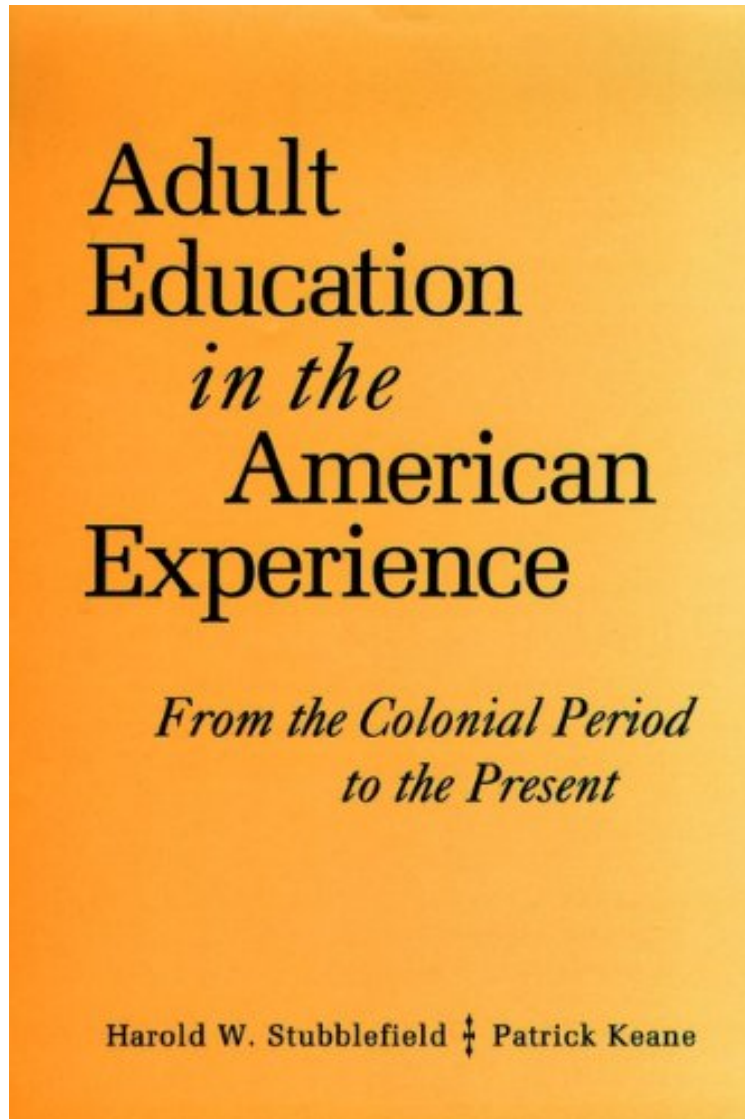


[FREE] Adult Education in the American Experience: From the Colonial Period to the Present

Adult Education in the American Experience: From the Colonial Period to the Present

Harold W. Stubblefield, Patrick Keane
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(new) and I'm using it as cross-reference with the book "History of the Adult Education Movement in the United States" because both provide key historical milestones during the colonial history, but this book provides information that is not included in the history of the other book. Additionally, this book provides information in Adult Education during more recent times. 1 of 3 people found the following review helpful. Three Stars By Joan Crane happy with product. 3 of 3 people found the following review helpful. Adult education movement in the USA By Sung Ran Cho This is a chronologically, thematically, well documented history book of the adult education movement in the USA since the initiation of the field around 1700 up to modern society, 1980s. From the colonial period to the present, America has experienced many difficulties including racism, immigration problems, conflicts between Whites and Native Americans, and problems of industrial development and labor. At the same time, many events occurred to upgrade educational environments to include higher percentages of people, including lower-classes, women, minorities, immigrants, black-Americans, industry workers, farmers, rural area residents, and so on. There were also many organizations either private or public, informal and formal programs, inside or outside educational activities aimed at elevating society to a higher level of literacy and advanced education. Without our history, we would not have such a rich and sophisticated society of today. In the work place, religious groups, folk schools, community centers, libraries, museums, formal educational institutes, private discussion groups, book clubs, and other groups were the managers of implementing public adult educational programs. Sometimes, they spent their own funds, but many times grants and budgets from governmental and other agencies supported these adult educational movements. This book, *Adult Education in the American Experience; From the Colonial Period to the Present* by Stubblefield and Keane, has introduced events, activities, and occurrences during this period that are connected to the adult education field of today. Stubblefield and Keane also have organized themes around diverse social movements, social injustices, such as racial and sexual inequality, and all classes of society during this era. This book is divided into five parts: Adult education in early America; The early national and antebellum Eras; adult education in an Era of Modernization; The nation amid crisis and recovery; America at the peak of world power. In the beginning of the book, Stubblefield and Keane briefly introduced the basic knowledge about the book contents, including definition of the term adult education, American Association for Adult Education (AAAE), Carnegie Corporations, some famous revisionists who have influenced adult education, purposes and essential themes of the adult education field, formative adult educational influences for Native Americans, new settlers of the early colonial period, and colonial concerns about education. In part one, Stubblefield and Keane briefly but helpfully introduced the wise man, Benjamin Franklin, and his Junto, the phases, spirit, and educational level of the times. In the body of the book, there is a wealth of information about diverse purposes of libraries, museums, world fairs, societies, institutions, apprenticeships, evening schools, published materials, and the unique philosophies of the times, including the utopian society. Stubblefield and Keane also discuss plenty of information about women, workers, African-Americans, immigrants, and Native Americans' adult educational activities in the USA according to the time periods of World War I and World War II. Moreover, there are lots of citations of magazines about adult education, media, social conflicts, labors and religious educations for adults. In the last few chapters of the book, *Adult Education in the American Experience*, Stubblefield and Keane compared once more the past and present social environments of the USA specifically to help the readers adjust to all of the historical changes of the adult educational movement in this country. In addition, Stubblefield and Keane organized and enumerated for readers all social and cultural backgrounds of the adult education, main adult organizations, famous journals, and scholars of the adult educational field periodically, so the information was extremely helpful to illuminate the fundamental knowledge of the field. While this is not a very large encyclopedic series of handbooks about adult education, this book would prove to be a useful encyclopedia for me and other adult educators and learners. Reading about how adult education has progressed from the environment of a segregated agricultural society to a more modern and civilized America gives me a much clearer picture of the development of the adult educational movement in the USA. However, I think this book is a difficult book to understand for some readers, especially foreigners, who do not have a basic knowledge of the history of the USA. Nonetheless, I did not have any difficulty understanding the book, *Adult Education in the American Experience*, because I already had a basic background of information concerning the colonial period of this country through reading several books about adult educational movement in the USA, such as *Benjamin Franklin* by Walter Isaacson, *How the Other Half Live* by Riis, *The Idea of Highlander* by Frank Adams, and *The Meaning of Adult Education* by E. C. Lindeman, which were indicated in this book, *Adult Education in the American Experience*, by Stubblefield and Keane. Therefore, I would recommend this book to any adult educators and students of the field who only have a foundational knowledge in the history of the USA. As a result, readers would gain insight into the roots of the adult educational movement in this country; these facts would provide a vital background for them. "In *Adult Education in the American Experience* we critically address the broad context of adult learning and its relationship to social, economic, and political movements" (Stubblefield and Keane, xii).

From the earliest contributions of Native Americans in the colonial period to the workforce preparation crisis in the 1980s, this book explores the patterns, themes, and changing ideologies of learning and education in adulthood.

"Stubblefield and Keane have brought a high degree of organization and coherence to the very complex history of adult education in the United States. No one who is serious about the study of adult learning can afford to be without this thoroughly researched volume." — David W. Stewart, director of program development, the Center for Adult Learning and Educational Credentials, American Council on Education

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From the Inside Flap

From the earliest contributions of Native Americans in the colonial period to the workforce preparation crisis in the 1980s, this book explores the patterns, themes, and changing ideologies of learning and education in adulthood. Harold W. Stubblefield and Patrick Keane detail the broad context of adult learning and its relationship to social, economic, and political movements throughout American history. Giving special attention to issues of race, ethnicity, class, religion, and gender, the authors examine the institutions, agencies, and programs that have disseminated knowledge and culture to adults. They describe the ideology of self-improvement and the role of adult education in the struggle against social injustice, economic powerlessness, and segregation. And they show the alternative educational systems—including women's organizations, self-help efforts of African Americans, and education programs created by industrial workers and farmers—created to address interests ignored by the larger society.

From the earliest contributions of Native Americans in the colonial period to the workforce preparation crisis in the 1980s, *Adult Education in the American Experience* explores the patterns, themes, and changing ideologies of learning and education in adulthood.