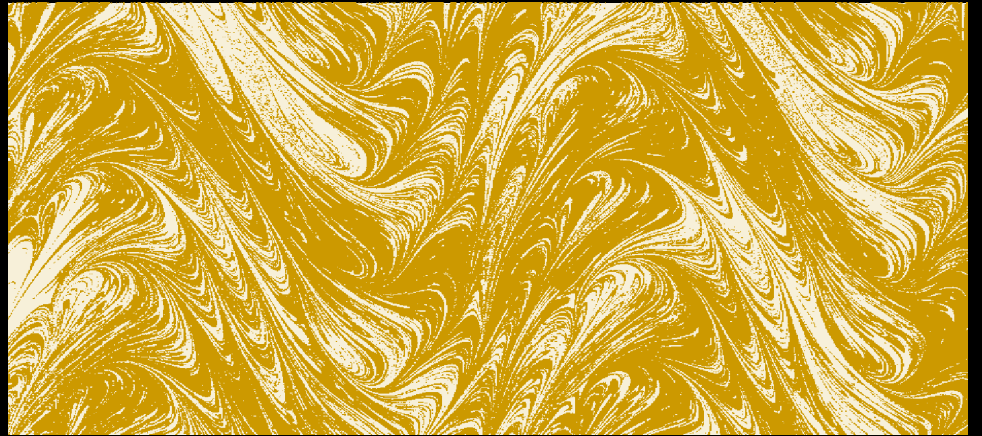
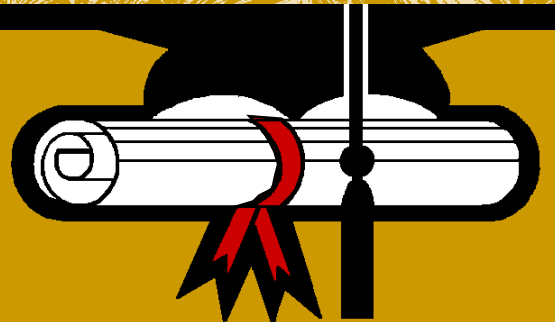
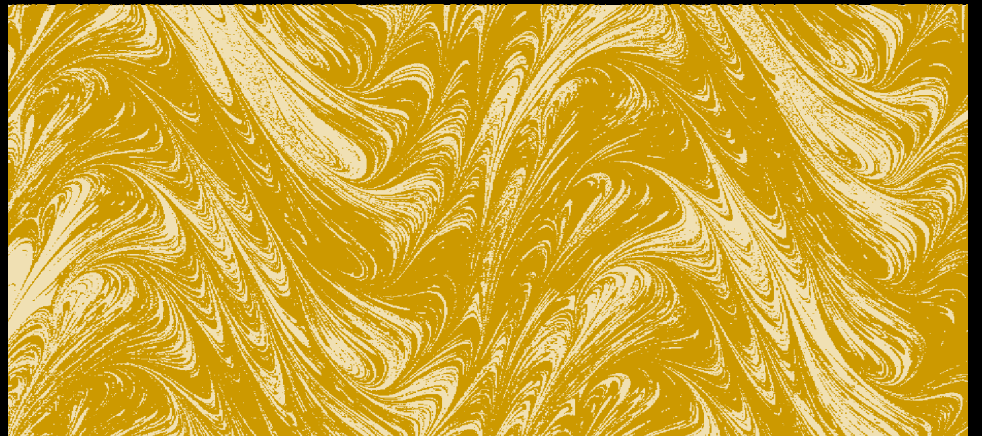


**KRIEGER
PUBLISHING
COMPANY**



EDUCATION CATALOG



Titles of Distinction in Adult Education by Krieger Publishing

MASTERING The TEACHING OF ADULTS

by Jerold W. Apps

In this highly personal book, Jerold Apps shows educators how to become the best teachers of adults they are capable of becoming. Ranging from person assessment strategies to approaches for facing ethical decisions, Apps brings together research and personal experience in an always readable, practical way.

Orig. Ed. 1991, 160 pp., ISBN 978-0-89464-558-7, \$31.00

ADULT LEARNING and DEVELOPMENT: Multicultural Stories

Edited by Lisa Baumgartner & Sharan B. Merriam

Adult Learning and Development: Multicultural Stories

simultaneously entertains and educates the reader on issues of adult development. Recognizing the role of both sociocultural and psychological factors in shaping people's lives, the editors have compiled a unique anthology of culturally diverse stories and poems that illustrate six themes of adult development: identity; the importance of work; intimacy; the family life cycle; physical development, health, and aging; and learning in adulthood. Selections feature protagonists who are African American, Asian American, Latino/a American, Native American, physically challenged, or gay and lesbian among others. Selections include "How I Got to Be Jewish" by Erica Jong and "Groom Service" by Michael Dorris.

Orig. Ed. 2000, 312 pp., Paper, ISBN 978-1-57524-097-8, \$42.75

THRIVING On An AGING WORKFORCE: Strategies for Organizational and Systemic Change

Edited by Paulette T. Beatty & Roemer M.S. Visser

By means of a modified Delphi, the editors bring together nationally recognized leaders in the aging workforce arena. With these experts, we find the best minds in America identifying the most crucial issues facing our society as we strive for organizational excellence and prepare for the future with an increasingly aging workforce. These issues are identified: recruiting and retaining older workers; training older workers; career development for older workers; enhancing intergenerational relations; health and older workers; pensions and older workers; and redefining retirement. Each issue is then addressed from two perspectives. In most cases, the perspective of leaders in the field, such as expert consultants, leaders and professionals in professional organizations, acclaimed think tanks, and governmental agencies, is contrasted with the perspective of acclaimed academic scholars from fields such as psychology, sociology, law, and gerontol-

ogy, among others. For each issue, the contributors present specific recommendations for building individual and collective excellence with an aging workforce. In the final chapter, the editors summarize and synthesize these contributions and present strategies that are most likely to result in systemic, organizational change.

Orig. Ed. 2005, 228 pp., ISBN 978-1-57524-200-2, \$45.00

ADULT LEARNERS SURVIVAL SKILLS

by Bill Bittel

Offering a practical guide for adult learners, this book presents ideas used by adults who have been successful. It is easy to read, has a humorous style, and includes illustrations that incorporate and clarify the major concepts. The chapters cover basic study skills, such as getting organized, reading, listening, writing, and preparing for exams. Each chapter offers a series of practical and easy-to-follow suggestions. Adult learners are shown how they can use their life experiences in learning, and gain self-confidence as well.

Orig. Ed. 1990, 74 pp., Paper, ISBN 978-0-89464-403-0, \$14.75

The REFORM of ELEMENTARY SCHOOL EDUCATION: A Report on Elementary Schools in America and How They Can Change to Improve Teaching and Learning

by B. Frank Brown

A practical, down-to-earth guide on how elementary schools can be changed to achieve the goals established by the president and the nation's governors at the Education Summit, this book focuses on reforms needed in design concept, curriculum, and instruction. It makes approximately 50 innovative and creative recommendations by which elementary schools can be improved.

Orig. Ed. 1992, 168 pp., ISBN 978-0-89464-475-7, \$28.75

VALUE THEORY and EDUCATION

by Peter F. Carbone Jr.

The aim of this book is to demonstrate the many-sided relationships between value theory and educational policy and practice. Although one aspect of that relationship — the connection between moral philosophy and moral education — has been thoroughly examined during the past three decades, relatively little has been written on the general import of value theory for the educational process as a whole. Consequently, the present volume seeks to explore the broader implications of the relationship in question, without losing sight of the

continuing debate on moral education. Rarely has such a collection ranged as widely over the area of values and education or assembled as many leading moral philosophers and philosophers of education as this text.

Orig. Ed. 1987, 288 pp., ISBN 978-0-89874-976-2, \$45.00

INTERNSHIPS: Perspectives on Experiential Learning

Edited by Andrew Ciofalo

It is estimated that about 60,000 college students in communications and business are doing internships in any given year. Yet few supervising off-campus professionals understand their roles as “educators,” and this often leads to an unsatisfactory experience for both the student and the company. On the academic side, supervising faculty are unaware of the theory behind experiential learning and, consequently, give internship supervision short shrift among their many academic responsibilities. The fact that practitioners and educators do not share a common vocabulary leads to poor communication and the view that internships hold second place to classroom-based learning. This guide taps the best minds in the field to demystify internships and experiential learning. It helps the practitioner and professor stand on common ground in nurturing the student intern.

Orig. Ed. 1992, 278 pp., Paper, ISBN 978-1-57524-129-6, \$34.50

Orig. Ed. 1992, 278 pp., Cloth, ISBN 978-0-89464-581-5, \$46.00

SIGN LANGUAGE and the HEALTH CARE PROFESSIONAL

by Debbie L. Cole

Beginning by eliminating many of the misconceptions people have regarding deaf people and communication with them, this book explains and illustrates basic American Sign Language for medical purposes. True situations are included to emphasize the problems which arise with miscommunication and a lack of knowledge of deaf people and their culture. The word deaf is inclusive of any and all hearing impairments because of the language barrier and the cultural pride involved. Cultural aspects that have a direct bearing on medical treatment and understanding of the deaf patient are given so the reader may gain insight into this special group of people. Information is given for assistance in obtaining qualified interpreters in accordance with the laws and the guidelines for health care facilities. The glossary gives the reader clear and precise definitions for many terms used in working with the deaf.

Orig. Ed. 1990, 92 pp., Paper, ISBN 978-0-89464-417-7, \$19.50

CRITICAL CROSSCURRENTS IN EDUCATION

by Michael Collins

Critical Crosscurrents in Education makes the insights of critical theory and practice accessible to educators and people interested in education who work beyond the walls of academia. It describes the important theoretical ideas of critical pedagogy in a straightforward way and explains how sensible strategies that are consistent with these ideas can be put into practice. At the same time, the book is instructive for academics and their graduate students, who want to get across the ideas and practical consequences of critical pedagogy to a wider audience.

Orig. Ed. 1998, 214 pp., ISBN 978-0-89464-755-0, \$34.50

PROGRAM PLANNING for the TRAINING and CONTINUING EDUCATION of ADULTS: North American Perspectives

Edited by Peter S. Cookson

The program planning process touches on all forms of organized learning for men and women, regardless of the institutional or program context. The ways in which that process applies to different settings, however, can vary greatly, so examples are provided from different fields of practice. The text will familiarize readers with the conceptual and theoretical underpinnings of program planning. It examines particular tools for the systematic design of learning activities for adults, and explores options for specific steps in planning education or training programs. The intended readers for this guide are those professionals, managers, educators, and trainers who attempt to understand and increase their skills and knowledge with respect to the training or educational design for adults.

Orig. Ed. 1998, 528 pp., ISBN 978-0-89464-767-3, \$80.75

DRAWING on EXPERIENCE in ADULT and CONTINUING EDUCATION

by Paul J. Edelson

Based upon his experiences and scholarship, the author presents an overview of present-day continuing higher education from the perspective of a senior level administrator who is also a prolific author, lecturer, critic, and observer of this dynamic field. The book looks at continuing education as it is practiced in an urban community college, at a major national museum, and at a premier research university. Topics include program development and administration, leadership, creativity and innovation, e-learning, staffing, budgeting, and the culture of higher education.

Orig. Ed. 2006, 192 pp., ISBN 978-1-57524-248-4, \$31.00

A HISTORY of CHRISTIAN EDUCATION: Protestant, Catholic, and Orthodox Perspectives

by John L. Elias

A History of Christian Education details major developments in the history of Christian education. It offers a context for understanding present-day educational efforts among Protestants, Roman Catholics, and Orthodox Christians. This history presents the major thinkers and practitioners who have influenced how Christians transmit their faith to both children and adults. It also shows how major historical events and intellectual movements have impacted the shape and content of Christian education.

Orig. Ed. 2002, 301 pp., ISBN 978-1-57524-150-0, \$45.00

PAULO FREIRE: Pedagogue of Liberation

by John L. Elias

The author presents an analytical and critical study of the well-known and widely read contemporary adult educator Paulo Freire. The text deals with all aspects of his thought, placing at the center of consideration his educational philosophy. It should be of interest to scholars and practitioners in the many fields in which his thought has had an influence: philosophy, theology, education, social theory, political science, social work, and community development. This book would be an excellent supplement to graduate level course work in topics such as the sociology of education, an introduction to liberal studies, or multicultural education.

Orig. Ed. 1994, 172 pp., ISBN 978-0-89464-816-8, \$31.00

PHILOSOPHICAL FOUNDATIONS of ADULT EDUCATION, 3RD ED.

by John L. Elias & Sharan B. Merriam

The Third Edition of *Philosophical Foundations of Adult Education* presents seven theoretical approaches to adult education: liberal, progressive, behaviorist, humanist, radical/critical, analytic, and postmodern. The book gives the historical grounding as well as the basic principles for each approach. In this edition each chapter has been revised and brought up to date. The chapter on radical adult education incorporates recent developments in radical education, phenomenology, feminist educational theory, and critical social theory. The book contains an entirely new chapter on postmodern adult education.

3rd Ed. 2005, 298 pp., ISBN 978-1-57524-254-5, \$46.00

PHILOSOPHY of EDUCATION: Classical and Contemporary

by John L. Elias

Dr. Elias has developed an inquiry into the history of philosophical ideas in education, including classical theories and contemporary discussions. This is one of the few books to deal both historically and philosophically with the full range of educational approaches from such noted thinkers as Socrates, Rousseau, Dewey, Montessori, and Freire. By including physical, vocational, and special education, Dr. Elias covers a previously neglected area of educational thought and opens up a most provocative area of investigation.

Orig. Ed. 1995, 288 pp., ISBN 978-0-89464-898-4, \$45.00

PSYCHOLOGY and RELIGIOUS EDUCATION

by John L. Elias

The theory and research of a number of psychologists are presented, along with implications drawn from these theories, for the theory and practice of religious education. In this revised third edition, the author reviews some recent and significant developments in the psychological foundations of religious education. Theorists and practitioners will find this material an invaluable source.

3rd Ed. 1983, Reissue Ed. 1990, 174 pp., ISBN 0-89464-460-2, \$28.75

STUDIES in THEOLOGY and EDUCATION

by John L. Elias

This book of studies makes an important contribution to our understanding of the relationship between theology and education. The author has grouped particular studies under three headings: foundational studies, studies of the religious education of adults, and studies dealing with societal issues of peace and justice. Readers of this book will appreciate the breadth of interests and the keen insights that the author brings to bear in each study. The studies arise out of teaching and lecturing in both the United States and the United Kingdom. The book is suitable for courses in theology, education, and religious education.

Orig. Ed. 1986, 240 pp., ISBN 978-0-89874-841-3, \$39.25

LEARNING LATER

by Brian Findsen

This book explores the relatively ignored issue of the social context and dimensions of learning for older adults. It combines international perspectives drawn from adult education, sociology, social gerontology, and critical theory to investigate the social and material circumstances of older adults' lives and connected learning. The central argument is that educators and practitioners will better understand older

adults' learning by more fully addressing social context, the social construction of aging, older adults' interaction with social institutions, the nature of social change to which they contribute, and the social issues they face.

Orig. Ed. 2005, 184 pp., ISBN 978-1-57524-218-7, \$39.25

ADULT LEARNING METHODS: A Guide for Effective Instruction, 3rd Ed.

Edited by Michael W. Galbraith

The third edition of *Adult Learning Methods*, with revisions, updates, and six new chapters, provides the educator of adults with ways to understand and facilitate adult learning. It is a clearly written guide to understanding the complex aspects associated with techniques and methods of the teaching and learning encounter. The book is comprised of two parts. Part One, "Understanding and Facilitating Adult Learning," contains 8 chapters that examine such topics as characteristics of a good teacher, understanding adults as learners, philosophical and teaching style orientations, designing instruction, motivation strategies, and ethical reasoning. Part Two, "Methods and Techniques," contains 14 chapters that describe in detail an array of methods and techniques to use in the classroom. The topics include selecting methods and techniques, case story, discussion, lecture, interactive television, distance learning methods, learning contracts, course portfolio, critical thinking techniques, demonstration, simulation, case study, forum, panel, symposium, mentoring, and learning communities in cyberspace. *Adult Learning Methods* is designed for the practitioner and is written from a practical "how-to" perspective. Its premise is that by acquiring a greater understanding of the process of helping adults learn and the methods that can enhance this process, teachers and adult learners can increase their chances of sharing a positive, meaningful, and developing educational experience.

3rd Ed. 2004, 498 pp., ISBN 978-1-57524-232-3, \$79.75

COLLEGE TEACHING: Developing Perspective Through Dialogue

by Michael W. Galbraith

College Teaching: Developing Perspective Through Dialogue casts a wide net over the topic of teaching in college. It begins with the notion that to understand what it means to be a good college teacher, self-awareness is essential. From there it provides helpful guidelines for beginning teachers, as well as to more experienced ones, about the instructional process and the academic activities outside the classroom that are imperative for survival as a college teacher. Readers of the book will find its conversational and personal tone to be a welcoming

approach to exploring the complexities, dynamics, and joys of college teaching.

Orig. Ed. 2008, 152 pp., ISBN 978-1-57524-294-1, \$30.50

EDUCATION in the RURAL AMERICAN COMMUNITY: A Lifelong Process

Edited by Michael W. Galbraith

Drawing on the expertise of some of the foremost leaders in rural education, this book presents a practical framework for understanding lifelong education and how various formal and nonformal educational organizations in the rural community enhance this process. It maintains that meeting the educational needs of youth and adult learners demands a new and broader perspective on ways of fulfilling their educational concerns in a changing environment. Part One provides an overview and conceptualization of lifelong education, the community, and their interaction. In Part Two, the formal and nonformal educational providers that comprise the lifelong education system and their uniqueness to the rural community are examined and analyzed. Part Three provides an in-depth description of available resources that educators and other professionals working in rural America can use to understand and enhance their practice. In addition, the final chapter provides a critical perspective on the future prospects for rural lifelong education.

Orig. Ed. 1992, 398 pp., Cloth, ISBN 978-0-89464-383-5, \$28.75

Orig. Ed. 1992, 398 pp., Paper, ISBN 978-1-57524-029-9, \$17.25

FACILITATING ADULT LEARNING: A Transactional Process

Edited by Michael W. Galbraith

When teaching and learning are characterized by collaboration, challenge, support, risk taking, and reflectivity, they become a transactional process. This book provides a practical guide for those involved in helping adults learn to critically examine, question, and rethink the teaching and learning encounter. The authors detail the descriptive elements, skills, and guiding principles of the transactional, what it means to ground teaching in learning, how to individualize teaching and learning, and how to foster critical reflection. The book provides specific advice on adult learning methods and techniques most appropriate for facilitating the adult learning transactional process, how technology can be interactive and collaborative, numerous approaches for evaluating teaching and learning, and various strategies for improving instruction and resources for one's own professional development.

Orig. Ed. 1991, 234 pp., ISBN 978-0-89464-370-5, \$38.00

RESEARCH PERSPECTIVES in ADULT EDUCATION*Edited by D. Randy Garrison*

The book addresses a variety of issues related to the production and promotion of research in adult education. The primary goal is to explain the canons of research practice and explicate publishing standards in adult education in order to remove some of the mystique surrounding research. Next, through the provision of specific descriptions of research publishing practices, a framework for conducting and publishing research is presented. In addition to research processes, both the current status and future status of adult education research are discussed.

Orig. Ed. 1994, 230 pp., ISBN 978-0-89464-716-1, \$38.00

TEACHING REFLECTIVELY in THEOLOGICAL CONTEXTS: Promises and Contradictions*Edited by Mary E. Hess & Stephen D. Brookfield*

Teaching Reflectively in Theological Contexts explores the dynamics, principles, contradictions and tensions of teaching within theological contexts. It offers practical suggestions on modeling pastoral leadership, building trust with learners, negotiating the dynamics of team-teaching, questioning received truth, teaching through discussions, working with diversities, and building a culture of reflective teaching.

Orig. Ed. 2008, 308 pp., ISBN 978-1-57524-284-2, \$53.50

CREATIVE EXPRESSION in TRANSFORMATIVE LEARNING*by Chad Hoggan, Soni Simpson, & Heather Stuckey**Foreword by Patricia Cranton, Ph.D.*

Transformative learning is a theory of adult education that focuses on the profound changes-or transformations-that can occur in the lives of adults. It is not as concerned with incremental advances in learners' knowledge as it is with their mental frameworks for making meaning from life experiences. This book explores the role of creative expression in this transformational process. It provides a practical and accessible approach to using creative expression with adult learners. The book provides various tools, methods and creative modalities that have been used to promote transformative learning, and discusses how adult educators themselves are transformative learners.

Orig. Ed. 2009, 214 pp., ISBN 978-1-57524-297-2, \$44.75

ADULT EDUCATION and ADULT LEARNING*by Knud Illeris*

Adult Education and Adult Learning contains an analysis and discussion of adult education as a societal function, a second part on adults' learning, and a third part on what all this indicates in relation to contemporary design and practice of adult education. Its aim is to make adult education more effective, appropriate, and in agreement with the interests of adult learners and their ways of learning.

English Ed. 2004, 246 pp., ISBN 978-1-57524-257-6, \$46.00

ADULT EDUCATION and THEOLOGICAL INTERPRETATIONS*Edited by Peter Jarvis & Nicholas Walters*

This book opens with a debate regarding the nature of learning as a religious phenomenon. The relationship between faith and knowledge is the basis for a number of contributions to this work. A discussion on interpretations of learning, followed by the implications for the individual and the nature and role of the individual in the debate, can also be found in this text. Finally, a series of authors examine various analyses and interpretations of societal issues. The last chapter is a contribution from an academic theologian who reviews the volume and identifies a possible agenda for future debate.

Orig. Ed. 1993, 360 pp., ISBN 978-0-89464-587-7, \$55.25

2002 Philip E. Frandson Award for Literature in Continuing Education**SISTAHS in COLLEGE: Making a Way Out of No Way***by Juanita Johnson-Bailey*

The face of American higher education is changing with over 45% of its student body consisting of nontraditional women students. This is the first work that recognizes that reentry college women are not a monolithic group and that Black reentry women have unique concerns as well as those universally shared with all nontraditional women students. This text depicts college through the eyes of a segment of this group, those women existing on the margins of the ivy. The author has chronicled the experiences of eight Black women using their own words to relate their painful, joyous, and often humorous experiences. In addition, the author shares their recommendations and insights regarding the process of schooling. Providing a wonderful analysis of women's issues in the higher education setting, this text also gives an erudite picture of race concerns that still loom in present-day academia. It is of particular interest to those in adult education, women's studies, sociology, and psychology.

Orig. Ed. 2001, 146 pp., ISBN 978-1-57524-074-9, \$27.00

CHINESE 1000: Idiomatic and Colloquial Expressions - Mandarin Chinese/English

by Jerome P. Keuper

Foreword by Cynthia L. Chennault

Chinese 1000 will help you use and understand colloquial writing and conversation in Mandarin Chinese. It was developed from scholarly research and includes an extensive worldwide bibliography and cross references. Usefulness in everyday speech was a criterion for the one thousand entries collected here. The scope is broad. Customary expressions of courtesy are included, usually in several variants. There are also rude sayings and expletives - always advantageous to understand. Slang words, not likely to be explained in Chinese-to-English dictionaries, form another category in the treasury of colloquial speech.

Orig. Ed. 1997, 168 pp., Paper, ISBN 978-1-57524-047-3, \$31.00
Orig. Ed. 1997, 168 pp., Cloth, ISBN 978-1-57524-006-0, \$40.25

BRINGING TRANSFORMATIVE LEARNING TO LIFE

by Kathleen P. King

Here is a compelling, relevant, and accessible presentation of the possibilities of transformative learning for the adult education classroom. King offers a model for the design and implementation of learning opportunities that may facilitate transformative learning. Presented through stories based on research, this book provides a vital understanding of transformative learning and its application to the classroom. Based on King's experience with adult educators in many settings, the potential of transformative learning is brought into the context of the educators' reality, the learners, and the classrooms. This book addresses the specific contexts of adult education practice in continuing higher education, English for speakers of other languages, adult basic education, workplace education, and faculty development.

Orig. Ed. 2005, 224 pp., ISBN 978-1-57524-253-8, \$32.25

LIFE WRITING/Writing LIVES

Edited by Bette H. Kirschstein

Life Writing/Writing Lives is a collection of ten essays that consider the practical and intellectual issues related to writing and reading biography, autobiography, memoir, and combinations of the three. Authors of memoirs and biographies explore the complexities of their craft. Others address the theoretical side of life writing. For instance, one contributor grapples with what makes someone a "valid" subject for biography by surveying several books written about unknown or neglected women. Another contributor examines the fusion of autobiography and biography in three twentieth-century books by women writers. Yet another essay considers how the writer

Ford Madox Ford's psyche and experiences influenced the way he perceived and portrayed his life writing subjects. The final article explores the relationship between the lives of Kate Chopin and Willa Cather and their fiction.

Orig. Ed. 2001, 204 pp., Paper, ISBN 978-1-57524-068-8, \$30.00

CURRICULUM MODELS in ADULT EDUCATION

by Michael Langenbach

Curriculum Models in Adult Education is an examination of several different curriculum models found in adult education. The approach is to focus on the primary purpose being served by the adult education enterprise, such as organizational effectiveness, liberal education and adult basic education, and to describe representational curriculum models from each. The descriptions will permit another way to view the otherwise complex field of adult education and enable comparisons of the different curriculum models. The book provides both an overview of the field and insights into the curriculum development process within subareas of the field.

Orig. Ed. 1988, Reissue Ed. 1993, 240 pp., ISBN 978-0-89464-784-0, \$42.00

LET'S SPEAK CHINESE

by Jing Luo

Includes CD-ROM

Here is a textbook designed for beginning to intermediate university-level Chinese language courses. The focus is on vocabulary building and conversational activities. The 25 lessons cover major daily life situations and cultural traditions. The vocabulary chosen is based on the highest frequency of usage. A CD-ROM covering the Chinese characters accompanies the text. *Let's Speak Chinese* has been used as the textbook at Bloomsburg University since 1994 and has been revised many times. Experience shows that both the content and activities are pedagogically effective with the target learning group - college students of beginning to intermediate level.

Orig. Ed. 2000, 180 pp., Paper, ISBN 978-1-57524-082-4, \$34.50

TEACHING CREATIVELY: Learning Through Discovery

by Byron G. Massialas & Jack Zevin

The result of a three-year study, this book identifies ways in which the teacher may organize the curriculum and the instructional procedures in order to enhance learning. Based on actual cases and recorded dialogue, the book provides suggestions for teachers who aspire to instruct through methods of inquiry, discovery, problem solving, or inductive teaching. It also gives examples of how teachers can maximize student creativity.

Orig. Ed. 1983, 270 pp., Paper, ISBN 978-0-89874-437-8, \$32.25

The POWER of POSITIVE TEACHING

by *Floyd G. McCormick*

This professional reference provides a practical, motivational, and easy-to-understand approach for planning, delivering, evaluating, and applying a positive educational experience for all disciplines, especially at secondary levels. It describes, in teacher language, the concept of positive teaching which stresses the understanding, use, and application of those pedagogical competencies that promote greater learning on the part of the student. Written as a self-help book, this reference stresses the “why” and “how-to” aspects essential to becoming a positive and effective teacher.

Orig. Ed. 1994, 336 pp., ISBN 978-0-89464-831-1, \$53.75

ADULT EDUCATION and WORLDVIEW CONSTRUCTION

by *Leon McKenzie*

Involved in this text is the development of interpretive understandings of a range of philosophical, religious, political, social, ethical, and personal issues. The author examines the dynamics of worldview construction, types of worldviews, the impact of tradition on worldview construction, and how the processes of knowing, thinking, and understanding relate to worldview construction. Procedures for facilitating worldview construction in a group context are outlined.

Orig. Ed. 1991, 160 pp., ISBN 978-0-89464-488-7, \$28.75

A GUIDE to RESEARCH for EDUCATORS and TRAINERS of ADULTS

by *Sharan B. Merriam & Edwin L. Simpson*

Most texts on educational research methods present only the most commonly used research designs and draw supporting material from school-related studies. The authors have presented a full range of methodology for doing research, with examples from research studies done with adults in adult settings. Chapters of the book are devoted to both traditional and less traditional research methodologies used to study adult education and training. To provide an organizing framework, the common processes found in all research approaches are used as a guide: (1) types of research problems, (2) assumptions underlying methodology, (3) ways the research phenomenon is delineated, and (4) use of data gathering procedures and techniques. Throughout the discussion, examples of actual research studies will be used and strengths and limitations of each method pointed out.

2nd Ed. 1995, Reissue Ed. 2000, 254 pp., ISBN 978-1-57524-142-5, \$42.75

SELECTED WRITINGS on PHILOSOPHY and ADULT EDUCATION

Edited by *Sharan B. Merriam*

Selections representing critical theory, phenomenology, and feminist theory are included in this edition.. Further, new material reflecting more traditional philosophical traditions has been added, such as selections from Bloom’s *The Closing of the American Mind*, Nadler and Nadler’s *Developing Human Resources*, and Mezirow’s *Fostering Critical Reflection in Adulthood*. These and other additions complement “classic” selections by Dewey, Lindeman, Skinner, Freire, and others.

2nd Ed. 1995, 332 pp., ISBN 978-0-89464-887-8, \$51.75

NON-WESTERN PERSPECTIVES on LEARNING and KNOWING

by *Sharan B. Merriam & Associates*

As with other areas of education, the knowledge base that has developed around adult learning and education has been firmly lodged in Western values and culture. But we need only look beyond our borders as well as to our own indigenous Native Americans to find major systems of thought and beliefs embedded in entirely different cultural values. Chapters on Native American indigenous knowledge, Confucianism, Hinduism, Islam, Buddhism, Maori, Latin American perspectives, and African indigenous knowledge will acquaint readers with alternative understandings of learning and lead, it is hoped, to a more holistic understanding of adult learning.

Orig. Ed. 2007, 204 pp., ISBN 978-1-57524-280-4, \$32.25

FORM and FUNCTION in CHICANO ENGLISH

Edited by *Jacob Ornstein-Galicia*

The stimulus for this volume came from a grant received from the National Endowment for the Humanities, awarded to the University of Texas at El Paso in 1981. This book consists of essays by most of the individuals who have been involved in some kind of Chicano research. It should be of use in sociolinguistics, and the speech of minority groups in general. It goes without saying that it should have special appeal to Hispanicists and teachers of Hispanics.

Orig. Ed. 1984, Reprint Ed. 1988, 256 pp., ISBN 978-0-89464-233-3, \$40.25

FREEDOM ROAD: Adult Education of African Americans, Revised Ed.

Edited by *Elizabeth A. Peterson*

Through changing times, from slavery to the present, freedom has meant different things for the African American. Yet, education has always been seen as crucial to obtaining true freedom and equality for all African American people. This book attempts to look at the African American struggle for racial equality and socio-economic equity from Recon-

struction to today, by focusing on African American educators who persevered in this struggle and the philosophy which guided their practices. The book has a special focus on the role of adult education in this struggle. In this updated edition of *Freedom Road* a new chapter has been added that explores the role that Malcolm X, a minister in the Nation of Islam and civil rights activist, played as an adult educator. Today educators are beginning to recognize that lifelong learning will play a critical role in an ever-changing society. This book, therefore, lends a historical perspective to contemporary issues in education.

Revised Ed. 2002, 164 pp., ISBN 978-1-57524-208-8, \$25.25

***1998 Cyril O. Houle Award for
Outstanding Literature in Adult Education***

**FIVE PERSPECTIVES on TEACHING in ADULT and
HIGHER EDUCATION**

*by Daniel D. Pratt & Associates
Foreword by Stephen D. Brookfield*

This book is a blend of theory and practice, derived from several years of studying the teaching of adults in Asia and North America. It presents five different perspectives on teaching adults. Perspectives are explained as “something we look through, rather than at” as we go about the business of teaching. Each perspective is described as an interrelated set of actions, intentions, and beliefs and then is illustrated within contexts of adult education practice.

Orig. Ed. 1998, 304 pp., ISBN 978-0-89464-937-0, \$48.25

**AVOIDING LEGAL LIABILITY FOR ADULT EDUCATORS,
HUMAN RESOURCE DEVELOPERS, AND
INSTRUCTIONAL DESIGNERS**

by John Sample

In more pristine times, the primary reason for providing effective training was to increase the probability of correct and consistent performance on the job. Adult Educators and managers of human resource development programs should be concerned for a secondary reason. This reason involves the prevention of legal liability. In this sense, effective training and development becomes a defense to an allegation of failure to adequately train the organizations employees.

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