

PHILOSOPHIES OF ADULT EDUCATION *

	LIBERAL ADULT EDUCATION (CLASSICAL, TRADITIONAL)	BEHAVIORIST ADULT EDUCATION	PROGRESSIVE ADULT EDUCATION	HUMANISTIC ADULT EDUCATION	RADICAL ADULT EDUCATION (RECONSTRUCTIONIST)	ANALYTIC ADULT EDUCATION
PURPOSE	To develop intellectual powers of the mind; to make a person literate in the broadest sense – intellectually, morally, spiritually, and aesthetically.	To bring about behavior that will ensure survival of human species, societies and individuals; to promote behavioral change.	To transmit culture and societal structure; to promote social change, to give learner practical knowledge and problem-solving skills.	To enhance personal growth and development; to facilitate self-actualization.	To bring about through education, fundamental, social political, and economic changes in society.	To stress intellectual understanding and organized bodies of knowledge.
LEARNER	“Renaissance person”; cultured, always a learner; seeks knowledge rather than just information; conceptual, theoretical understanding.	Learner takes an active role in learning, practicing new behavior, and receiving feedback; strong environmental influence.	Learner needs, interests and experiences are key elements in learning; people have unlimited potential to be developed through education.	Learner is highly motivated and self-directed; assumes responsibility for learning.	Equality with teacher in learning process; personal autonomy; people create history and culture by combining reflection with action.	Teacher and institution determine plan and content; learner seeks knowledge.
TEACHER	The “expert” transmitter of knowledge; authoritative’ clearly directs learning process.	Manager; controller; predicts and directs learning outcomes.	Organizer; guides learning through experiences that are educative; stimulates, instigates, and evaluates learning process.	Facilitator; helper; partner; promotes but does not direct learning.	Coordinator; suggests but does not determine direction for learning; equality between teacher and learner.	Teacher teaches; Institutions educate.
CONCEPTS / KEY WORDS	Liberal learning; learning for its own sake; rational, intellectual education; general education; traditional knowledge; classical humanism.	Stimulus-response; behavior modification; competency-based; mastery learning; behavioral objectives; trial and error; skill training; feedback; reinforcement.	Problem solving; experience-based education; democracy; life-long learning; pragmatic knowledge; needs assessment; social responsibility.	Experimental learning; freedom; individuality; self-directedness; interactive; openness; cooperation; authenticity; ambiguity; feelings.	Consciousness raising; praxis; noncompulsory learning; autonomy; critical thinking; social action; deinstitutionalization; literacy training.	Intellectual understanding; organized knowledge; against Radical Adult Education; political and community education is dangerous.
METHODS	Dialectic; lecture; study groups; contemplation; critical reading and discussion.	Programmed instruction; contract learning; teaching machines; computer assisted instruction; practice & reinforcement.	Problem solving; scientific method; activity method; experimental method; project method; inductive method.	Experiential; group tasks; group discussion; team teaching; self-directed learning; individualized learning; discovery method.	Dialog; problem posing; maximum interaction; discussion groups.	Conceptual analysis; interplay between philosophy and practice.
PEOPLE / PROACTICES	Socrates, Aristotle, Adler, Kallen, Van Daren, Houle; Great Books, Lyceum, Chautauqua, Elder-hostel, Center for the Study of Liberal Education.	Skinner, Thorndike, Watson, Tyler; APL (Adult Performance Level), competency based teacher education, behavior modification programs.	Spencer, Dewey, Bergevin, Sheets, Lindeman, Benne, Blakely; ABE; ESL; citizenship education; community schools; cooperative extension; schools without walls.	Rogers, Maslow, Knowles, May, Tough, Mackenzie; encounter groups, group dynamics, self-directed learning projects; human relations training; Esalen Institute.	Brameld, Holt, Kozol, Freire, Goodman, Illich, Ohlinger; Freedom Schools; Freire’s literacy training; free schools.	Lawson, Paterson, Monette.

* Descriptions excerpted from J. Elias and S. Merriam (1980), *Philosophical Foundations of Adult Education* Malabar, FL Robert E. Krieger Publishing Company