & Gross, K. (2002). Introduction. In R. Putnam (Ed.), *Democracies in flux* (pp. 3-19). New York: Oxford University Press.
- Schied, F. (2001). Struggling to learn learning to struggle: Workers, workplace learning, and the emergence of human resource development. In V. Sheared & P. Sissel (Eds.), *Making space* (pp.124-131). Wesport, CT: Bergin & Garvey.
- Sheared, V., & Sissel, P. (2001). *Making space*. Wesport, CT: Bergin & Garvey.
- Sirianni, C., & Friedland, L (2006). *The civic renewal movement: Community building and democracy in the United States*. Dayton, OH: Kettering Foundation Press.
- Stein, D., & Imel, S. (2002). Adult learning in community: Themes and threads. In D. Stein & S. Imel (Eds.), *New Directions for Adult and Continuing Education: No. 95. Adult Learning in Community* (pp. 93-97). San Francisco: Jossey-Bass.
- Wise, M., & Glowacki-Dudka, M. (Eds.). (2004). *New Directions for Adult and Continuing Education: No 104. Embracing and Enhancing the Margins of Adult Education*. San Francisco: Jossey Bass.

PERSPECTIVE ON PEOPLE

Keepers of the gate or keepers of the dream? An Interview with Phyllis M. Cunningham

Bob Hill
Associate Professor
Department of Lifelong Education, Administration, and Policy
Adult Education Program
University of Georgia

Dr. Phyllis M. Cunninghamⁱ is professor emerita, Northern Illinois University (NIU), where she served as Presidential Teaching Professor of Adult Education. Born November 10, 1927, Phyllis holds a Ph.D. from the University of Chicago in adult education, earned in 1973. Dr. Cunningham has received numerous awards, including in 1982, the Outstanding Adult Educators Award, American Association of Adult Continuing Education (AAACE) at Washington, DC, and in 1995, the Outstanding Service and Dedication to Latino(a) and African American Students in Adult Continuing Education, from NIU. She was inducted into the International Adult and Continuing Education Hall of Fameⁱⁱ in 1996. Her publications are far too numerous to list here. Phyllis has dedicated her life to working with low income families searching for equity and social transformation; she considers her lasting legacy the many students whom she has mentored. The annual Adult Education Research Conference (AERC) honors Phyllis through the “Phyllis M. Cunningham Social Justice Award.” Bob Hill, the interviewer, was selected to be the first Chair of the “Phyllis M. Cunningham Social Justice Award,” serving from 1997 to 2001. He has enjoyed a professional relationship with Phyllis for nearly fifteen years.

BOB: Thanks for agreeing to an interview. It will appear in the publication, *New Horizons in Adult Education and Human Resource Development*. I found the journal title to be a bit of a chimera, or a puzzle, in that it juxtaposes the two terms “Adult Education” and “HRD.” I’m interested in your reaction to this. Are you surprised to see these two terms in a title of a journal?

PHYLLIS: Well, I am, but you know it’s the uncritical way that HRD has crept into the field of Adult Education; how basically it has just come in the back door, and without much fanfare. It’s really kind of taken over Adult Education very uncritically. I think what people do is say, “Well because there are some people who don’t like HRD called Adult Ed, well, then we’ll just call it Adult Education and HRD.” That’s the way they solve the problem.

BOB: It seems to me that universities granting post-graduate degrees in Human Resource Development related topics, of course, continue to grow, and it seems as though Adult Ed programs are either consolidating, or in some instances disappearing. That’s a trend, it seems, although I don’t have any hard data on it. If that’s true, and the trend continues, what can adult educators expect? What will be the legacy?

PHYLLIS: Well, I'm not sure that that is really happening. What's happening is there's been a lot of consolidation of these programs within education, so you see Higher Education blending with Adult Education. That's the big one I think—Higher Education and Adult Education, or Adult Education and Curriculum are coming together. Colleges of Education have kept slicing themselves up. Then Deans come in to just stop all of this. These departmentalizations of the colleges don't make sense because, after awhile, you get groups. For example, you have Higher Education wanting to develop whole programs around Community Colleges, but then you have Adult Education saying, "Well, we do Community Colleges." So they say, "Well then, you should do it together." Or you have adult people in Student Counseling saying, "What we're really doing is Adult Education." As a result there are these kind of "wars" over which students go where. It doesn't make all this "never mind" for everyone to be fighting over turf. I think that's part of it. Then Human Resource Development seems like it's Adult Education business. Business Schools have their own take on it. In our area [Northern Illinois University], we have the Business School and Instructional Technology and Adult Education [as] the ones that put the HRD degree together. It comes out of our department, out of our faculty, but it's actually part Business and part Instructional Technology.

BOB: I know that your university [Northern Illinois University], started the Adult Ed graduate program back in 1969, and as I understood it, it had a very progressive agenda at the intersection of race and urban discourse, and class analysis and so forth—at the beginning.

PHYLLIS: That was true, [then we started] doctorates in HRD...Our HRD [program] was called a "soft program" in HRD because it never had that "hard edge" that say, Minnesota had or Louisiana had. We were always called a soft program in HRD because it was much more oriented toward human relations.

BOB: I've been wondering lately, "How many Adult Ed programs actually have a greater, or even lesser, progressive agenda?"

PHYLLIS: I'd like to see the ones who have the greater agenda on progressiveness [*laughter*]. I don't know where those programs are!

[Phyllis here discussed changes in programs, and the loss of social justice focus]

BOB: What is behind this trend then?

PHYLLIS: I think that if you get too progressive, you always have problems. [Northern Illinois University is an example]...I think we had gotten too progressive. Then they came in and really cut us to ribbons in our faculty, and got our faculty dispersed. That was a tough one. I spoke [about how they were looking for "stars" when recruiting new hires] at an AERC [Adult Education Research Conferenceⁱⁱⁱ] awhile back, about how we get hires. [In the end, we'd rather]...hire a star before...[we're] going to hire somebody who is committed politically to a particular way of looking at things.

BOB: Could the problem be that "careerism" has crept into the field?

PHYLLIS: Well, I don't think its "careerism" so much as somebody who is committed to the university and its traditionalism. I would say it's commitment to traditionalism because then they're committed to the practices related to who are the knowledge producers—and the whole notion of producing knowledge in *the particular form that has traditionally been acceptable*. To build an excellent program in [some people's minds] is not to build a progressive program, but to build a traditional program capturing hires with a Harvard-like presence. The important thing [to some today] is that programs cling to the good, the true, and the beautiful, as defined by the university.

BOB: When HRD is brought into Adult Education programs, do you think it can be rehabilitated to fit the social justice vision that has been a part of Adult Ed's history?

PHYLLIS: I would say yes, but the minute you say HRD you're talking about something which is "coming down from above" rather than below. You're not talking about labor. You're not talking about the worker. You're not talking about society. You're talking about the bosses. So the minute you say HRD, in my mind, you're not talking Adult Ed because you're talking about a top down operation that has as its goal those which promote the production of goods for the benefit of those who own the means of production. So right there you're stopped. You can't make a silk purse out of a sow's ear, as my mother would say. You can't somehow goose it up in some way, can you?

BOB: I guess when I engage in conversation with people who are involved in either Organizational Development or Human Resource Management or Human Resource Development, and the more business oriented discourses, I raise the question, "What about *critical* management studies^{iv}?" It seems to at least bring "criticality" into the conversation. I'd like to see HRD programs incorporate notions of labor education, unionization, and the impacts of casualization^v and globalization on the workforce—or how, in many ways, organizations continue to participate in the feminization of poverty by offering lower wages? I mean, it just seems like there might be opportunities to disrupt and subvert the standard HR paradigm.

PHYLLIS: Yeah...I'm not saying that there shouldn't be critique going on within the workplace. But I think that a far better way for adult educators to go is to start looking at work in a more positive way. To think about work that gets defined outside the capitalist system. You can say, "Well, you can't do that in the USA. You have to live." I understand you have to live. There are ways. You may get trapped in situations where you have to work within the system, but if you're going to work within a system, I guess then my idea would be that you would certainly do it in a critical way.

BOB: It sounds like you're saying that HRD should be humanized?

PHYLLIS: Well, certainly you have to try to make [the workplace] more humane for the worker.

BOB: ...Or is that dancing with the devil?

PHYLLIS: Well that's an interesting point of view because if that's where you want to put your energy, well, that's one way of looking at it. I don't think that. In my way of thinking, you've got

to get at what is wrong with the situation, and what's wrong with the situation is the way the whole thing is set up. We've been made to think that if somebody puts up money, [then] everything that comes from the making of those goods should go back to them. I don't think that's right. I think the community has invested in that organization. The organization should not think that because this "personhood" that they've taken on, that because in the community they can use the roads, they can use all of the things that tax payers pay for, they can just use those kinds of things and figure that they're theirs, and they can turn around and not owe anything to the community, or that they can get the cheapest wage earners, and that they don't owe anything to the earner except wages. I think those are the things we need to challenge—that whole assumption [of] who's at the table, who should be at the table, when the profits come down, who gets shares of the profits besides those who put up the money. I think that's where the challenge should be, not making it more comfy for the people who are getting the crumbs from the table. I think that that kind of challenge is the challenge that should be made because it's clear that some people are profiting a great deal from cozy deals that are being made so that those who have more get more, and those that have less get even less.

BOB: I've heard the argument that, at least historically, human resource management was about trying to give skills to workers, however now the emphasis is not so much on skills acquisition, but on "soft" things, such as convincing workers of the value of flexibility, and the merits of working in teams.

PHYLLIS: Hard skills. Well, I think those in charge will try to get away with giving workers as little as they can. They take away from the workers all this tacit knowledge that they have and convert that into robots. It is the roboticizing of tacit knowledge [that's] part of the whole scheme of things. The more you can take away from the workers and now they're saying with what they can do is they "pre-up it." [If] workers get more education, then they can have a better kind of work. That's how the argument goes. Then you can be a higher quality worker. For every person who gets thrown out of the dirty work on the bottom, there are people that are being hired at the top. Well the thing is, if you look at the big equation, the problem is that the economists tell us the real wages of people are going down^{VI}.

BOB: This seems a rather harsh critique. Where does our hope lie then?

PHYLLIS: I think we've bought into the whole nine yards. That money is important. We live in an economy which forces us into this whole system; [the myth is] we've got to get ourselves something, so that when we get old, we're going to be able to live without living out of garbage cans, so we've got to put money away. There are many people [who] don't have those kinds of retirement plans now. So everybody's worried about getting enough money so they can get the kids into college and then so that they can save enough money so they can put it away and hopefully it's not going to go down the drain because of Enron kind of problems. There's so little confidence in the system anymore. It's just the notion of saying why are we doing all of this? Why don't we just try to live more simply and not worry about having all of these things or having all of this stuff? The whole notion about Wal-Mart is where you go to get all of this stuff. The important point is, the whole idea of living more simply, and spending more time with people.... If we just reconstitutionalize our whole life, it seems to me that that's more of what we ought to be working at—thinking about what the hell the quality of our life is, and how we're

getting caught up in this, and do we really need to do it? I love the simplicity movement^{vii}. You cut up all your credit cards except one.

BOB: As you speak, I think of Dr. Seuss's *The Lorax*. You know, the story is about chopping all the trees down to make "Thneeds"? Thneeds^{viii} are the things that no one really needs, but everyone thinks they do, and so we continue to plunder the earth and mass produce them. Does Adult Ed, in your mind, have a role to play in the revolutionary restructuring in what you've defined?

PHYLLIS: Yes, I think so. I think that more and more we should be challenging students to think critically about what the hell life is all about, and to think critically about should we even be into anything like HRD, or even literacy *as taught*, as getting on this "skill wagon" so you can G-N-P it and J-O-B it and then [laughter] whatever else. The issue about being so oriented to the Gross National Product is something that we ought to challenge [as we look toward] the whole notion about building civil society, and being involved in social movements that are dealing with quality of life. [This is what] I think...we should be about. I decided that about 10 years ago and that's what I'm interested in. I know you have to be practical about this. [For example], we're opening a computer center in a Mexican community that has a "Community Center." We're just opening up a computer center there and I know that many of them are going to want to learn how to use computers so they can get jobs and make it in the American way. At the same time, we're going to really promote the whole cultural end of things in terms of knowing who they are and try to build up a cultural presence in the community as much as promote this whole notion of just figuring how to we can get bucks.

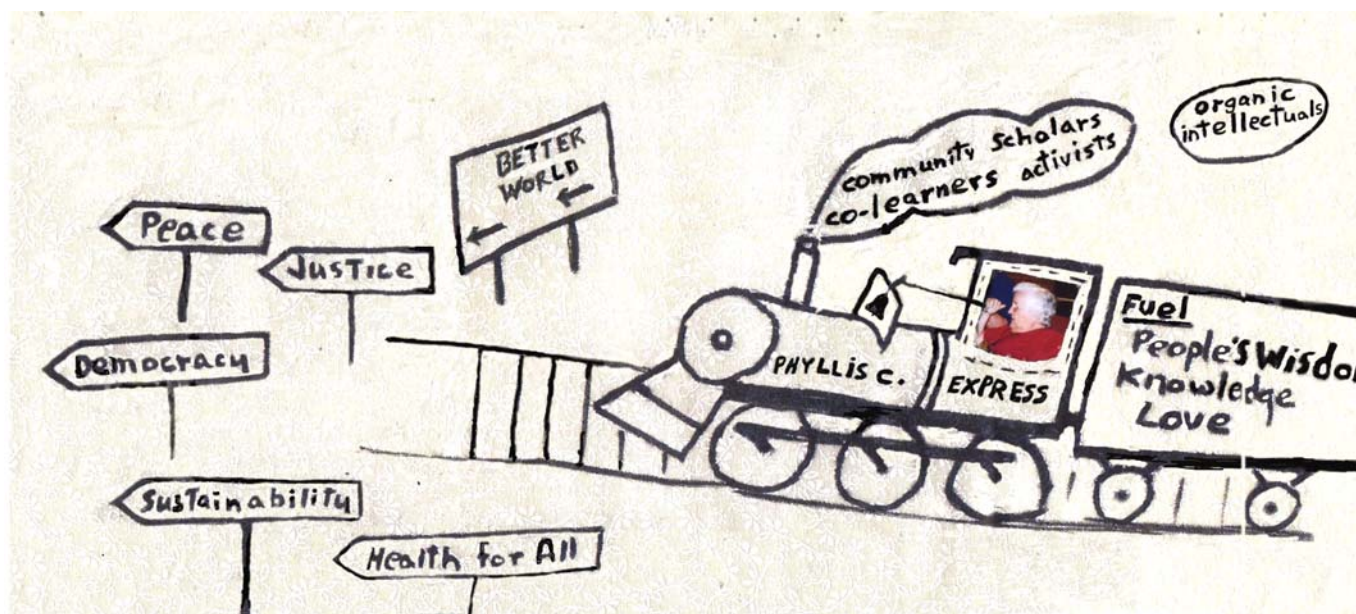
BOB: It's very much swimming against the tide.

PHYLLIS: Well it is, and you do—You swim against the tide, but I think people are more tuned into that now than they were. I think it's because you see this malaise that has hit people over the war [in Iraq] and Bush, and just, you open your newspaper all the time and 60 more killed in Iraq and 14 more Americans reported dead...you see it on the news station, you know? Well, here are 10 more politicians [who have] just been caught stealing money. [For instance, the Illinois governor is] being attacked for fraud and about 10 of the mayor's henchmen have all been in the pokey for dealing under the table. It just goes on and on, and it gets so disturbing that the quality of civic life is so terrible that you begin to think, "Now what do you want to do? Is this it?" I really had to talk hard to get my daughter to vote today. She said, "Why are we voting?" It's interesting. Some people are running around glad to vote, with a purple finger^{ix} because they finally get to vote, and a lot of us...There will be a very low vote out tonight because people aren't interested in the voting because [politicians are] all crooks.

BOB: Well, I'd like to jump tracks a little. There is a story circulating that claims, at the time of your retirement, someone was talking to you as though you were being "sent out to pasture." The story goes that you shot back, "What do you mean! This train still runs!"^x

Illustration 1.

This Train Still Runs!



Larry Olds © 2003

Illustration used with permission of its creator (Larry Olds, provided, 2006).

BOB (continued): This makes me think of the metaphor of a train, moving rapidly, and making few stops—which seems to be how rapidly, and enthusiastically, and passionately you’ve engaged in the education of adults and lifelong learning, especially from the grassroots—as you mentioned, “from the bottom up.” Your scholarship has traversed many, many terrains; you have publications that deal with race, and gender, and class, and social movements, and social movement learning, and cultural work, and the sociology of Adult Ed, and of course, we could go on and on. In the Adult Ed Program at [the University of Georgia] we don’t have an “essential reading list” in Adult Ed, and so students often ask me what I feel they “should read” before they graduate. I certainly include some of your publications, like, *Let’s Get Real*^{xi}. How would you answer the question, “What really should I be reading while I’m here in this program?”

PHYLLIS: Well, I think that most of the students that come to our program have a very poor background in sociology, so I encourage them to read Gramsci and Marx...to get a background in the structural understanding of society. If you don't understand that, you're not going to understand education in society. Dewey is important to read, and Lindeman. Mechthild Hart's analysis is one that is important. [Kjell] Rubinson is a good one to get people started on, and [Henry] Giroux is another one. Some of the landmark people that I use, particularly Giroux, take apart, sociologically, education, and then you can move those other people into that analysis. Franz Fanon clearly is a person who is very important to read, as is Paulo Freire. Rajesh Tandon in participatory research is an important person, too. That whole concept of reading, all the practical approaches to participatory research, along with Gramsci, I think are very important. Then I recommend specific materials in the African American literature—I think it depends on where a student has been and where [she or he] comes in on that. It depends. I would have to talk with the student to see what their background is. It depends on whether you send them down the civil rights road or whether you send them down a more historical [road], or whether the student is black or white, and what they are interested in, in terms of their own research. If they're black, they probably had some background already in some of the pieces, but you have to do a guided kind of research there, but I certainly would get them into Africentricity so they'd understand adult education from that standpoint. Social movements—I don't know. I think that probably I would have them read maybe [Michael] Welton because he's readable. A person would get an understanding there. I like [Michael] Collins' *Adult Education as Vocations*^{xiii} as just a standard book that I think everybody should read. I think a lot of people have read some of Dewey...they can get into him—He's readable, too.

BOB: I notice that your reading list includes works from the perspective of critical theory in the Frankfurt school^{xiii} sense, and nothing is mentioned that has anything to do with poststructuralism or postmodernism.

PHYLLIS: Well I'm not [laughter]...let me tell you. I think that the poststructuralists and the postmodernists have done a great favor to us because they've pushed us to really seeing multiple perspectives. There's a lot that's to be gained there, but what I really worry about is they push us too far. You lose your fulcrum. You have no place to stand, and I'm really nervous about that. I'm still a rationalist. I don't want to give up the standpoint of rationality. I've written with Bob Price—Bob loves that stuff^{xiv}. The thing is, that even though I really don't get into that postmodernism too much, I really love the cultural aspects of things. I'm very open to that whole thing. One of the things I always say to students is, if we're going to embrace popular education, we've got to think about critical pedagogy. We have to think about popular cultural and we've got to think about participatory research—the three legs of the stool. Popular cultural becomes very important, and then popular cultural brings you right into a standpoint where you begin to embrace various non-rational views of things. I'm prepared to embrace postmodernism—up to a point.

BOB: Well certainly there are many ways of knowing, and rationality is the primary one with those who breathe and live foundationalism's paradigm, since the Enlightenment. At least some of us would agree that while that is one very important way of knowing, there are others," through the body, dreams, emotions, spirituality, and so forth.

PHYLLIS: Of course. I get a little bit nervous when you get spirituality in there and some of these other things where it goes so far off the other end that it doesn't seem like its even touching the ground anymore.

BOB: Well, that brings me to the next question. You know currently there seems to be an upsurge of spirituality in Adult Education. It seems to me that this is something that was anathema just a few years ago but now....

PHYLLIS: Yes, I've read a lot about spirituality. I can appreciate spirituality, but I want my feet on the ground. Although it's another way of apprehending something.

BOB: One of the things that I want to touch on is an article that you wrote fifteen years ago, on peace^{xv}. I think it was very prophetic, the practice of peace studies in Adult Ed. When I think about U.S. imperialism, the Bush Doctrine^{xvi}, the political vacuum we have created in Iraq and concomitant civil war, and so forth, it seems we are further from "peace" today than we were in 1991 when you wrote this.

PHYLLIS: I think that my approach to it was because it's related to the structures of society and the issues of how to bring about more ways in which to have a more equitable distribution of those things in society. That's what it's going to take to have more peace. I think violence comes out of this mal-distribution.

BOB: I agree. In December [2005], I was doing some work with UNESCO in Paris at their headquarters and somewhere in the building I noticed the slogan, "If you want peace, work for justice."

PHYLLIS: Of course. Yes.

BOB: It seemed to make perfect sense to me, but you were writing about the relationship between peace and justice fifteen years ago. A decade and a half later, it seems that adult educators have failed to move peace education forward.

PHYLLIS: The problem is there are very few adult educators that even think about this as being related *at all* to Adult Education. They would have no problem at all setting up adult education programs in military bases, and teaching people how to make war.

BOB: Right. I'm always distressed when I go to AAACE and see that there is a Commission on Military Education and Training that seems to be one of the largest Commissions. They command a high profile because they give awards at the business meeting. While I certainly wouldn't want to censure it, what is so disconcerting, is that we don't have a Commission on Peace.

PHYLLIS: The army has money.

BOB: Peace isn't something that seems to be very fundable—in fact a few areas are like that. I've found generous funding to do environmental adult education, after years of searching for resources to do queer work^{xvii}—to which I always came up empty-handed.

PHYLLIS: Yeah.

BOB: I happen to have been very fortunate enough to go to the World Social Forum^{xviii} last year [2005] in Port Alegre, Brazil. As you know, the WSF slogan is, "Another world is possible." I'd like for you to muse a little bit on what role Adult Education can play in actually building another world. I would prefer to say, not that another world is possible, but rather, "Another is indispensable."

PHYLLIS: Yeah, well, we'll have to stop reproducing the one we've got here, and that's what we're busy doing right now. Actually that's what I see Adult Education doing now—reproducing [the status quo]. We need to become more critical, and more into helping our students become producers of knowledge rather than reproducers of what's here. I think that's the criticality of the issue.

BOB: I have on my office door a large sign that has a quote of yours. It reads, "First we must cease being keepers of the gate and become keepers of the dream" which was written by you a number of years ago. What does that dream mean to you today, and how well is it being tended to by the field?

PHYLLIS: Well I think that's just it. I think we have to be leaders not followers. We've got to be people who are inclusive not exclusive. We've got to keep our minds open and moving out not being people that are tucking in our privileges. It's that notion of forward rather than just holding on to what we've got, and not letting people be a part of it. I think participation, that's what it says to me. You do that. It's an attitude and you do it whether you're a professor or whether you're a worker or whether you're retired. It's an attitude.

BOB: I'd like to thank you for helping some of us develop, and cultivate, and grow that attitude. Certainly your work has been inspirational.

PHYLLIS: Thank you, Bob.

Footnotes:

ⁱ See the following Websites for more details:

<http://www.nl.edu/academics/cas/ace/pcunningham.cfm> and <http://www-distance.syr.edu/pvitapc.html>

ⁱⁱ See, <http://www.halloffame.outreach.ou.edu/> and

<http://www.halloffame.outreach.ou.edu/1996/cunnighm.html>

ⁱⁱⁱ For the AERC Website, see: <http://www.edst.educ.ubc.ca/aerc/>

^{iv} Critical management studies is an emerging discipline that explores the intersections of disparate arenas such as diversity, sex and sexuality, gender, globalization, labor relations, and information and communications technologies. It draws on critical theory, Marxism, queer theory, and the posts—such as postmodernism, post structuralism and postcolonialism. It has been described as a theoretically innovative approach to management, business and organization (http://en.wikipedia.org/wiki/Critical_management_studies).

^v Casualization is the development of a workforce of “casual workers”—meaning employees have no ongoing contract, generally are exempt from entitlements such as retirement, paid sick leave, parental leave, paid vacation, health insurance, or work security. In the wake of globalization and increased competition, employers see a casual workforce as a more flexible one (hiring and dismissing at will). Since workers have none of the wage-benefits listed above, and are paid less, they earn lower incomes than equivalent permanent employees.

^{vi} For those interested in these trends, I recommend the sources of information listed below, to start. Readers may want to explore the Economic Policy Institute’s Website at <http://www.epinet.org/>. While productivity is up, workers are not getting their share—corporate profits are being kept for top management and shareholders. Phyllis’ comments raise some fundamental questions about work in the U.S. today. Her comments command us to explore the question, “What is the difference between a “living wage” and “minimum wage”? Some things to think about:

Profits are up, but the real wages and incomes of average Americans are significantly down

- Inflation-adjusted hourly and weekly wages are still below where they were at the start of “the recovery” in November 2001. Yet, productivity—the growth of the economic pie—is up by 13.5%.
- Wage growth has been shortchanged because 35% of the growth of total income in the corporate sector has been distributed as corporate profits, far more than the 22% in previous periods
- Consequently, median household income (inflation-adjusted) has fallen five years in a row and was 4% lower in 2004 than in 1999, falling from \$46,129 to \$44,389
- The personal savings rate is negative for the first time since WWII

-
- More than 3 million manufacturing jobs have been lost since January 2000

Poverty is on the rise

- The poverty rate rose from 11.3% in 2000 to 12.7% in 2004 (the most recent robust data period)
- The number of people living in poverty has increased by 5.4 million since 2000
- More children are living in poverty: the child poverty rate increased from 16.2% in 2000 to 17.8% in 2004
- See: <http://www.epi.org/content.cfm/pm110>

In her book, *Radical possibilities: Public policy, urban education, and a New Social Movement*, Jane Anyon (2005) provides chilling statistics about the state of working Americans.

- The belief that there is a positive correlation between education and income is a myth—as is the belief that people need advanced skills to get a job
- Most job openings in the next 10 years will require neither sophisticated skills or a college degree
- 77% of new jobs will be low paying (only 25% are expected to pay over \$26,000/yr)
- Congress set the minimum wage in 1938 at \$3.05/hr (in 2000 dollars); it stands at 5.15/hour now—a mere two dollars difference over a nearly 70 year period!
- Minimum wage standards directly affect 9% of the population (1 in 10 people)
- Almost 20% of all men, and 33% of all women in the U.S. earn poverty-level wages (as defined by the federal government) working full time
- Almost 10% of the working poor are college graduates
- While employee pay has staggered, CEO pay has skyrocketed. The ratio of CEO to worker pay was 26% in the 1960s; 37% in the 1970s; in the 1990s it reached over 300%. In 2001 a CEO, on average, made more in one day than the average worker made in one year

See: Anyon, J. (2005). *Radical possibilities: Public policy, urban education, and a new social movement*. New York: Routledge.

^{vii} The simplicity movement is described at http://www.simpleliving.net/webofsimplicity/the_movement.asp and <http://www.simpleliving.net/awakeningearth/>. It is a movement to live a life of voluntary frugal consumption, in awareness of the ecological footprint we each leave on the Earth, and to live an intentional, dedicated life of simplicity, with the goal of a sustainable, compassionate future. See: Elgin, D. (1993). *Voluntary simplicity: Toward a way of life that is outwardly simple, inwardly rich* (Rev. ed.). NY: William Morrow.

^{viii} “A Thneed’s a Fine-Something-That-All-People-Need!
 It’s a shirt. It’s a sock. It’s a glove. It’s a hat.
 But it has *other* uses. Yes, far beyond that.
 You can use it for carpets. For pillows! For sheets!
 Or curtains! Or covers for bicycle seats!
 The Lorax said,
 Sir! You are crazy with greed.
 There is no one on earth
 who would buy that fool Thneed!”
 From: Geisel, T. Seuss. (1971). *The Lorax*. NY: Random House.

^{ix} Voters’ fingers, in recent elections in country’s where the U.S. is installing “democracy,” were dipped in indelible purple ink as proof of voting, and to eliminate voter fraud.

^x For Phyllis’ retirement party, held at the Puerto Rican Cultural Center, Chicago, Dr. Regina Curry organized the making of a quilt. She distributed squares of cloth on which to create designs and to place messages to Phyllis. Larry Olds made a drawing on one of the quilt squares that proclaimed, “The Phyllis M. Cunningham Express.” Larry’s illustration is included in this transcript of the interview.

^{xi} This article is available online at http://www.nl.edu/academics/cas/ace/resources/PhyllisCunningham_insight.cfm. It is from: Cunningham, P. M. (1993, Fall). Let’s get real: A critical look at the practice of adult education. *Journal of Adult Education*, 22(1), 3-15.

^{xii} Collins, M. (1991). *Education as vocation: A critical role for the adult educator*. NY: Routledge.

^{xiii} The Frankfurt School of social theory was developed by Marxists in the 1920s through the Frankfurt (Germany) School of social science research. Distrusting of Western industrial capitalism—yet leery of socialist state capitalism—proponents retained Marxist notions of liberation, but explored the role of technorational society in shaping individual consciousness. It is an analysis based on power relationships. Key proponents of critical theory include: Theodor Adorno, Max Horkheimer, Herbert Marcuse, and Jürgen Habermas.

^{xiv} The article to which I refer is: Cunningham, P. M., & Price, R., Jr. (n.d.). Learning in social movements: A critical assessment. It appears in the compilation of works issued by Northern Illinois University at the time of Phyllis' retirement, pp. 205-216.

^{xv} See: Cunningham, P. M. (1991, September). *The practice of peace studies in adult education. Adult Learning* (American Association of Adult Continuing Education, Washington, DC), 3(1), 15-16, 27.

^{xvi} This doctrine is a group of revised foreign policies, initiated by Pres. George W. Bush, that includes pre-emptive war against *potential* enemies before any ill-behavior is conducted on their part.

^{xvii} By “queer” I mean work related to lesbian, gay, bisexual, transgender, and queer research in Adult Education—that is on the topics of sexual orientation and gender identity.

^{xviii} See: http://en.wikipedia.org/wiki/World_Social_Forum

BOOK AND MEDIA REVIEWS

***Racism, Research, and Educational Reform: Voices from the City* by Joanne Kilgour Dowdy and Joan T. Wynne. New York: Peter Lang, 2005, 129 pages, \$ 29.95 (paperback).**

In 1997 the Urban Atlanta Coalition Compact (UACC) under the leadership of Lisa Delpit was formed, and until 2001 UACC leaders worked in seven metropolitan Atlanta schools to show that children in urban schools under the right conditions can and do learn and to stem the tide of underachievement in inner city schools. *Racism, Research, and Educational Reform: Voices from the City* is the story of the UACC as told by those who were most closely involved in the coalition. This book—a collection of first hand interviews and personal reflections from the university faculty, school administrators, and teachers who were a part of the UACC—makes no attempt to sugar coat the story; the successes and the failures of the project are discussed with equal candor.

In the preface, Asa Hilliard writes that this volume is especially timely because the “conditions in the urban educational landscape have deteriorated . . .” (p. ix). He feels that the current jargon of reform extant in policies such as “No Child Left Behind” is evidence of this deterioration. When the UACC was formed, the hope was that finally those usually on the margins of any reform effort, namely the children, parents, and teachers would finally have a voice. According to Hilliard the premise of this book is that “there are not only missing voices, but these voices also carry vital messages that would enable us to create the excellent schools that the students deserve, that have indeed already been created by some” (p. xi).

The Urban Atlanta Coalition Compact was funded as a project of the Annenberg Challenge. The project was a collaboration between five colleges and universities and seven Atlanta area schools. From the onset of the project, Lisa Delpit, as principal investigator, stated her expectation was that through this project “everyone associated with the project would fully understand that poor children of color in urban schools can excel, not just meet minimum standards” (p. 1). In order to meet this expectation, according to Delpit, the faculty, administrators, and teachers involved in UACC faced the enormous task of challenging the “negative belief systems about the children and the families that they served” (p. 1). Delpit’s remarks are a reminder that despite all attempts by politicians and policymakers to frame the discussion of school reform around accountability and assessment, the bottom line is that many have written poor, inner city children off. There is no real expectation that these children will excel and that belief is evident to the children as well.

Each of the seven chapters gives the reader a different perspective of the project. First, we hear the voice of the visionary, Lisa Delpit, followed by the project director, Folami Prescott-Adams. In subsequent chapters we gain the insights of the district administrators, teachers, and researchers who implemented the project. Each chapter is distinct, but together they illustrate the complexities and challenges educators of the urban poor and people of color face.

This book is unique in that it takes on racism in the educational system. Legal scholar and critical race theorist, Derrick Bell (1992), suggests we must assume that racism will always be with us. It seems only natural for educators to embrace critical race theory as a lens for viewing and understanding the dynamics of our educational system. Critical Race Theory was born when legal scholars challenged the neutrality of the law. Now African American educators like Gloria Ladson-Billings have embraced Critical Race Theory and challenged the notion of education as the great equalizer. The Urban Atlanta Coalition Compact may have transformed the women who have come together to share their stories in this volume, but their stories reveal that the struggle to educate “other people’s children” (Delpit, 1995) continues.

Chapter One is an interview with Lisa Delpit, the principal investigator for the Urban Atlanta Coalition Compact. Delpit shares her insights into the difficulties that the project team faced while trying to initiate a school reform effort in a negative environment. She addresses the complexities of collaboration when she was asked about the major challenges she observed while working in the seven schools:

I think that learning to work together for change, to view the school as a whole, not just individual classrooms, was a tremendous leap that some teachers made; and others did not. Those who did learn to struggle with the collaborative process were exciting to be around. Their enthusiasm for the children, for change, for their own professional growth became contagious at some schools. Yet at others, teachers who did not participate in the collaborative process became threatened or jealous of what the effective teachers were accomplishing in their classrooms. (p. 2)

The UACC linked university fellows from five colleges and universities to seven schools and Delpit cites that the lack of resources ultimately prevented the project from being executed in the way it should have been executed. Delpit also talks very candidly about how difficult it is to empower classroom teachers. She states that it requires more than just knowing how to empower teachers. The will to take on the power must be there from the teachers as well:

Systems are often set up that teachers have no power. And that, of course, presents a problem because then if something doesn’t work in the classroom that has been mandated from the top, the teachers feel absolved from any responsibility for it. (p. 6)

Chapter Two is an interview with the Urban Atlanta Coalition Compact, Folami Prescott-Adams. She begins by discussing the challenges of being part of a funded project. According to Prescott-Adams some of the major obstacles that they faced were the result of a “lack of awareness” on the part of the funders. The funders wanted to see change in five years and that, says Prescott-Adams, is impractical. “You cannot change a system that took clearly 100 years to construct. The public school system in this country has been in existence for 100 years at least. You can’t just change it in five years” (p. 14).

In the third chapter, then district superintendent Betty Strickland recounts her involvement with the project and concludes that in school reform, leadership is everything. Chapter Four is another interview, this time with Chinwe Obijiofor, who taught first grade at the time. Obijiofor echoes Folami-Prescott's assessment that teacher buy in is critical in an undertaking of the UACCs magnitude and not having it proved to be a hindrance. As a teacher Obijiofor felt affirmed that involvement in the UACC allowed teachers, especially those who had never before stepped forward, to become leaders.

Chapter Five is perhaps the most provocative of the entire book. In *The Elephant in the Classroom*, Joan Wynne begins by asking herself a question that was raised during a retreat by an African American participant, "Why is it that White women will not raise the issue of racism when engaged in serious conversation about issues that concern us as women?" Wynne responds to this question by first examining how racist politics and economics have influenced educational policy which in turn has done real harm to children. She cites famed studies by Murray and Hernstein (1994) and Rothstein (1997) that suggest African American students are prone to failure.

Wynne became involved in the UACC believing that the fault for underachievement in urban schools did not lie with the children, but "in the educational systems that devour them" (p. 61). Despite visionary leadership, she observed that the project fell prey to "the same insidious messages of racism, repeated by the Rothsteins of the world, [which] played a significant role in the failure of the schools to meet these children's academic needs" (p. 63).

Throughout her work with the UACC Wynne watched people 'shut down' whenever racism was mentioned. She was never quite able to answer the question that haunted her but at the end she states:

My hunch is that unconscious shame could have been at the core... somewhere in our collective unconscious is the memory of how our grandmothers or great-grandmothers "forgot" to voice their objection to other women and children being enslaved, beaten, raped, murdered. Perhaps somewhere in our unconscious is the memory that our mothers or someone's mothers paid the women of other cultures slave wages to clean their houses, take care of their children, cook their meals... These memories and realizations, if surfaced, would have to create shame. Why else would we keep them so deeply buried? If not, then why are we afraid to explore the consequences of institutional racism on children? (p. 84)

The two remaining chapters are devoted to the "missing voices" in school reform, which are the voices of families and classroom teachers. Both report the findings of research studies that were done in conjunction with the project; one on family involvement and the other on a middle school poetry project.

Racism, Research, and Educational Reform is a brutally honest account of the triumphs and challenges of one school reform effort and should be of particular interest to educators and policymakers, but also to concerned citizens who are disturbed by

current trends in public education. The only disappointment may be to urban educators and people of color who will read this and say, "What else is new?" These authors reveal how institutional racism can thwart even the most innovative and visionary plan and for those who are forced to live and toil in a society that is unrelentingly biased, this is, unfortunately, just life.

ELIZABETH A. PETERSON
National-Louis University

References

- Bell, D. (1992). *Faces at the bottom of the well*. New York: Basic Books.
- Delpit, L. (1995). *Other people's children*. New York: The New Press.

***Reading and Understanding Research*, by Lawrence F. Locke, Stephen J. Silverman, and Waneen W. Spirduso (2nd ed.). Thousand Oaks, CA: Sage, 2004, 282 pages, \$ 43.95 (paperback).**

“Research is central to the development of any field of study” (Merriam & Simpson, 2000, p. 1). Research is a means, and responsibility, for scholars and practitioners to advance theory and practice in their disciplines (Staudt, Dulmus, & Bennett, 2003). Reports on theoretical and empirical research shared through professional presentations and publications contribute to the knowledge base of adult education (AE) and human resource development (HRD). Professionals in AE/HRD engage in reading and studying research reports from a variety of fields (e.g., education, sociology, business, cultural and cross-cultural studies, psychology, and organizational studies) produced by different agencies (e.g., government/non-government, profit/non-for-profit) in national and international contexts. Understanding and utilizing this diversity of research require skills and practice and might be a challenge, especially for novice professionals. The purpose of this book review is to critique *Reading and Understanding Research* by Locke, Silverman, and Spirduso that may prove useful to seasoned and novice AE/HRD scholars and practitioners.

The purpose of *Reading and Understanding Research* “is to help people become more confident and skillful at both reading research reports and *digesting* (understanding and appraising) what they find” (p. 9). These skills help people become less dependent on secondary sources of information and enable them to make their own decisions about the quality, credibility, and significance of the research reports. Locke et al. wrote the book for people from different professional and scholarly experiences with research, including beginners and “all those who, in attempting to read reports, have been discouraged by the formidable nature of what they found” (p. ix). They argue that with guidance and practice everyone can learn to understand and benefit from research.

The authors organized eight chapters of the book into five sections. Section one (Preface and Chapter 1) describes the organization and purpose of the book and introduces “barriers” that stop people from using research (p. 3). Society depends on and invests in research nowadays more than ever before. Media, from popular magazines to the Internet, incorporate findings from research in all disciplines. However, people prefer to stay away from the first-hand experience with research due to two types of barriers. The first barrier relates to people’s perceptions of inaccessibility of research. They struggle reading the specialized language of research and believe they lack training and intellectual abilities to understand it. They are unable to determine whether they can trust research findings and frustrated with the tools for searching and retrieving reports. The second barrier stems from people’s perceptions about the nature of research. For example, many perceive discussions of complex and sometimes conflicting results as “contingencies [that] serve only to muddy the waters” (p. 5).

Section two (Chapters 2 and 3) introduces and defines research and research reports and discusses issues of credibility. Locke et al. define a research report as “a written document that gives the history of a research study from start to finish” (p. 22) and provide ten elements of a research report. For the purpose of the book, the authors focus on qualitative and quantitative

empirical research reports published in peer-reviewed journals. Such research reports can provide two types of data: “facts (formal findings from studies) and the information (informal observations and ideas that turn up in the study reports)” (p. 14). Reading reports should not be limited to a search for facts relevant to the topic of interest. People can benefit from reading, for example, how other researchers define the problem for their studies, chose a data collection method, or suggest implications for practice or future research. Readers utilize facts and information if they trust the credibility of the reports. Locke et al. discuss fundamentals of research credibility, which include peer-revision prior to publication, authors’ reputation, and sponsorship by professional organizations. They also provide an overview of the issues that undermine research credibility, for example, poor choice of sampling strategies and exaggeration of the study significance.

Section three (Chapters 4 and 5) suggests strategies for selecting, reading, and studying research reports. For example, novice readers are advised to start with selecting research on a familiar topic and from applied research in social sciences. Readers should approach research reports with respect to the genre of scholarly/scientific writing and to the researchers who conduct research and write the reports. Locke et al. argue both writers and readers of research have “some responsibility for doing the work of clear transmission and reception” of information (p. 69) and provide some practical tips for readers. Studying research reports involves careful recording of their vital aspects. Locke et al. provide three different 12-step work sheets for recording and studying quantitative studies, qualitative studies, and research reviews. The authors argue studying reports can also be enhanced by explaining research to others and advise on hints that can facilitate an effective explanation.

Section four (Chapters 6, 7, and 8) introduces different types of research and strategies for reading and understanding each of them. The authors discuss issues of reliability and validity, summarize characteristics of quantitative and qualitative research, and introduce mixed methods studies. Reading reports critically involves finding answers to five questions: “(a) What is the report about? (b) How does the study fit into what is already known? (c) How was the study done? (d) What was found? and (e) What do the results mean?” (p. 174). Locke et al. use the five questions to evaluate a quantitative study and to explain what these questions mean and how to look for and interpret the answers. Since qualitative studies reflect a different philosophical paradigm, reading reports of qualitative studies requires additional considerations, for example, the thickness of descriptions and information about the researcher’s assumptions or background.

Section five includes three appendices. Appendix A contains annotated bibliography of 15 books on different research methods that readers can use to continue understanding research and research reports. Appendix B includes three completed 12-step work sheets accompanied by several flowcharts. Appendix C outlines fundamental issues in statistics, including statistical probability and differences between means.

To write the book, the authors incorporate years of experience in conducting and teaching research: “It is our work, sometimes our play, and always our passion” (p. ix). The content and the style of the book reflect this passion and willingness to help people appreciate, understand, and use empirical research. Although their primary audience is the novice and the frustrated, the authors avoid presenting a simplified and easy-to-do guide ‘for the beginners’. Instead, they

expose readers to many individual (e.g., perceptions) and scholarly (e.g., journal selectivity) issues and processes involved in conducting research and reading reports. Readers become included in a community of scholars and given guidance for navigating common issues with understanding research.

The organization of the book seems logical as the authors gradually introduce the concepts, the definitions, and the processes around research and research reports. However, the organization of the discussion of different types of research in Chapters 5, 6, and 7 can be improved. For example, Chapter 5 introduces qualitative and quantitative research and research reviews and discusses the use of the 12-step work sheets for studying each type of research. However, Locke et al. provide a lengthier overview of qualitative and quantitative research methods in the following Chapter 6. A change of the chapter order can help increase the flow of the book and avoid repetitions. Also, the authors briefly discuss mixed methods research in Chapter 6, but no corresponding 12-step work sheet or other practical advice is given to reading this type of research.

Reporting results is “the very important final step” of a research project (Merriam & Simpson, 2000, p. 173). Researchers contribute to their disciplines the most when they communicate the research results with clarity and concision (APA, 2001, p. 4). To learn how to effectively communicate the results, students and novice researchers in AE/HRD should be guided through all steps of the research process (Jarvis, 1999; Swanson & Holton, 1997). The book can be useful for graduate level research classes AE/HRD programs where students are introduced to research and engage in reading and evaluating the quality of scholarly publications. The book can also provide guidance and tips for students and novice scholars for writing research reports and, hence, can serve as a complementary text book for topical seminars, practicum, and other projects in AE/HRD where students conduct empirical research and write the reports. Since defects in research design and management are “a major cause for the rejection of manuscripts” (APA, 2001, p. 4), the book can be beneficial for many established AE/HRD professionals who are interested in improving the quality of their research reports, which can increase their chances to be published.

MARIA S. PLAKHOTNIK
Florida International University

References

- American Psychological Association. (2001). *APA manual* (5th ed.). Washington, DC: Author.
- Jarvis, P. (1999). *The practitioner-researcher: Developing theory from practice*. San Francisco: Jossey-Bass.
- Merriam, S. B., & Simpson, E. L. (2000). *A guide to research for educators and trainers of adults* (Updated 2nd ed.). Malabar, FL: Krieger.
- Staudt, M. M., Dulmus, C., & Bennett, G. A. (2003). Facilitating writing by practitioners: Survey of practitioners who have published. *Social Work, 48*, 75-83.

Swanson, R. A., & Holton, E. F. (Eds.). (1997). *Human resource development research handbook: Linking research to practice*. San Francisco: Berrett-Koehler.