

Contents

	Page
Exhibits	9
Chapter 1 Preparing Yourself to Inquire	13
Setting a Climate for Inquiry	13
How the Inquiry Is Organized	14
Where to Start	15
For Your Continuing Inquiry . . .	15
Part I The Emerging Role and Technology of Adult Education	
Chapter 2 What Is Modern Practice?	18
In a World of Accelerating Change	18
A New Conception of the Purpose of Education	18
From a Focus on Teaching to a Focus on Learning	19
Lifelong Learning	19
New Delivery Systems	19
For Your Continuing Inquiry . . .	20
Chapter 3 What Is the Role and Mission of the Adult Educator?	24
What Is an Adult?	24
What Is Adult Education?	25
Who Is an Adult Educator?	26
What Does an Adult Educator Do?	26
What Is the Adult Educator's Mission?	27
The Needs and Goals of Individuals	27
The Needs and Goals of Institutions	33
The Needs and Goals of Society	36
The Changing and Challenging Role of Adult Educators	36
For Your Continuing Inquiry . . .	38
Chapter 4 What Is Andragogy?	40
In the Beginning Was Pedagogy	40
Then Came Andragogy	41
Assumptions of Pedagogy and Andragogy	43
Some Implications of the Assumptions for Practice	45
Self-Concepts and Teachers' Concepts of Learners	45
The Role of Experience	49
Readiness to Learn	51
Orientation to Learning	53

	Page
Some Other Assumptions about Learning and Teaching	55
Some Implications for Youth Education	58
The Andragogical Process of Program Development	59
How Do We Know That It Is Better?	59
For Your Continuing Inquiry . . .	60
Part II Organizing and Administering Comprehensive Programs of Adult Education	
Chapter 5 Establishing an Organizational Climate and Structure	66
The Purpose of Organizations	66
Providing an Educative Environment	66
Practicing a Democratic Philosophy	67
Exemplifying Change and Growth	68
The Organizational Setting of Adult Education	68
Providing a Policy Base	70
Criteria for a Policy Statement	71
Examples of Policy Statements	72
Building a Committee Structure	72
Types of Committees	72
Functions of a Committee	74
Composition of a Committee	75
Some Guidelines for Effective Committee Operation	77
Providing Staff Services	78
For Your Continuing Inquiry . . .	80
Chapter 6 Assessing Needs and Interests in Program Planning	82
The Crucial Importance of This Step	82
The Nature of Needs	82
Basic Human Needs	83
Educational Needs	88
The Nature of Interests	88
General Interests	89
Factors That Affect Interest	89
Changes in Interest During the Life Cycle	91
General Subject Interests	92
Assessing Needs and Interests	93
Needs and Interests of Individuals	93
Needs of Organizations	97
Needs of Communities	106
For Your Continuing Inquiry . . .	118
Chapter 7 Defining Purposes and Objectives	120
The Nature and Function of Purposes and Objectives	120
Defining General Purposes	120
Defining Program Objectives	121
Translating Needs into Program Objectives	122
For Your Continuing Inquiry . . .	126
Chapter 8 Designing a Comprehensive Program	127
The Far-Out Notion of Adult Education as an Art Form	127
Art Principles Applied to Adult Education	129
Selecting the Formats for Learning	130

	Page
<i>Formats for Individual Learning</i>	131
<i>Formats for Group Learning</i>	135
<i>Community Development as a Format for Learning</i>	149
<i>Some Sample Designs of Comprehensive Programs</i>	150
<i>For Your Continuing Inquiry . . .</i>	153
Chapter 9 Operating a Comprehensive Program	155
<i>The Art of Administration</i>	155
<i>Recruiting and Training Leaders and Teachers</i>	156
<i>Selecting Leaders and Teachers</i>	156
<i>Compensation of Instructors</i>	158
<i>Training and Supervision of Instructors</i>	159
<i>Building Faculty Morale</i>	162
<i>Managing Facilities and Procedures</i>	163
<i>Providing Good Physical Facilities</i>	163
<i>Resource File</i>	167
<i>Registration Procedures</i>	168
<i>Opening-Night Procedures</i>	169
<i>Attendance Records, Grades, and Certificates</i>	170
<i>Educational Counseling</i>	171
<i>Promotion and Public Relations</i>	176
<i>Defining the Clientele</i>	176
<i>Planning the Promotion Campaign</i>	177
<i>Integrating the Program with a Theme</i>	179
<i>Getting Expert Advice</i>	180
<i>Preparing and Distributing Promotion Materials</i>	180
<i>Newspaper Advertising</i>	180
<i>Newspaper Publicity</i>	181
<i>Radio and Television</i>	182
<i>Direct Mail and Printed Materials</i>	183
<i>Posters, Displays, and Exhibits</i>	187
<i>Personal Contacts in the Community</i>	187
<i>Enlisting the Support of Participants</i>	188
<i>The Telephone Committee</i>	188
<i>Evaluating a Promotion Campaign</i>	189
<i>Interpreting and Reporting</i>	189
<i>Budgeting and Financing</i>	190
<i>Establishing an Overall Financial Policy</i>	192
<i>Establishing Fees</i>	192
<i>Determining Costs</i>	193
<i>Sources of Income Other Than Tuition</i>	193
<i>Payment Practices</i>	194
<i>For Your Continuing Inquiry . . .</i>	195
Chapter 10 Evaluating Comprehensive Programs	198
<i>Confronting a Sacred Cow</i>	198
<i>Conflicting Values in Evaluation</i>	201
<i>Purposes of Evaluation</i>	202
<i>The Evaluation Process</i>	203
<i>When to Evaluate</i>	203
<i>Who Should Evaluate?</i>	204
<i>Formulating Evaluative Questions</i>	205

	Page
Methods of Data Collection	210
Analysis of the Data	215
Outcomes of Evaluation	215
For Your Continuing Inquiry . . .	216
Part III Helping Adults Learn	
Chapter 11 Designing and Managing Learning Activities	222
The Basic Process	222
Setting a Climate for Learning	223
Establishing a Structure for Mutual Planning	226
Diagnosing Needs for Learning	227
Developing Competency Models	227
Assessing the Present Level of Performance	229
Assessing Learning Needs	232
Formulating Directions (Objectives) for Learning	232
Designing a Pattern of Learning Experiences	235
Organizing Principles	235
Learning-Design Models	236
Managing the Learning Experiences	239
Techniques	239
Materials and Devices	241
Contract Learning	243
An Example of Andragogy at Work	244
Evaluating Results and Rediagnosing Learning Needs	247
For Your Continuing Inquiry . . .	247
APPENDIXES A-K	
Appendix A Correspondence with the Publishers of Merriam-Webster Dictionaries Regarding "Andragogy"	252
Appendix B Competencies for the Role of Adult Educator: Self-Diagnostic Rating Scale	255
Appendix C Life Tasks of American Adults	262
Appendix D Toward a Model of Lifelong Education	265
Appendix E Some Papers, Research Reports, and Experiments on Andragogy	269
Appendix F Chapter 5 Exhibits: Policy Statements	274
Appendix G Chapter 7 Exhibits: Statements of Purposes and Objectives	295
Appendix H Chapter 8 Exhibits: Sample Program Designs	307
Appendix I Chapter 9 Exhibits: Tools for Operating Programs	314
Appendix J Chapter 10 Exhibits: Evaluation Materials	344
Appendix K Chapter 11 Exhibits: Some Tools for Conducting Learning Activities	360
INDEX	393