

ANNOTATED BIBLIOGRAPHY ON HIGHER AND ADULT EDUCATION AND SOCIAL CHANGE

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This annotated bibliography includes over 100 listings of books that relate to the broad theme of higher and adult education and social change. These books have come to my attention during the past 20-odd years. I discovered many of them in various libraries and bookstores. Still others came to my attention through reviews and personal recommendations and by sifting through citations and footnotes. Increasingly, online sources have alerted me to useful sources as well. I have attempted to place these works under specific headings, but obviously many of them could fit comfortably in a different one.

Non-Traditional Higher and Adult Education

Rick Arnold, Bev Burke, Carl James, D'Arcy Martin, Barb Thomas, *Educating for a Change* (Toronto: Between the Lines, 1991). A group of Canadian adult educators associated with the Doris Marshall Institute for Education and Action explore theories and techniques of popular adult education for achieving a more democratic society.

Frank Adams, with Myles Horton, *Unearthing Seeds of Fire: The Idea of Highlander* (Winston-Salem, NC: John Blair, 1975). A history of the famous Highlander Folk School, considered a minor classic by some progressive adult educators.

Richard J. Altenbaugh, *Education for Struggle: The American Labor Colleges of the 1920s and 1930s* (Philadelphia: Temple Univ. Press, 1990). Examines American labor colleges and labor education during a tumultuous era for the labor movement.

Geoff Andrews, Hilda Kean & Jane Thompson, *Ruskin College: Contesting Knowledge, Dissenting Politics* (London: Lawrence and Wishart, 1999). Essays about this important school for workers in Oxford, England.

John B. Bear, Ph.D., and Mariah P. Bear, M.A., *Bears' Guide to Earning Degrees by Distance Learning*, 15th ed. (Berkeley: Ten Speed Press, 2003).

This is the latest edition of one of the pioneering sources on distance learning. It contains, as do its predecessors, a wealth of information and advice about seeking undergraduate and graduate credit and degrees through various alternative means. This includes a thorough listing and description of several hundred distance learning institutions and degree programs. John Bear is a leading researcher and commentator on distance learning. He has been retained as a consultant on distance learning by

alternative schools and governmental bodies, and he is regarded as an authority on diploma mills. Earlier editions of his books offer more opinionated commentary on the qualitative aspects of specific distance learning programs, as legal concerns have caused him to pull his punches a bit.

Kim Bobo, Jackie Kendall, and Steve Max, *Organizing for Social Change: Midwest Academy Manual for Activists* (Santa Ana, CA: Seven Locks Press, 2001, 3rd ed.). Manual for grassroots activists by leading trainers and educators associated with the Midwest Academy, which has trained thousands of activists since its creation in 1973.

Bev Burke, Jojo Geronimo, D'Arcy Martin, Barb Thomas, and Carol Wall, *Education for Changing Unions* (Toronto: Between the Lines, 2002). Planning guide and resource book for labor educators.

Wayne Blaze, et al., *Guide to Alternative Colleges and Universities* (Boston: Beacon Press, 1974). Profiles of some 250 alternative schools and programs, providing a good source of historical information about non-traditional higher education. Coyne & Hebert's *This Way Out*, discussed below, provides better first-hand assessments of alternative schools of the era.

Richard F. Bonnabeau, *The Promise Continues: Empire State College, The First Twenty-Five Years* (Virginia Beach: Donning Company Publishers, 1996). A history of Empire State College, the main adult education school of the State University of New York, established in 1971 as one of the original Universities Without Walls.

Constance Cappel, *Utopian Colleges* (New York: Peter Lang Publishing, 1999). Examines experimental, progressive higher education and profiles Antioch College, Goddard College, Sarah Lawrence College, the Union Institute, and World College West. Interesting book concept, but the commentary is thin and discursive.

William H. Cobb, *Radical Education in the Rural South: Commonwealth College 1922-1940* (Detroit: Wayne State University Press, 2000). History of a pioneering labor college, founded on socialist principles.

John Coyne and Tom Hebert, *This Way Out: A Guide to Alternatives to Traditional Higher Education in the United States, Europe, and the Third World* (New York: E.P. Dutton & Co., 1972).

This book, out-of-print and (obviously) outdated, is a gem. It describes various approaches to fashioning an independent education in lieu of enrolling in a degree program and provides subjective profiles of dozens of alternative degree options. The initial chapters contain plenty of thoughtful advice for designing a personal course of independent study. Though targeted at traditional college age students, this actually puts out a lot of ideas on lifelong learning. The rest of the book is comprised of very

opinionated profiles of the many alternative schools and degree programs that were emerging during this time, often based on personal site visits conducted by the authors. Browsing through them, one senses the excitement and spirit of experimentation that accompanied these initiatives, most of which adopted explicit social change orientations. Unfortunately, many of these schools and programs closed during the 1970s and 1980s. Perhaps someone will write a history of the fate of those initiatives.

Richard Crews, *Modern Higher Education: A Holistic View* (San Rafael, CA: Columbia Pacific University Press, 1993). The President and co-founder of Columbia Pacific University shares his views on higher education.

The roller coaster story of Columbia Pacific University would make for interesting reading. Founded in California in the late 1970s, it quickly grew into one of the most popular distance learning institutions in the world, emphasizing the award of academic credit for previous work and life experience. It eventually was forced to close by California educational authorities who tagged it as a degree mill, and it has resurfaced as Columbia Commonwealth University in Montana. CPU's history implicates many of the controversial issues in distance learning and alternative higher education in the post-Student Movement era. Richard Crews, a Harvard-trained physician, was the president and co-founder of CPU. His short book encompasses the odd mixture of distance learning, credit for life experience, and New Age and holistic learning that made for CPU's educational philosophy.

Torry D. Dickinson, ed., *Community and the World: Participating in Social Change* (New York: Nova Science Publishers, 2003).

This valuable and welcomed collection of articles covers many topics related to community-based learning, adult education, and scholarly activism, featuring a multicultural and global orientation. A diverse array of educators, learners, and social change agents contributed to it. WISR co-founder John Bilorusky and core faculty member Cynthia Lawrence co-authored a piece that is probably the best explanation of WISR's educational mission. WISR graduate Marilyn Jackson contributes a very interesting article on folk schools in Denmark.

Bill Draves, *The Free University: A Model for Lifelong Learning* (Chicago: Association Press, 1980). The leading work about the free university movement, which emerged in the 1960s and 1970s.

Roy P. Fairfield, *Person-Centered Graduate Education* (Buffalo: Prometheus Books, 1977). One of the earlier works on non-traditional graduate-level education, by a professor at the Union Graduate School (now Union Institute & University).

Matthias Finger & Jose Manuel Asun, *Adult Education at the Crossroads: Learning Our Way Out* (New York: Zed Books, 2001). Considers the challenges facing adult education in becoming a stronger agent of social change.

Paulo Freire, *Pedagogy of the Oppressed* (New York: Continuum, 1997, revised 20th anniversary ed.) Classic analysis of how dialogue, self-reflection, and critical examination of society can transform all individuals to engage in changing their worlds. Long considered a seminal work by progressive educators.

John M. Glen, *Highlander: No Ordinary School* (Knoxville, TN: Univ. of Tennessee Press, 2nd ed., 1996). Comprehensive history of the Highlander Folk School.

Paul Goodman, *The Community of Scholars* (New York: Random House, 1962). The iconoclastic educator's critique of, and vision for, higher education, concluding with his own proposal for creating small, independent colleges. Goodman had a nomadic career as an educator, attracting a genuine following along the way.

James W. Hall, *Access Through Innovation* (New York: American Council on Education, 1991). Observations on adult and distance learning by the President of Empire State College.

bell hooks, *Teaching Community: A Pedagogy of Hope* (New York: Routledge, 2003). Examines how racism can be confronted and discussed through a variety of learning settings, ranging from traditional classrooms to bookstores, homes, and churches.

Myles Horton, *The Long Haul* (New York: Doubleday, 1990). Autobiography of Myles Horton, founder of the Highlander Folk School.

Myles Horton and Paulo Freire, *We Make the Road by Walking: Conversations on Education and Social Change* (Brenda Bell, et al., eds.) (Philadelphia: Temple University Press, 1990). Dialogue between two of the most prominent radical adult educators of the last century.

Gary MacDonald, ed., *Five Experimental Colleges* (New York: Harper & Row, 1973). Profiles of five alternative colleges: Bensalem College, Antioch-Putney Graduate School of Education, Franconia College, SUNY at Old Westbury, and Fairhaven College. Interesting as a historical snapshot of progressive, alternative colleges that emerged during the 1960s and 1970s.

Ron Miller, ed., *Creating Learning Communities: Models, Resources, and New Ways of Thinking About Teaching and Learning* (Brandon, VT: Foundation for Educational Renewal, 2000). Collection of essays about alternative methods of education and learning for people of all ages.

Antonia Pantoja, *Memoir of a Visionary: Antonia Pantoja* (Houston: Arte Publico Press, 2002).

Alternative higher education is only part of this compelling autobiography by Puerto Rican educator and civil rights activist Antonia Pantoja. Pantoja traveled in many circles and places during her life, including traditional and non-traditional schools, non-profit organizations, and community groups in Puerto Rico, New York, and California. She was a co-founder of a progressive alternative university, the Graduate School for Human Resources and Urban Policy in San Diego. This book invites us to consider the role of community-based learning within the overall context of progressive advocacy and activism.

Harold Pollins, *The History of Ruskin College* (Oxford: Ruskin College Library, 1984). Monograph covering the history of this school for workers, founded in 1899 by progressive social reformers.

Joan Powell, ed., *Education for Action: Undergraduate and Graduate Programs That Focus on Social Change*, 4th ed. (Chicago: Food First, 2001). A descriptive guide to social change degree options, with a slight emphasis on more mainstream institutions than similar guidebooks.

Michael Rossman, *On Learning and Social Change* (New York: Random House, 1972).

This book, a countercultural commentary on higher education written during the height of the student movement, is an important document of its times. Ultimately, Rossman favored the creation of more independent, decentralized learning options such as free universities. His ideas for developing information-sharing and learning networks, offered well before our modern society became wired, brilliantly anticipated the contemporary uses of the Internet.

Peter M. Rutkoff & William B. Scott, *New School: A History of The New School for Social Research* (New York: Free Press, 1986).

Today, the New School – recently renamed “New School University” -- has become a somewhat loose configuration of schools, degree programs, and adult education courses. Many New Yorkers know it for its exhaustive catalog of continuing education courses on liberal arts, vocational, and personal development topics. Regardless of what one thinks of this interesting but bazaar-like assortment of programs, the early history of the New School is one of how a group of politically progressive scholars envisioned an intellectual training and research ground for adults who were drawn to major public issues of the day. That is the focus of much of Rutkoff & Scott’s work, and it is worth considering not only for

that early history, but also for how an alternative institution can grow into something bearing little resemblance to its original vision.

Randy Schutt, *Inciting Democracy: A Practical Proposal for Creating a Good Society* (Cleveland: SpringForward Press, 2001). An exhaustively documented blueprint for creating an education, training, and support program for political activists.

Charles A. Wedemeyer, *Learning at the Back Door: Reflections on Non-Traditional Learning in the Lifespan* (Madison, WI: Univ. of Wisconsin Press, 1981). Wedemeyer, a long-time education professor at the University of Wisconsin, argues that traditional post-secondary institutions have failed to address adult learning needs, and he proposes the creation of new teaching and learning institutions to fill the void.

Miriam Weinstein, *Making a Difference College & Graduate Guide* (Fairfax, CA: SageWorks Press 2003, 8th ed.). Updated edition of a useful, informative guide to social change-oriented colleges and degree programs, including a page-long listing for WISR.

Conventional Higher Education

[The volume of commentary on standard-brand higher education is enormous. What follows does not even begin to cover the waterfront, but it does represent a variety of perspectives.]

James Axtell, *The Pleasures of Academe: A Celebration & Defense of Higher Education* (Lincoln, NE: Univ. of Nebraska Press, 1998).

Axtell, who holds an endowed chair at the College of William and Mary, describes academe as the way we would like to dream of it. Steeped in the life of the mind, reveling in those teachable moments with bright students, enjoying the surroundings of Ivy-covered buildings nestled in a college town, yes, this what it is all about. Axtell's experience may be the exception rather than the norm, but it represents a commonly held view of academic life. In that sense it is a good starting place for understanding contemporary attitudes about and towards the academy.

Derrick Bell, *Confronting Authority: Reflections of an Ardent Protester* (Boston: Beacon Press 1994).

This is an autobiographical account of protest, primarily within academic circles, by a noted African American law professor and civil rights advocate and author. Bell has taken a number of courageous, controversial stands on issues related to faculty hiring and promotion, including resigning a tenured position at Harvard Law School and the deanship of the University of Oregon School of Law over issues of racial and gender diversity. He explains these decisions in this book and relates them to the struggle for civil rights generally. This is an excellent work

for those who are weighing the costs, benefits, and methods of speaking out about social justice issues within the traditional academy.

Derek Bok, *Universities and the Future of America* (Durham, NC: Duke Univ. Press, 1990). Harvard president Bok urges universities to adopt a public-spirited mission in their teaching, scholarship, and service activities.

Terry Caesar, *Conspiring with Forms: Life in Academic Texts* (Athens, GA: Univ. of Georgia Press, 1992). Caesar, an English professor, caused quite a stir with his essay titled "On Teaching at a Second-Rate University," a bitterly honest account of academic life at a local state university. That essay is reprinted as a chapter in this book, which is marked by other examples of controlled anger towards the academy.

Allan Bloom, *The Closing of the American Mind: How Higher Education has Failed Democracy and Impoverished the Souls of Today's Students* (New York: Simon & Schuster, 1987). Much discussed call for a return to classic liberal education emphasizing Western ideas and values. Very important for understanding the current culture wars in higher education.

Julius Getman, *In the Company of Scholars* (Austin, Texas: University of Texas Press, 1992).

This is one of the most thoughtful critiques of traditional academic values and university life. Getman would seem an unlikely candidate to write a strong critique of the academy, as he appears to have enjoyed the trappings of academic success. He is a noted labor law scholar who is a chaired professor at his university, has been a tenured professor at Yale and Stanford law schools, and has served as general counsel and president of the American Association of University Professors (AAUP). Nevertheless, he describes his feelings of alienation towards an academic world that is "hierarchical and competitive," a place where "desire for success and status has often conflicted with other goals of meaning, community, study, and reflection." Getman confronts some very serious issues facing academe, including treatment of women and people of color, the fairness of tenure decisions, and values and judgments that go into faculty hiring. For those who find themselves troubled by certain aspects of academic culture, this book will help them understand why they feel this way.

Frank Hale, Jr., ed., *What Makes Racial Diversity Work in Higher Education* (Sterling, VA: Stylus Publishing, 2004). Essays on diversity in higher education by university administrators, emphasizing best practices and policies.

Donald E. Hall, *The Academic Self* (Columbus, Ohio: Ohio State University Press, 2002).

Although at times it adopts a somewhat scolding, finger wagging tone, this is an insightful and balanced examination of academic life in more traditional institutions. Hall, an English professor at California State University, Northridge, recognizes that the traditional, full-time, tenure-track teaching appointment is a pretty good deal. It provides a steady income, opportunities to engage in scholarship, and (at least theoretically) academic freedom. Nevertheless, he also understands that academic life has its own stress points. Tenure decisions, time pressures, issues of academic prestige and hierarchy, and personality conflicts all can wreak havoc with one's peace of mind. Hall's success is in helping us to sort out the big worries from the little ones. In essence, he tells us to manage, but not to sweat, the small stuff.

Clark Kerr, *The Uses of the University* (Cambridge, MA: Harvard Univ. Press, 2001, 5th ed.). Latest edition of a notable, mainstream work by the late former Univ. of California president who coined the term "multiversity."

David L. Kirp, *Shakespeare, Einstein, and the Bottom Line: The Marketing of Higher Education* (Cambridge, MA: Harvard Univ. Press, 2003). Kirp, a public policy professor at UC-Berkeley, examines the internal and external marketing practices of an eclectic array of colleges and universities. This book delivers an engaging look at how hype, image, and substance interrelate in today's institutions of higher learning.

David Riesman, *On Higher Education: The Academic Enterprise in an Era of Rising Student Consumerism* (New Brunswick, NJ: Transaction Publishers, 1998). David Riesman was a leading commentator on the state of higher education during the latter part of the 20th century. This is a reprint of a 1980 work examining major trends in higher education, with a new introduction.

Henry Rosovsky, *The University: An Owner's Manual* (New York: W.W. Norton & Co., 1990). The title of this unintentionally smug work by a Harvard professor and dean should be *Thoughts for Those at Prestigious Private Research Universities*. It is useful for understanding the academic culture of such institutions, as interpreted by someone swimming within an elite fish bowl.

Frederick Rudolph, *The American College & University: A History* (Athens, GA: Univ. of Georgia Press, 1962). Considered a classic history of American higher education.

Anthony Smith & Frank Webster, eds., *The Postmodern University? Contested Visions of Higher Education in Society* (Buckingham, U.K.: Open Univ. Press, 1997). Particularly notable is Krishan Kumar's essay, "The Need for Place," which reminds us that, even in today's lifelong learning society, residential colleges serve an important role by providing a physical place for reflection, exploration, and discussion.

Charles J. Sykes, *ProfScam: Professors and the Demise of Higher Education* (Washington D.C.: Regnery Gateway, 1988). Popular excoriation of faculty who engage

in bad teaching, too little teaching, obscure research, and too much outside consulting. This sometimes provocative examination of the professoriate is badly undermined by hyperbole, overgeneralization, and a political agenda that draws broad conclusions based on anecdotes.

Thorstein Veblen, *The Higher Learning in America* (New York: Hill and Wang, 1918). Biting look at the burgeoning higher education industry in America. Veblen was a fierce critic of the flaunting of excess, and higher education did not escape his sharp pen. One can only imagine what he would be saying about standard-brand higher education today.

Adult Education – General Resources and Commentary

Pam Coare and Alistair Thompson, eds., *Through the Joy of Learning: Diary of 1,000 Adult Learners* (Leicester, England: National Organization for Adult Learning, 1996). Excerpts of diaries kept by adult learners in a variety of educational settings.

William A. Draves, *How to Teach Adults* (Manhattan, KS: Learning Resources Network, 1984). Useful how-to information on teaching adult learners and designing adult education courses.

Ronald Gross, *The Lifelong Learner* (New York: Simon & Schuster, 1977). Ron Gross has played a central, pioneering role in popularizing the phrase “lifelong learning,” and this book represents his first published effort to share his ideas with a general audience.

Ronald Gross, *Peak Learning: How to Create Your Own Lifelong Education Program for Personal Enlightenment and Professional Success* (New York: Tarcher/Putnam, 1991, rev. ed.). Updates many of the ideas from *The Lifelong Learner* and adds practical advice based on modern learning theory.

Ronald Gross, *Socrates’ Way* (New York: Tarcher/Putnam, 2002). In Gross’s typically light-handed but informative and thought-provoking prose, this discusses how the life and teachings of Socrates can be applied to our modern-day lives.

Charles D. Hayes, *Beyond the American Dream: Lifelong Learning and the Search for Meaning in a Postmodern World* (Wasilla, WA: Autodidactic Press, 1998). Thoughtful examination of the intersection of American social and popular culture and lifelong learning.

Charles D. Hayes, *The Rapture of Maturity: A Legacy of Lifelong Learning* (Wasilla, WA: Autodidactic Press, 2004).

This is the most recent, and most fully realized, of Hayes’s books. Although adults who are in the “September of their days” are his primary intended readership, Hayes has written an engaging, enduring book for anyone who is ready to examine what is truly important in life and how lifelong learning is a means to considering that question. This thoughtful

work, which skillfully interweaves the author's reflections on his own life choices, quietly shows us how personal growth and making a difference are, or should be, interrelated ideas.

Charles D. Hayes, *Self-University* (Wasilla, WA: Autodidactic Press, 1989). The first of Hayes's several works on lifelong learning, this book shares his insights and ideas on how to take charge of our own learning.

Cornelius Hirschberg, *The Priceless Gift* (New York: Simon & Schuster, 1960).

This is a wonderful memoir of, and guide to, obtaining a liberal education by reading good books in a systematic fashion. The author was an everyday New York salesman who pursued a longtime program of self-education. The book contains his philosophy of lifelong learning, recounts his experiences reading on the subway and during lunch hours, and puts forth his suggested methodology for anyone who wishes to follow in his footsteps. The tone is alternately warm and opinionated, with an occasional reference that by today's standards would be deemed un-PC, but always respectful about how books can inform our worldview.

Cyril O. Houle, *The Literature of Adult Education: A Bibliographic Essay* (San Francisco: Jossey-Bass, 1992). Slightly dated but still valuable review of works about adult learning, prepared by a prominent adult education professor.

Joseph F. Kett, *The Pursuit of Knowledge Under Difficulties: From Self-Improvement to Adult Education in America, 1750-1990* (Stanford, CA: Stanford Univ. Press, 1994).

This is a thorough historical survey of the many venues in which adult learning takes place, emphasizing formal programs. Individuals who are seeking an overview of the history of standard-brand adult education in America will find this tremendously helpful. The author has done his homework on the topic, and he brings together a wealth of information.

Malcolm S. Knowles, *The Making of an Adult Educator: An Autobiographical Journey* (San Francisco: Jossey-Bass, 1989). Malcolm Knowles was one of the central figures in the field of adult education during the 20th century.

Malcolm Knowles, Edwood F. Holton III, and Richard A. Swanson, *The Adult Learner* (Houston, TX: Gulf Publishing, 1998, 5th edition). Revised edition of a very popular survey and discussion of adult education and human resource development.

Eduard C. Lindeman, *The Meaning of Adult Education* (Norman, OK: Univ. of Oklahoma, 1989) (reprint of orig. edition, 1926). Classic progressive analysis of adult education.

William H. Maehl, *Lifelong Learning at its Best: Innovative Practices in Adult Credit Programs* (San Francisco: Jossey-Bass, 2000). Descriptions and evaluations of adult education programs in colleges and universities, emphasizing offerings by traditional institutions.

Sharan B. Merriam and M. Carolyn Clark, *Lifelines: Patterns of Work, Love, and Learning in Adulthood* (San Francisco: Jossey-Bass, 1991). Adopts a Freudian perspective in examining relationship of work and love to adult learning.

Sharan B. Merriam and Ralph G. Brockett, *The Profession and Practice of Adult Education: An Introduction* (San Francisco: Jossey-Bass, 1997). Helpful general survey of adult education.

David N. Portman, *The Universities and the Public: A History of Higher Adult Education in the United States* (Chicago: Nelson-Hall, 1978). Historical examination of the university extension movement in the United States.

Jossey-Bass Handbook Series

For many years, Jossey-Bass has published new editions of the *Handbook of Adult and Continuing Education*, a compilation of articles edited and written by leading adult educators on many different aspects of lifelong learning. A new edition of the *Handbook* appears every decade or so. Authors, themes, and article topics vary, depending upon editors' preferences and current hot subjects in adult education. There is, however, a bias towards formal, mainstream adult and continuing education programs. Regardless, the handbooks are a valuable resource for anyone who wants to gain a broad understanding of contemporary issues in adult learning. Here are listings for the two most recent editions:

Sharan B. Merriam and Phyllis M. Cunningham, eds., *Handbook of Adult and Continuing Education* (San Francisco: Jossey-Bass, 1989).

Arthur L. Wilson and Elisabeth R. Hayes, eds., *Handbook of Adult and Continuing Education* (San Francisco: Jossey-Bass, 2000).

Influence of Technology, Corporate Power, and Globalization on Higher Education

Stanley Aronowitz, *The Knowledge Factory: Dismantling the Corporate University and Creating True Higher Learning* (Boston: Beacon Press, 2000). Aronowitz, a sociologist at the City University of New York Graduate Center and labor activist who earned his doctorate from the Union Graduate School, dissects corporate influence over universities and collegiate life. Although the book is partly autobiographical, it is interesting to note that Aronowitz makes only a few short references to his Union experience, which presumably would offer a viable alternative to "standard brand" institutions.

Gene I. Maeroff, *A Classroom of One: How Online Learning is Changing Our Schools and Colleges* (New York: Palgrave MacMillan, 2003). An interesting and balanced journalistic look at the growth of online learning.

David F. Noble, *Digital Diploma Mills: The Automation of Higher Education* (New York: Monthly Review Press, 2002). This is a sharp indictment of so-called “Internet universities” and online learning by one of the leading critics of Internet-mediated degree programs.

Jaishree K. Odin & Peter T. Manicas, eds., *Globalization and Higher Education* (Honolulu, HI: Univ. of Hawai’i Press, 2004). Collection of essays representing varied perspectives on globalization, distance learning, and for-profit higher education.

Richard S. Ruch, *Higher Ed. Inc.: The Rise of the For-Profit University* (Baltimore: Johns Hopkins Univ. Press, 2001). An administrator at the for-profit DeVry Institutes of Technology examines and defends the growth of proprietary universities on the American educational scene.

John Sperling & Robert W. Tucker, *For-Profit Higher Education: Developing a World-Class Workforce* (New Brunswick, NJ: Transaction Publishers, 1997).

John Sperling (founder of the University of Phoenix) and Robert Tucker have written what is, in effect, an advocacy brief on behalf of for-profit universities. They posit that a for-profit, adult-centered university model provides more educational and vocational opportunity, demands less from public coffers, and ultimately returns more money to the public treasury than do many traditional colleges and universities. Their argument is provocative, and their criticism of the accreditation process makes some good points. However, their responses (and lack thereof) to concerns about academic freedom, educational quality control, and the role of scholarship are weak and sometimes disturbingly dismissive, and they say nothing about the role of liberal learning. In any event, it appears that for-profit schools will be an ongoing part of the educational landscape, meaning that books like this are important for understanding the entrepreneurial, political, and economic forces that are driving them.

Lawrence C. Soley, *Leasing the Ivory Tower: The Corporate Takeover of Academia* (Boston: South End Press 1995). Documents numerous instances of corporate influence in higher education.

Geoffrey D. White, with Flannery C. Hauck, eds., *Campus, Inc.: Corporate Power in the Ivory Tower* (Amherst, NY: Prometheus Books, 2000). Essays on how corporate values and priorities are negatively affecting higher education and how progressive students, faculty, and staff can respond.

International Education and Study Abroad

Education and World Affairs, *The University Looks Abroad: Approaches to World Affairs at Six American Universities* (New York: Walker and Company, 1965).

This book examines on-campus and off-campus international programming at six major universities, Stanford, Michigan State, Tulane, Wisconsin, Cornell, and Indiana, covering undergraduate and graduate instruction, research and enrichment activities, and study abroad. Today it is quite valuable as a historical snapshot: The school profiles are very reflective of America's international standing in the post-Second World War era, with numerous references to the United Nations, Peace Corps, and similar initiatives. The profile of Tulane is especially notable for its short discussion of how racial segregation has frustrated efforts to internationalize the university.

Craufurd D. Goodwin & Michael Nacht, *Abroad and Beyond: Patterns in American Overseas Education* (New York: Cambridge Univ. Press, 1988). Although somewhat dated in view of global events of the past fifteen years, this nevertheless provides a useful overview of major issues in study abroad programming.

Deborah J. Hill, ed., *Global Education and the Study Abroad Program* (Worthington, OH: Renaissance Publications, 1991). Collection of essays addressing various aspects of study abroad at the undergraduate and graduate levels. Because the pieces were written before the significant international political, economic, and social developments of the 1990s and early 21st century, this book is only marginally helpful as a contemporary resource.

Norman K. Kauffman, Judith N. Martin, and Henry D. Weaver, with Judy Weaver, *Students Abroad, Strangers at Home: Education for a Global Society* (Yarmouth, ME: Intercultural Press, 1992). Examines best practices in study abroad programs and offers recommendations for expansion of international study opportunities.

Morris R. Mitchell, *World Education – Revolutionary Concept* (New York: Pageant Press, 1967).

The primary founder of Friends World College (now Friends World Program at Long Island University in New York), where every undergraduate rotates through course of study in several different nations, describes the creation of the school and the ideas that informed it. Although the book may seem dated, it is worth remembering that due to lack of student interest and/or the expense involved, only a small percentage of today's college students participates in overseas study programs, and very few avail themselves of "total immersion" programs such as this one.

Greg Tannen & Charley Winkler, *The Student's Guide to the Best Study Abroad Programs* (New York: Pocket Books, 1996). Although definitely not a scholarly work, this collection of write-ups about popular study abroad programs provides a lighthearted examination of the state of modern undergraduate international study experiences.

Michael Zweig, *The Idea of a World University* (Carbondale, IL: Southern Illinois Univ. Press, 1967). Curious, interesting proposal to create a multicultural, global university for the arts and sciences. Very reflective of the enthusiastic, ambitious thinking about alternative higher education that was evident during the 1960s and early 1970s.

Academic Labor

Christina Boufis & Victoria C. Olsen, *On the Market: Surviving the Academic Job Search* (New York: Riverhead Books, 1997).

These essays by graduate students and recent Ph.D.s describe the slings and arrows of the contemporary academic job market. Plaintive and angry in tone, they will disabuse anyone of the image of graduate school as an intellectual retreat that leads easily to a nice tenure-track job surrounded by ivy. From a purely labor market perspective, the overproduction of Ph.D.s and the cutbacks in full-time teaching positions combine to create this predictably sad state of affairs.

Michael Dubson, ed., *Ghosts in the Classroom: Stories of College Adjunct Faculty – and the Price We All Pay* (Boston: Camel's Back Books, 2001). Bitter, sad, insightful essays by adjunct faculty members, highlighting the exploitative personnel practices of today's colleges and universities.

Matthew W. Finkin, ed., *The Case for Tenure* (Ithaca, NY: ILR Press, 1996). Essays examining historical and contemporary defenses of academic tenure.

Cary Nelson, *Manifesto of a Tenured Radical* (New York: New York University Press, 1997). Nelson, a University of Illinois social scientist, has emerged as a leading critic of contemporary academic labor policies. This is his broadside against current academic practices.

Kenneth Westhues, *Administrative Mobbing at the University of Toronto: The Trial, Degradation and Dismissal of a Professor During the Presidency of J. Robert S. Prichard* (Queenston, Ontario: Mellen Press, 2004).

Westhues, a University of Waterloo sociologist, has emerged as a leading scholar on institutional attempts by universities to “mob,” bully, and dismiss professors, often via the processes of their own internal tribunals. This book focuses on one such successful effort, the dismissal of Herbert Richardson, a respected and productive theologian at the University of Toronto, and juxtaposes it with similar actions at other schools. Westhues,

whose own political viewpoints tend towards conservatism, has written an important, disturbing book about academic culture gone awry. The book concludes with a collection of nine essays written by scholars at other universities who respond specifically to the Richardson case.

Kenneth Westhues, ed., *Workplace Mobbing in Academe: Reports from Twenty Universities* (Lewiston, NY: Mellen Press, 2004). This collection of essays, solicited as a follow up to *Administrative Mobbing at the University of Toronto*, provides more general commentary on mobbing and bullying behaviors in the academy.¹

Intellectual Activism

Thomas Bender, *Intellect and Public Life: Essays on the Social History of Academic Intellectuals in the United States* (Baltimore, MD: Johns Hopkins Univ. Press, 1993). Bender, a leading intellectual and urban historian, traces a pattern of withdrawal by academicians from public issues and public life.

Steven Biel, *Independent Intellectuals in the United States, 1910-1945* (New York: New York University Press, 1992). Among other things, this book de-romanticizes the lives of the Greenwich Village radicals of the early 1900s by explaining some of the realities of their cash-strapped existences.

Martyn Denscombe, *The Good Research Guide: For Small-Scale Social Research Projects* (Buckingham, U.K.: Open Univ. Press, 1998). A well-organized, practical guide for students and practitioners who are undertaking social research projects.

Jane Bethke Elshtain, *Jane Addams and the Dream of American Democracy* (New York: Basic Books, 2002). Examines how Jane Addams blended ideas about social progress with social activism in the form of the Settlement House movement.

Steven Fraser & Joshua B. Freeman, eds., *Audacious Democracy: Labor, Intellectuals, and the Social Reconstruction of America* (Boston: Mariner Books, 1997). Essays by prominent left scholars and labor leaders examining how progressive intellectuals and the labor movement can work together towards social justice. This book, which already seems dated in light of recent political events, coincided with an effort to create a new organization, Scholars, Artists, and Writers for Social Justice, that quietly fizzled out after a couple of years.

James Green, *Taking History to Heart: The Power of the Past in Building Social Movements* (Amherst, MA: Univ. of Massachusetts Press, 2000). An interesting blend of progressive history and autobiography by a leading labor historian and social activist at the University of Massachusetts-Boston.

¹ My essay, "The Role of the Law in Combating Workplace Mobbing and Bullying," is included in the book.

Ronald Gross, *The Independent Scholar's Handbook* (Berkeley: Ten Speed Press, 1993 ed.)

In this instructive and inspirational book, Gross writes for individuals who are engaged, or who want to be engaged, in scholarly work, and who find themselves, by choice or circumstance, outside of traditional academic circles. If intellectual life is to be nurtured and supported outside of the university, then the themes and ideas raised in *The Independent Scholar's Handbook* must be given serious attention. Gross deftly interweaves specific advice on topics such as identifying research resources, obtaining funding, and establishing intellectual partnerships, with vivid accounts of successful independent scholars.

Russell Jacoby, *The Last Intellectuals* (New York: Basic Books, 1987).

This book has touched off a minor firestorm of sorts since its publication in 1987. It is credited with spurring an ongoing discussion about the role of public intellectuals in American society. Jacoby opined that highly specialized and credentialed academicians who write for a very narrow audience have usurped the role of the independent, bohemian public scholar and writer. Interestingly, and perhaps ironically, Jacoby helped to spur an avalanche of articles, panel discussions, and conferences debating his thesis and examining how we define a public intellectual and who gets to claim the label. From the vantage point of the rearview mirror, Jacoby's concerns may seem overblown, but his criticism of the excessive specialization in graduate education continues to ring true today.

Kevin Mattson, *Intellectuals in Action: The Origins of the New Left and Radical Liberalism, 1945-1970* (University Park, PA: Penn. State Univ. Press, 2002). The legacies of New Left intellectuals such as C. Wright Mills and Paul Goodman are the focus of this book.

Jean McNiff, Pamela Lomax and Jack Whitehead, *You and Your Action Research Project* (London: RoutledgeFalmer, 2003, 2nd ed.). Lead author Jean McNiff is a recognized authority on action research methods. This book is written for practitioners who wish to plan and implement an action research project.

Leonard P. Oliver, *Study Circles: Coming Together For Personal Growth And Social Change* (Washington D.C.: Seven Locks Press, n.d.). This book, published in the late 1980s, examines the Swedish study circle movement and considers its applicability to the United States.

Carol Polsgrove, *Divided Minds: Intellectuals and the Civil Rights Movement* (New York: W.W. Norton & Co., 2001). A revisionist account of the mixed responses of intellectuals, black and white, to the civil rights movement.

Jaida N’Ha Sandra, et al., *Salons: The Joy of Conversation* (Gabriola Island, Canada: New Society, 2001).

The semi-monthly *Utne Reader* has been at the forefront of promoting neighborhood and online salons as a way of building community and encouraging dialogue. This book begins with a short, interesting history of salons. It then offers practical advice on starting and maintaining salons, as well as book clubs, study circles, and online forums. Implicit in this book is a question, “To what degree can conversation serve as a means to positive social and cultural change?”

Helen Small, ed., *The Public Intellectual* (Oxford: Blackwell Publishing, 2002). Sampling of perspectives on the role of public intellectuals in society. The late Edward Said’s essay, “The Public Role of Writers and Intellectuals,” is particularly recommended.

Linda Tuhiwai Smith, *Decolonizing Methodologies: Research and Indigenous Peoples* (New York: Zed Books, 1999).

This is an important, provocative book that examines how Western approaches to research can reinforce colonial hierarchies and the marginalization of indigenous peoples. Ultimately, Smith proposes adopting research modes that value and validate the lives and experiences of marginalized individuals and groups. It is in this section of the book where there is hope of finding common ground. Many of the methodologies favored by Smith, including action research, case studies, story telling, and oral history, have become popular in non-traditional degree programs adopting humanistic values and traditions.

Frank Tannenbaum, ed., *A Community of Scholars: The University Seminars at Columbia* (New York: Frederick A. Praeger, 1965). Description of the University Seminars at Columbia University, a series of ongoing seminars on many topics that bring together scholars and practitioners to share insights and experiences.

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