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A CAPSULE OF THE INTERNATIONAL HISTORY AND PHILOSOPHY OF ANDRAGOGY to 2010

John A. Henschke, Ed. D.¹

ABSTRACT: This capsule on the International History and Philosophy of Andragogy is mainly limited [with a few exceptions] to a chronological history and the accompanying philosophy of andragogy, in line with when the English language documents were published and personal descriptions of events were written down. Some of these documents, however, present aspects of the events and ideas which recount the years and contexts prior to the time in which they appeared in published form. To date, more than 330 documents have been discovered, but space limitations in this paper allowed the inclusion of only a fraction of that number. Each of 14 time periods are articulated with selected works.

Early Appearances of Andragogy, 1833-1927

The term 'andragogy', as far as we know, was first authored by Alexander Kapp (1833), a German high school teacher [a replica of this may be viewed at the following website] <http://www.andragogy.net> . According to Reischmann (2004), the term andragogy lay fallow for many decades. Nonetheless, in the 1920s Germany became a place for building theory and another German—Rosenstock-Huessy (1925) -- resurrected the term. He posed andragogy as the only method for the German people and Germany, dispirited and degenerated in 1918 after World War I, to regenerate themselves and their country.

Lindeman (1926) brought andragogy from the German Workers to America as the method for teaching adults. The term was published in English only a few times in the first 100 years it existed.

Andragogy's Second American Appearance; Foundation Established, 1964-1970

The next time andragogy was published in English, it appeared in Great Britain. Simpson (1964) proposed and issued a call that andragogy could serve as a title for training those concerned with Adult Education. Knowles acquired the term in 1966 from Dusan Savicevic (Sopher, 2003). Knowles (1970) infused it with much of his own meaning garnered from his already extensive experience in adult education.

Movement Toward Applying Andragogy to Human Resource Development, 1971-1973

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Furter (1971), from France, proposed that universities recognize a science for the training of man to be called andragogy. Ingalls (1972) provided the first handbook guide to using andragogy in helping adult educators become actively engaged in the learning process. Knowles (1973) focused andragogy toward Human Resource Development (HRD).

Emergence of Self-Directed Learning Skills as a Major Way to Implement Andragogy, 1975-1981

Knowles (1975) published his guidebook for learners and teachers on the topic of *Self-Directed Learning* relating it to Andragogy. Hadley (1975) developed and validated the Education Orientation Questionnaire (EOQ) instrument for assessing an adult educator's andragogy and pedagogy orientation. Kabuga (1977) advocated using highly participative teaching/learning techniques with adults and children. Mezirow (1981) laid the groundwork for a charter for andragogy, the core concepts of self-directed learning. Suanmali (1981) found support and agreement among 174 adult educators for most of the andragogy charter.

Strengthening the Numerous Uses of Andragogy Along with Growing Controversy and Resistance Toward it, 1981-1984

Christian (1982) provided the andragogical perspective of assessing the Student's Orientation Questionnaire (SOQ), based upon Hadley's (1975) EOQ. Allman (1983), considered the strong connection between brain plasticity (fluid intelligence) and adult development. Some lack of enthusiasm about Knowles' andragogy concept was reflected by Hartree (1984) feeling that it did not live up to becoming a comprehensive learning theory for adult education. Jarvis (1984) thought that andragogy did not have the grounding in sufficient empirical research to justify its dominant position. Nonetheless, Knowles (1984) presented the first book in which he cites thirty-six extensive case examples of applying andragogy in practice.

Identifying the Stronger European Base of Andragogy in Comparing it with the American Base, 1985-1988

Young (1985) perceived the European concept of andragogy as being more comprehensive than the American conception. Taylor (1986) offered a very strong and articulate research based model for the andragogical process of transition into learning for self-direction. Ross (1988) connected the concept of andragogy and its value with some of the research on teacher effectiveness. Davenport (1987) questioned the theoretical and practical efficacy of Knowles' theory of andragogy.

The Foundation of Trust Undergirds Andragogical Learning Despite the Andragogy Debate, 1989-1991

Henschke (1989) developed an andragogical assessment instrument entitled, Instructional Perspectives Inventory (IPI). The central and strongest major core of this instrument was originally and still is a focus on the teacher trust of learners. Nadler (1989) stated that Human Resource Development (HRD) is based in learning and andragogy. Krajinc (1989) defined

"Andragogy as... 'the art and science of helping adults learn and the study of adult education theory, processes, and technology to that end' " (p. 19). Long (1991) speculated that although Knowles' form of andragogy is weak in empirical confirmation, it has survived the criticism leveled against it.

Scientific Foundation of Andragogy Being Established Amid Skepticism and Misunderstanding, 1991-1995

Savicevic (1991) provided a critical consideration of andragogical concepts in five western European Countries, and five eastern European Countries. He credited J. A. Comenius in the seventeenth century with being regarded the founder of andragogy. Candy (1991) in Australia strongly criticized American andragogy. Houle (1992) in contrast, emphasized the impact of Knowles on American andragogy, and how he worked this out in practice especially in non-school settings and the workplace.

Kaminsky (1993) suggested that whether we have knowledge for naming something academically or not, we may still be practicing pedagogy, andragogy, or any other 'gogy' or 'ism'. She found Mr. Ferro's (1997) remarks snobbish and exclusionary in that he does not want anyone, other than 'linguists', to try and name the world. Hooks (1994) said "the possession of a term does not bring a process or practice into being: concurrently one may practice theorizing without ever knowing/possessing the term..." (p. 61).

Poggeler (1994) listed trends which he hopes will be helpful for future development of European andragogical research including understanding the "lifeworlds" of the participants. Zmeyov (1994) clearly supported Knowles' (1970, 1980) andragogy. Milligan (1995) scientifically investigated andragogy and its use in nursing education. Henschke (1995) successfully applied andragogy in numerous organizations.

Momentum Gained Against Andragogy While Counter Arguments Assert its Value, 1995-1998

Welton (1995) asserts that "the 'andragogical consensus'...has unraveled at the seams" (p. 5) in North America. Van Gent (1996) asserted that andragogy has been used to designate the education of adults. Hanson (1996), from the other side of the discussion, called for adult educators not to search for a separate theory of adult learning [andragogy].

Houle (1996) said that Knowles' work in andragogy remains the most learner centered of all patterns of adult educational programming around the globe. Rostad (1998) outlined the library of the Nordic Folk Academy as a meeting place for applying andragogy so as to avoid any adults being marginalized.

Antecedents to an Historical Foundation of Andragogy Being Extended and Broadened, 1998-2000

Henschke (1998a) traced the Greek and Hebrew antecedents to andragogy. Zmeyov (1998) aptly defined andragogy as "the theory of adult learning..." (p. 106). Draper (1998) concluded,

“Tracing the metamorphoses of andragogy/adult education is important to the field’s search for identity.” (p. 24). Henschke (1998b) emphasized that andragogy becomes a way of being or an attitude of mind to be modeled/exemplified by the professor. Hoods(1998) perceived andragogy, as interacting in every being on the External, Internal, Physical, and Spiritual.

Savicevic’s (1999) thirty publications within a twenty-six year period, shaped all aspects of adult education. Boucouvalas (1999) insisted that the ‘self’ of the researcher are critical for sound research in comparative andragogy. Savicevic (1999) indicated that Knowles caused much confusion in andragogy. Savicevic (1999) asserted that andragogy is defined as a scientific discipline.

Osborn (1999) declared that andragogy has the potential to play an important role in distance learning. Henschke (1999) found that ‘learning’ and ‘performance’ within the andragogy concept relating to Adult Education and Human Resource Development [HRD] are two sides of the ‘same coin’; and their close relationship is the key to HRD.

Savicevic (2000) also explored various antecedents to and backgrounds of andragogy. Ovesni (2000) proposed three research concepts and models of andragogues’ professional preparation in andragogy: professional preparation, modeling distinction, and diversification.

Reischmann (2000) indicated that in 1994 he changed the Otto Freiderick University, Bamberg, Germany, ‘Chair of Adult Education’ to ‘Chair of Andragogy’. Johnson (2000) applied and tested andragogy as an approach to learning and an emergent theory that includes a focus primarily on the needs of the learner in every aspect of his/her life.

Empirical Research Being Pressed for Investigating Andragogy’s Value While Objection Remains, 2000-2003

Billington (2000) found that with sixty men and women, there were a number of key factors related to implementing andragogy, which at least included: intellectual freedom, self-directed learning, and, regular feedback from instructor. If they were present, it helped them grow, or if they were absent, it made them regress and not grow. To the arguments questioning the value of Knowles’ approach to andragogy, Maehl (2000) suggests that Knowles leading in the direction of making andragogy quite humanistic helped it gained wide adoption in the field.

Grace (2001) considered that Knowles’ andragogy as a theory of how adults learn was losing much of its punch by 1990. Mason, et al. (2001) indicated that air carrier check airmen could benefit greatly from Henschke’s (1987) andragogical model in their preparation. Merriam (2001) emphasized that andragogy is one of the major ‘pillars’ of adult learning theory.

Cooper and Henschke (2001) showed the continuing discovery and expansion of a much broader conception of andragogy than Knowles’. Rachal (2002) clearly identified seven criteria suitable for implementation in future empirical studies of andragogy: voluntary participation, adult status, collaboratively-determined objectives, performance-based assessment of achievement, measuring satisfaction, appropriate adult learning environment, and technical issues. Kajee (2003) reported that using andragogy had a positive bearing on learner autonomy and self-

directedness. Haugoy (2003) identified andragogy closely with various models of flexible open classrooms for the independent students in many countries.

Bringing European and American Andragogy Closer Together As Distance Education Emerges, 2003-2004

By this time a connection was emerging between andragogy and distance education. Simonson, et al. (2003) identified a number of characteristics needed in distance education systems designed for adults that are derived from Knowles' concept of andragogy. Some of the characteristics include: Seeing, not just hearing; respect and dignity for the adult learner; adult learners must feel supported, criticism is not directed toward a person, but on content and ideas.

Andragogy showed the strength through its long history in Europe according to Savicevic (2003). Sopher (2003) asserted that Knowles' work is best understood by practitioners and researchers only if certain rules are observed; namely, it is accurate, humanistic, and contextual.

Nevins (n.d., circa, 2003) asserts that successful business leaders are masters of andragogy. Wie (2003) articulated the successful aims, needs, motivation, skills, self-confidence, learning conditions and responsibility of learners in andragogy. Drinkard and Henschke (2004) found nurse educators who have a doctoral degree in other than nursing (andragogy to be specific) are more trusting of their learners in the classroom than nurse educators who have a doctoral degree in nursing.

Reischmann (2004) questioned whether a unique term such as "andragogy" was necessary for adult education to flourish. Illeeris, (2004) a pedagogue, indicated that he is quite in line with Knowles' agitation for andragogy as a discipline. Merriam (2004) has questions about whether andragogy is a theory.

The Hesitation Concerning Andragogy Continues While Many Still Stand By Andragogy, 2005-2006

Sandlin (2005) has serious reservations about its andragogy's prominence. Stanton (2005) related the andragogical concept to the concept of readiness for self-directed learning, and validated the Henschke (1989) Instructional Perspectives Inventory [IPI]. Reischmann (2005) defined andragogy as the science of the lifelong and lifewide education/learning of adults. Stricker (2006) found a gap between how the principals viewed their trust of learners and how the teachers as learners viewed principals' trust of them.

Knowles' Prominent Long Range Contribution to Andragogy's Continuance Into The Future, 2006-2009

Savicevic (2006a) asserted that there had not been a single serious study on adult education and learning in USA universities since 1966, that did not refer to andragogy as a conception. Isac (2006) analyzed that in Romania andragogy was completely neglected during the Communist Regime from 1945 to 1989. As if seeking to culminate and bring together all these valiant efforts, Savicevic (2006b) does a thorough historical tracing of the converging and diverging of ideas on andragogy in various countries. He seeks to help lay a scientific research foundation for

andragogy being the studying of the learning and education of adults. Savicevic also reflected about his perception of Knowles' prominent and influential position in sustaining a scientific study of andragogy over the long range of its history into the future.

Another example of continued interest in andragogy and the influence of Knowles came during the third quarter of 2006 – July, August, and September – was a request from Mauro Magnani, an adult educator from the Province surrounding Reggio Emilia in Italy. This request was for Marcie Boucouvalas, Leo Johnson, and John Henschke [all former students of Knowles] to conduct two workshops in that part of Italy in September, 2006. The workshop topics included: The work of Malcolm S. Knowles in andragogy; and, andragogical competencies for professionals facilitating adult learning/andragogy and taking responsibility for their own lifelong, continuing learning. Those adult education practitioners in Italy used these workshops to launch themselves into a continuing learning process of andragogy and Knowles' contribution to the concept of andragogy.

During the time Boucouvalas and Henschke were in Italy, in an interview with Bellamio (2006), a Human Resource Development (HRD) Professional working in the Xerox Corporation, Italy, he reflected that in the early 1990s he participated in a workshop in the USA conducted by Malcolm Knowles based on andragogy. Knowles used as a major resource the fourth edition (1990) of his book entitled, *The adult learner: A neglected species*. Bellamio was so impressed by the benefits he derived from Knowles' workshop and the possible benefits he perceived to HRD Professionals in Italy, that he had Malcolm's book *The Adult Learner* translated into the Italian Language. He saw Malcolm's andragogy and this action for translating the book as helping Italian HRD professionals take responsibility for improving their sphere of influence within their corporations, in contrast to the very minimal possibility of their corporations becoming centers of andragogical development. This book and its andragogical concepts have been continuously used by adult education and HRD professionals throughout Italy since its translation.

Newman (2007) said that Knowles had provided a means to assess the needs of adult learners, which others neglected. Isenberg, (2007), provides a break-through framework and dynamic design for bringing together the interaction of andragogy and Internet learning. Cooper and Henschke (2007) present a fully documented perspective on andragogy which has been absent from all previous author's published discussions.

Boucouvalas (2008) highlighted the emphasis that Knowles gave to group / community / society in his treatment of andragogy. Vodde (2008) found that andragogical instructional methodology will serve as a more effective means than pedagogy for training police recruits. Pleskot-Makulska (2009) focused on the andragogical specialization and education of faculty in Warsaw, Poland.

Conclusions on the History and Philosophy of Andragogy

This paper represents a History and Philosophy of Andragogy around the world, based on numerous English language documents. Only a fraction of more than 330 English Language documents identified for the broad research on andragogy through 14 time

periods are included here. Two Hundred more are waiting to be included in further iterations of this research. Nonetheless, andragogy is not just the work of one or a few persons, but is the result of efforts by multiple people from numerous nations around the globe. The reader is invited to join that effort. Please contact the author at the e-mail address provided on the first page of this article.

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