Adult Education And Lifelong Learning Theory And Practice

Learning Theory And Practice: Adult Education And Lifelong Learning Theory And Practice | 7043f7801fb4d57bf82c8204f9fe1a7

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The adults who participate in classes, workshops, and other learning opportunities are as diverse as the kinds of programs in which they enroll and the reasons for which they enroll. Adult learners are expected, appreciate flexibility in teaching strategies, and want a say in what they will learn. These purposes for adult education are evident: (1) to help people acquire tools for physical, psychological, and social survival; (2) to help people discover a sense of meaning in their lives; (3) to help people learn how to learn; and (4) to help communities provide a more humane social, psychological, and physical environment for their members. Providers of adult education can be divided into four categories: tax-supported agencies and institutions; nonprofit, self-supporting agencies and institutions; for-profit providers; and nonformal learning opportunities. Some trends and issuers; and notions of adult education faces in the years ahead include the emerging learning society, quality concerns, adult illiteracy, and influence of information technology. (32 references) (YLB)

Griff Foley has done those of us who are interested in adult learning a favour.
Dimensions of Adult Learning provides an up-to-date, internationally relevant and comprehensive overview of an increasingly diverse field of study:
an ideal introduction to the field for teachers, researchers and policy-makers. "Journal of Education and Work"
The book lives up to its ambitious name and has something to offer policy-makers and practitioners who want to take a fresh look at the expanding world of adult learning.

This timely and valuable book makes an important contribution to our understanding of key recent developments in adult education and their significance. Reflecting the increasingly global nature of scholarship in the field, well-respected international contributors address practitioners that are facing consider whether to further the international cause of adult learning and social justice.

Janet Hannah, University of Nottingham. This broad introduction to adult and post-compulsory education offers an overview of the field for students, adult educators and workplace trainers. The book establishes an analytical framework to emphasise the nature of learning and agency of learners; examines the core knowledge and skills that adult educators need; discusses policy, research and history of adult education, and surveys innovations and issues in adult education and learning. It also examines adult learning in different contexts: on-line learning, problem-based learning, organisational and vocational learning.

Griff Foley, the book features chapters from leading contributors in the UK, North America, Australia and worldwide. Contributors: Damon Anderson, Francesca Beddie; Carmel Borg; Bob Boughton; Mike Brown; Shauna Butterwick; Tara Fenwick; Laurie Field; Keith Forrester; Vernon Galloway; Andrew Gonczi; Nancy Grudens-Schuck; Joce Jesson; Linda Leach; Peter Mayo; John McIntyre; Paul McTigue; Mike Newman; Tom Nesbit; Kjell Rubenson; Peter Rushbrook; Tom Sork; Barbara Sparks; Bruce Spencer; Peter Stephenson; Nelly Stromquist; Lucy Taksa; Mark Tennant; Shirley Walters; Michael Welton

Adult education takes many forms - skills training, professional development, personal development, leisure activities, and programs for elderly, and those in the aged groups. There are many organizations involved in providing these services, such as volunteer organizations, universities, colleges, businesses, public school boards and governments. This book is intended as a contribution to the study and practice of adult education in Canada. It is intended mainly for beginning students at universities and colleges, but practitioners and laypersons will find the selections stimulating and useful. The contributors are researchers and practitioners from all walks of life. They provide the reader with current research, stimulating thoughts, and insightful commentary.

Whether it is earning a GED, a particular skill, or technical topic for a career, taking classes of interest, or even returning to begin a degree program or completing it, adult learning encompasses those beyond the traditional university age seeking out education. This type of education could be considered non-traditional as it goes beyond the typical educational path and develops learners that are self-initiated and focused on personal development in the form of gaining some sort of education. Essentially, it is a voluntary choice of learning throughout life for personal and professional development. While there is often a large focus towards K-12 and higher education, it is important that research also focuses on the developing trends, technologies, and techniques for providing adult education along with understanding lifelong learners' choices, developments, and needs. The Research Anthology on Adult Education and the Development of Lifelong Learners focuses specifically on adult education and the best practices, services, and educational environments and methods for both the teaching and learning of adults. This spans further into the understanding of what it means to be a lifelong learner and how to develop adults who want to voluntarily contribute to their own development by enhancing their education level or knowledge of certain topics. This book is essential for teachers and professors, course instructors, business professionals, school administrators, practitioners, researchers, academicians, and students interested in the latest advancements in adult education and lifelong learning.

Lifelong Learning: A Symposium on Continuing Education is a selection of papers presented at the December 1965 meeting of the UNESCO International Committee for the Advancement of Adult Education. Contributors focus on the importance of lifelong learning and its practical implications, offering views on a wide range of topics such as continued professional education, industrial education, the media of mass communication, and the role of schools, colleges, and universities in promoting adult education. This book is comprised of nine chapters and opens with a discussion on the idea of lifelong learning and its implications for formal educational institutions. The following chapters deal with professional education; industrial education; the media of mass communication; and whether voluntary associations, whose ends are not primarily educational, should think of themselves as having some responsibility for helping their members to achieve lifelong learning. The responsibility of libraries and museums as well as public authorities in promoting adult education is also examined. The final chapter evaluates lifelong learning in relation to social and economic policy. This monograph will be of interest to educators and policymakers.
This Handbook provides a wide-ranging frame of reference for researching adult and lifelong education and learning. With contributions from scores of established and newer scholars from six continents, the volume covers a diverse range of geopolitical and social terrains across the world. Drawing on the multitude of heritages that underpin research on education and learning in adulthood, this Handbook addresses the inner tensions between lifelong learning, by using current research and theorizations from disciplinary backgrounds, including philosophy, psychology, biology and neuroscience, anthropology, sociology, history, political science, and economics. It provides an explicit discussion of the differences and tensions between adult and lifelong education and learning, and locates these in different policy and historical contexts, theories and practices. It explores a variety of discipline-based theoretical perspectives, and highlights how these have influenced, and been influenced by, research in the education and learning of adults. The Handbook also explores the inevitable frictions and dilemmas these present, and carefully examines the role of the international dimension in researching education and learning in formal, non-formal and informal contexts, beyond traditional schooling. This state-of-the-art, comprehensive Handbook is the first of its kind to explore adult education, lifelong education and lifelong learning fully as distinct activities on an international scale. It will be an indispensable reference resource for students at undergraduate and postgraduate levels, and for academic researchers, professionals and policy-makers concerned with adult and community education, further and vocational education, or work-based training and human resource development.

Now in its fourth edition, Adult Education and Lifelong Learning is well established, and is regarded as the most widely used text about adult education. Fully revised and updated with substantial additional material, this new edition takes account of many changes which have occurred in the field of adult education. With new features for students and researchers, updates incorporate: material on the ethical and political implications of lifelong learning detailed information on changes relating to globalisation increased emphasis on societal changes information on the way technologies are affecting the way people learn changing approaches to knowledge, knowledge acquisition and knowledge management. The Handbook is an essential reading for students of education and lifelong education studies and it is especially powerful for those who missed out on educational opportunities earlier in life. Those who have been successful

As adults, we are all continually involved in learning, with increasing numbers of us engaged in more formalized forms of learning; that is, in education or training. All those involved in the broad field of adult education and training will come into contact with many specialist ideas or concepts. It is often assumed of students that they already have a general understanding of these concepts, their meanings, applications and the relationships in the book. This book examines in detail the core of these key concepts, ranging from community education and experiential learning to competence and access. It presents a clear, analytical discussion in jargon-free language. It is, therefore, indispensable to all students and practitioners of adult education and training.

Adult learning is a broad field of inquiry spanning a diverse range of topics, issues, and applications. As part of the course work for the graduate class in adult education and lifelong learning at Western University the contributing authors were asked to pick a topic related to adult learning that they found personally meaningful and write a chapter on that topic so that others could learn about it and use the knowledge to improve their practice. Within this volume you will find a number of different perspectives on adult education and lifelong learning. Unifying each chapter is a connection to the varying needs and experiences of adult learners, as well as recognition of the role that emotions and context play in effective learning experiences.

"A must-read for anyone in higher education, human resource development, or adult education. This impeccably researched book reflects an encyclopedic and intimate knowledge of innovative adult/ higher education programs and provides an impressive historical context for such programs. It will be a classic sourcebook for anyone in the field."-Howard Y. Williams, professor emeritus, Human Resource and Development and Adult Education, University of Minnesota "A comprehensive, careful, and compelling study of adult learners and learning today. Lifelong Learning at Its Best demonstrates why education—from cradle to grave—is so important to our society incoping with the demands of burgeoning technology, addressing global competition, and recognizing the need for ongoing job retraining. It should be required reading for leaders in education, business, and industry."

"In its fourth edition, Adult Education and Lifelong Learning is well established, and is regarded as the most widely used text about adult education. Fully revised and updated with substantial additional material, this new edition takes account of many changes which have occurred in the field of adult education. With new features for students and researchers, updates incorporate: material on the ethical and political implications of lifelong learning detailed information on changes relating to globalisation increased emphasis on societal changes information on the way technologies are affecting the way people learn changing approaches to knowledge, knowledge acquisition and knowledge management. The Handbook is an essential reading for students of education and lifelong education studies and it is especially powerful for those who missed out on educational opportunities earlier in life. Those who have been successful learners in the past are more likely to continue their education and training, making extra support and funding ever more important; however, in the current economic and political climate, support for adult learning is significantly decreasing. This book sheds light on the everyday struggles of adult learners, describing their experiences of lifelong learning. The editors and contributors demonstrate the challenges and struggles of adult learners in higher, further and community education. This enlightened edited collection will be of interest to all those involved in adult education as well as policy makers and funders.

Contemporary adult education policy development and lifelong learning practice are experiencing an autonomy loss imposed by the dominant neoliberal economic paradigm. As a consequence, in many countries, especially those that depend economically from supranational organizations and donors, the critical approach and its adjunct idea of emancipation have been sacrificed in favour of ambiguous developmental goals like employability, flexibility and adaptability. On the other hand, in many countries, adult education as a social movement is deeply rooted in the conviction that learning is an essential process related to personal transformation and social change. The result of this conflict between the external pressure for policies in favour of the labour market and the internal assumption
about the value of emancipation has led to interesting insights that have produced policies and practices that attempt to reconcile these two forces of development. In this volume, we offer a consideration of the above paradoxical situation, and the critical view of adult education policy and practice in the region of Southeastern Europe. Some chapters in this volume present also positive lifelong learning policies, developments and national and international policy development and conceptual understandings that highlight the effort to develop adult education within a framework of the dominant neoliberal forces that shape European and international adult education policy.

This important book builds on recent publications in lifelong learning which focus on learning and education in later life. This work breaks new ground in international understandings of what constitutes later life learning across diverse cultures in manifold countries or regions across the world. Containing 42 separate country/regional analyses of later life learning, the overall significance resides in insiders’ conceptualisations and critique of this emerging sub-field of lifelong learning and adult education. International perspectives on older adult education provides new appreciation of what is happening in countries from Europe (14), Africa (10), the Americas (7), Asia (9) and Australasia (2), as authored by adult educators and/or social gerontologists in respective geographical areas. These analyses are contextualised by a thorough introduction by the editors where trends and fresh insights are revealed. The outcome of this book is a never-before available critique of what it means to be an older learner in specific nations, and the accompanying opportunities and barriers for learning and education. The sub-title of research, policy and practice conveys the territory that authors traverse in which rhetoric and reality are interrogated. Coverage in chapters includes conceptual analysis, historical patterns of provision, policy developments, theoretical perspectives, research studies, challenges faced by countries and “success stories” of later life learning. The resultant effect is a vivid portrayal of a vast array of learning that occurs in later life across the globe. Brian Findsen is Professor of Education and Postgraduate Leader for Te Whiringa School of Educational Leadership and Policy, Faculty of Education, University of Waikato, Hamilton, New Zealand. Marvin Formosa is Head of the Department of Gerontology, Faculty for Social Wellbeing, University of Malta, and Director of the International Institute on Ageing (United Nations - Malta).

This unique text provides a valuable route map to the development of thinking in adult education and lifelong learning. It includes more than twenty-five seminal articles from the first two decades of the International Journal of Lifelong Education, written by leading authors in the field from the UK, the USA, Australia and Europe. Compiled to show the development of the field, the articles are divided into four sections: From Adult Education to Lifelong Learning - From Education and Lifelong Learning to the Learning Society - Beyond. The sub-title of research, policy and practice conveys the territory that authors traverse in which rhetoric and reality are interrogated. Coverage in chapters includes conceptual analysis, historical patterns of provision, policy developments, theoretical perspectives, research studies, challenges faced by countries and “success stories” of later life learning. The resultant effect is a vivid portrayal of a vast array of learning that occurs in later life across the globe. Brian Findsen is Professor of Education and Postgraduate Leader for Te Whiringa School of Educational Leadership and Policy, Faculty of Education, University of Waikato, Hamilton, New Zealand. Marvin Formosa is Head of the Department of Gerontology, Faculty for Social Wellbeing, University of Malta, and Director of the International Institute on Ageing (United Nations - Malta).

This collection draws on books, journals, reports and historical papers to map the vast field of education for adults. This collection will make many major works more readily available.

This book presents a synopsis of six emerging themes in adult mathematics/numeracy and a critical discussion of recent developments in terms of policies, provisions, and the emerging challenges, paradoxes and tensions. It also offers an extensive review of the literature adult mathematics education. Why do adults want to learn mathematics? Did they enjoy mathematics at school so much that they want to continue? NO! Most of these adults have to learn mathematics because it is part of a formal qualification they need, because their job demands the ability to apply mathematics, or because they need basic numeracy in their daily lives. Lastly, the authors discuss five potential strategies to promote lifelong learning of mathematics among adult learners.

This book examines lifelong learning from different angles and follows the trajectory beginning with the expansive notion of lifelong learning promoted by the United Nations Educational, Scientific, and Cultural Organization (UNESCO) and its subsequent version intended to better suit the neoliberal framework and make EU countries more competitive in the global economy. The authors critique this version of lifelong learning by contrasting it with the notion of critical literacy. They also devote attention to the UN’s advocacy concerning lifelong education and sustainable development, arguing that for lifelong learning to help realize this goal, it needs to become more holistic in scope and engage more globally conceived social and human-earth relations. The book concludes with a discussion on lifelong learning and the COVID-19 pandemic.

For all who teach adults in churches, this is a practical handbook of ideas, teaching methods, and strategies for lifelong learning and spiritual growth. Written by eleven experts in adult Christian education from across the United States, the chapters combine theory and practice and are filled with examples and case studies to enrich Christian education for adults. Chapter topics include: - Why Lifelong Learning? - What Teachers Need to Know about Adults Today - How Adults Learn - Five Key Factors in Good Teaching - Content Areas of Adult Christian Education - Opportunities for Adult Education - Making the Connections - Organizing for Adult Education For beginning teachers this book will be a basic handbook to keep on their shelf for inspiration and guidance. Experienced teachers will discover fresh ideas to revitalize their classes and encourage lifelong learning. The book will also be a text for college and seminary students.

This book explores European governance and policy coordination within lifelong learning markets. Using an instruments approach, the editors and contributors examine the ways in which governance mechanisms employed by the European Union influence policy to regulate lifelong learning, and intervene in lifelong learning markets, at both European and national levels. Filling an important gap in the current literature, this book examines how strengthened policy coordination at the EU level contributed to the blurring of boundaries between policy fields and the redefinition of the function of adult education after the 2008 recession. Divided into three parts, this book draws on a range of case studies from countries including Spain, Denmark, Bulgaria and the UK. It will be of interest and value to students and scholars of education policy and governance, adult education and lifelong learning.

This volume explores the topics of adult education and education through the specific lens of comparative research. The book is divided into two sections, each of which consists of an analytical essay followed by an anthology of readings from a selection of key texts. These are chosen to illustrate different conceptual and empirical approaches from varying perspectives in different countries. The book is the second of a series dedicated to adult learning and education developed under the auspices of the ESRALE (European Studies and Research in Adult Learning and Education) project. Its companion books are: Vanna Boffo, Paolo Federighi, Ekkehard Nuissi, Empirical Research Methodology in Adult Learning and Education- Authors and Texts and Simona Sava, Petr Novotny (eds.), Researches in Adult Learning and Education: The European Dimension.

The worldwide appearance and expression of adult education and lifelong learning have changed significantly during the past 20 years. This book explores recent changes in their related national and international policies, how they intersect with developments in higher education and how they may contribute to debates on citizenship and democracy. Lifelong Learning in Higher Education examines how universities and colleges can prepare their students for lifelong learning - not just by means of continuing education and specialized courses for adults, but also through mainstream teaching programmes geared to traditional students. Fully revised and published in paperback for the first time, the third edition of this well-known book blends theory with practice and traces the much misunderstood concept of lifelong learning back to its roots. The authors provide a critical overview of
the way higher education institutions encourage students to become effective lifelong and life-wide learners. The book draws from a wide range of international sources, with a particular emphasis on educational goals, teaching methods, and organizational structures that foster lifelong learning. This established and authoritative book will be essential reading for academics and educators alike, as well as educational managers, policy makers and indeed anyone with an interest in learning and the future of education.

This volume presents comparisons of adult education and lifelong learning in various European countries and beyond, with a focus on educational policies, professionalisation in adult education, participation in adult learning and education, quality in adult education, and educational guidance and counselling.

Winner of the AAACE Cyril O. Houle Award This book constructs a deepening, interdisciplinary understanding of adult learning and imaginatively reframes its transformative aspects. The authors explore the tension at the heart of current understanding of ‘transformative’ adult learning: that while it can be framed as both easy and imperative, personal transformation is in fact rooted in the context in which we live, our stories and relationships. At its core, transformation is never easy – nor always desirable – and the authors thus draw on interdisciplinary and auto/biographical inquiry to explore what it means to change our presuppositions and frames of meaning that guide our thinking. Using their linguistic, gender, academic and cultural differences, the authors illuminate how the social, contextual, cultural, cognitive and psychological dimensions of transformation intertwine. In doing so, they emphasise the importance of transformation as a contingent struggle for meaning and evaluation, social justice, fraternity, and the pursuit of truth. This engaging book will be of interest to students and scholars of transformative learning and education.

This publication provides a historical perspective on the current educational context. It discusses the impact of the colonial past and the changing practices of the present, highlighting as it does the key concepts, information and principles in the African context. The book touches on such issues as the history of adult education in Africa, philosophy and adult education, socio-cultural, political and economic environments, opportunities and access for adult learners, gender and development in adult education, and adult education as a developing profession. It further considers the impact of information and communication technology and globalization on the policies and structures of lifelong learning.--Publisher's description.

This book discusses the current state of the art in research on the education and learning of adults, and how such research has been transformed through contemporary policy and research practices. Gathering contributions from leading experts in the field, the book draws on previous research, as well as new findings in order to provide a map of this research field and its contemporary history. The chapters address a number of questions, including: What constitutes this research field? What theories and methodologies dominate within the field? What “invisible colleges” are active in shaping this academic field, in marking out its contours and in transforming its contemporary battle zones? Who is publishing in the field and who is deemed worth citing? What is the relationship between the shift in state policy on adult education and the research on the education and learning of adults? How has the research field changed over time in various western countries? What do these meta-reflections of the field tell us about possible future research endeavours? Rather than speaking from within the field, this is a book about the research field. The diversity of the chapters provide a fascinating resource for anyone interested in research on the education and learning of adults.

Anke Hanft and Michaela Knust The present study examines and compares the structure and organisation of continuing higher education in six countries: Austria, Finland, France, Germany, the UK and the USA. The focus is not just on current continuing education provisions at higher education institutions but also on the institutions themselves and their surrounding milieu. The study also attempts to move away from a purely national angle and to approach the topic from an international perspective. The conclusion is reached that when it comes to the development, establishment and professional implementation of continuing education provisions, German higher education ins-tutions lag behind the other countries in the comparison in almost all areas. The main ratings in terms of the three levels ‘system’, ‘institution’, and ‘programme’ are summarised below. 1 Continuing Education in the Higher Education System There are considerable divergences, both nationally and internationally, in the definition of the German term “wissenschaftliche Weiterbildung” (“academic continuing education”). In the English-speaking world, a variety of terms such as “lifelong learning”, “adult education”, “continuing education”, “continuing higher education”, “university-level continuing education” or “continuing professional development” are often used as synonyms without any precise differentiation – and this is not perceived as a problem.

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This book re-imagines the essence and role of adult education at both the individual and societal levels. It provides arguments for understanding adult education as the realization of agency and empowerment, which has not only a historical but intrinsic and transformative roles to play. This book brings together ideas from the capability approach with insights from recognition theory; the embeddedness approach; the political economic perspective for understanding public and private goods and the common goods perspective. The analysis draws on data from large-scale international studies – alongside qualitative data - and adopts a wide-ranging European comparative perspective. The book develops original instruments for measuring different dimensions of adult education as a common good, and its realisation in different social contexts. It is aimed at academics, students, practitioners, and policy makers interested in adult and/or higher education and the social justice perspective to human life.

Formal adult education definitely exists as a phenomenon, yet few researchers have tried to explain it. Contrary to non-formal educational contexts, the ‘social function’ of formal adult education allows an adult learner to become eligible for taking steps upwards on educational and career ladders. Anchored in organizational institutionalism and based on empirical studies in 12 European countries conducted within a large-scale research project within the Sixth EU Framework Program (LLL2010), this book explores the link between individual participation, educational provision, and employers’ responses to provide the institutional basis for fulfilling one central promise of lifelong learning: support for social mobility. However, societies differ widely in how they institutionalize formal adult education. Taking Steps clarifies the concept’s origin. The book develops a theory on and a typology of formal adult education, discusses individual participation patterns, and considers formal adult education’s role within companies’ training cultures. Finally, it explores opportunity
This booklet was prepared in recognition of the 25th anniversary of the watershed Adult Education Act of 1966, and in acknowledgement of the key role that libraries have played in U.S. adult education throughout the century. Written by library educators, the two commissioned papers that make up the booklet describe the role of public libraries in adult education since 1900. In the first paper, “Beginnings: Public Libraries and Adult Education from 1900 to 1966,” Margaret E. Monroe traces the development of literacy education in the context of library adult education from the beginning of the 20th century until 1966. In the second paper, “The Developing Role of Public Libraries in Adult Education: 1966 to 1991,” Kathleen M. Heim reviews the contributions of libraries and librarians to literacy, lifelong learning, and adult education over the past 25 years. The booklet concludes with a list of 117 selected readings which relate to the theme of libraries and adult education. (MAB)