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ABSTRACT

This bibliography is useful to those interested in the intersection of collaborative learning concerns and enhanced citizen participation. In addition to an introduction, there are five parts: (1) general information on study circles and small group discussion (8 references); (2) the theory of collaborative learning in small groups and study circles (14 references); (3) history and current-day examples of study circles and other discussion programs (62 references); (4) the how-to's of study circles and small group discussion (33 references); and (5) participatory democracy and social change--the context for study circles (37 references). Each citation may contain the following information: author, title, publisher, publication date, relevant pages, and publication description. (NLA)

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Annotated Bibliography on Study Circles, Collaborative Learning, and Participatory Democracy



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SD 023 606

Annotated Bibliography on Study Circles, Collaborative Learning, and Participatory Democracy

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The Study Circles Resource Center (SCRC) is funded by the Topsfield Foundation, Inc., a private, non-profit, non-partisan foundation dedicated to advancing deliberative democracy and improving the quality of public life in the United States. SCRC carries out this mission by promoting the use of small-group, democratic, highly participatory discussions known as study circles. Please write to the Study Circles Resource Center, PO Box 203, Pomfret, CT 06258 or call 203-928-2616 for more information on study circles and the Study Circles Resource Center.

Introduction

Educators have long recognized the effectiveness of small-group discussion as a method of teaching and learning. Meanwhile, those concerned with the democratic process have regarded small-group discussion as a useful tool for grappling with difficult social and political issues and strengthening the skills necessary for citizen participation.

"Study circles" bring together the two notions of small-group discussion as a pedagogy and as a vehicle for encouraging participatory democracy. The forerunners of study circles include the Chautauqua groups of the 1800s, but in this century they have been more actively used and institutionalized outside of the U.S., particularly in Sweden. Their visibility and use in this country are growing due to current concerns about declining political participation and the resulting search for ways to enhance the democratic process.

An understanding of study circles will further thoughtful efforts to enhance critical thinking skills, to develop the collaborative skills necessary for building community, and to help address the need for broader and more informed citizen participation.

We hope that this bibliography will be of use to those who are interested in the intersection of the concerns of collaborative learning and enhanced citizen participation — adult educators, community workers, policymakers, and anyone interested in cultivating participation within their organization, agency, or institution.

Unless otherwise noted, the Study Circles Resource Center (SCRC) will provide copies of articles, chapters, theses, reports, or pamphlets listed in this bibliography at a charge of five cents per page.

Books are not available from SCRC except as noted. For most of the books listed here we can furnish a photocopy of the title page and the table of contents. Most are available at public or college libraries, or through the inter-library loan departments of libraries. Also, many of the books are still in print and can be ordered through the publisher.

Your recommendations for future updates of this bibliography are welcome.

Call or write the Study Circles Resource Center (SCRC) for a free package of introductory information on study circles and to become part of our network of individuals and organizations involved in the study circle method of small-group discussion.

Part I – General information on study circles and small-group discussion

Blid, Henry. *Education by the People: Study Circles*. Stockholm, Sweden: Arbetarnas Bildnings-Forbund (Swedish Workers Educational Association), 1990. 72 pp. (Available from the Study Circles Resource Center for \$10.)

Reflects Blid's extensive experience with study circles. Begins by describing the origin and history of study circles in Sweden. A detailed treatise on the theory and practice of study circles.

Brevskolan. *The Study Circle: A Brief Introduction*. Stockholm, Sweden: Brevskolan, 1980. 23 pp.

Pamphlet providing an excellent introduction to study circles. Describes study circles, explains their historical background and current practice in Sweden, and goes into the theory of learning behind them.

Christensen, E. W. "Study Circles: Learning in Small Groups." *Journal for Specialists in Group Work* (November 1983): 211-217.

Describes study circles, their historical background in Europe and the U.S., and the activities of the (now inactive) Study Circle Consortium of New York state. Considers potential problems in study circles, the role of the facilitator, and the training of facilitators.

Miller, Harry L. "Small Groups: Informal Discussion." Chapter 6 in *Teaching and Learning in Adult Education*, pp. 155-202. New York: Macmillan Co., 1964.

A somewhat academic overview of informal discussion groups, their historical origins, why small group discussion is effective, and training for discussion leaders. Seeks to define such groups in exact terms. Analysis of the dynamics in informal discussion groups. Describes several discussion programs and offers examples of leadership techniques.

Oliver, Leonard P. *Study Circles: Coming Together for Personal Growth and Social Change*. Cabin John, MD: Seven Locks Press, 1987. 165 pp.

The bible of the study circle movement in the U.S. Reports on study circles as they have been integrated into Swedish national life and offers an extensive history of their development and precursors in the U.S. In-depth descriptions of two discussion programs in the U.S.: Kettering Foundation's National Issues Forums and the study circle program of the International Union of Bricklayers and Allied Craftsmen.

Osborne, Karen Quallo. "Informal Adult Learning and Public Policy Issues: The Study Circle Approach." In *New Directions for Continuing Education for Community Leadership*, pp. 73-80. Edited by Harold W. Stubblefield. San Francisco: Jossey-Bass, September 1981.

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Part I - General Information on study circles and small-group discussion

Wide-ranging article that briefly explains study circles, their history, and their promise as a way of addressing community issues. Mostly devoted to describing some of the work done by the Study Circle Consortium of New York state in the late 1970s and early 1980s. Describes diverse groups that have successfully used study circles, ranging from Hasidic Jewish women to teenagers in an inner-city neighborhood with rising numbers of teenage pregnancies. Quotes a Swedish text to argue that "participants have a need to make practical use of the knowledge acquired by using it to transform their conditions." Also lays out some potential problems of the study circle method.

Study Circles Resource Center. Portfolio/Starter Kit. Pomfret, CT: Topsfield Foundation, January 1990. Includes two pamphlets: *An Introduction to Study Circles* (16 pp.) and *Guidelines for Organizing and Leading a Study Circle* (28 pp.). One-page resource briefs on various aspects of study circles include suggestions for participants, organizers, and discussion leaders. (Available free of charge from the Study Circles Resource Center, PO Box 203, Pomfret, CT 06258, 203-928-2616, FAX 203-928-3713.) (Also listed under "Part IV - The how-to's of study circles and small-group discussion.")

An introductory packet that explains study circles and provides detailed guidelines for developing and carrying out study circle programs. Includes order form listing other resources available from SCRC, including: Public Talk Series discussion programs on a variety of domestic and foreign policy topics (\$2 apiece); clearinghouse list of discussion programs available from other organizations on a variety of topics; *Guidelines for Developing Study Circle Material* pamphlet (26 pp.); and *Focus on Study Circles*, SCRC's quarterly newsletter.

"Salons: How to Revive the Endangered Art of Conversation and Start a Revolution in Your Living Room." Special section of *Utne Reader*, March/April 1991, pp. 66-88. (For a copy of this issue, contact: *Utne Reader*, 1624 Harmon Place, Minneapolis, MN 55403, 612-338-5040.)

A special section that includes several articles on salons, dialogue, and discussion. Begins with a description of a monthly discussion in which the staff of *Utne Reader* and others start their conversations with, "What have you been thinking and obsessing about lately?" These "salons" guide the editorial content of the magazine and have inspired the staff to research a variety of salon-type arrangements. An article by Stephanie Mills ("Salons and Beyond: Changing the World One Evening at a Time") surveys the range of salons (including study circles) and "finds the key ingredient of a successful salon is 'raising the level of dialogue.'" Other articles describe "an ancient precursor to salons called 'Council,' " used by ancient peoples and "electronic equivalents to the classic salon."

Part II – The theory of collaborative learning in small groups and study circles

Blid, Henry. "On Learning in Study Circles." Brunnsvik's Folk High School, 1990. 12 pp.

Pamphlet giving a detailed description of the study circle process and explaining why study circles are effective.

Bouton, Clark, and Garth, Russell Y., eds. *Learning in Groups*. San Francisco, CA: Jossey-Bass Publishers, 1983. 108 pp.

Contains 10 chapters about cooperative learning, group learning, and innovative ways of using groups to enhance learning. One of the articles describes the use of study circles in colleges in New York state, and several others discuss the theory of cooperative learning that underlies study circles. Of special note are the following chapters: Karen Quallo Osborne, "Learning Beyond the Classroom"; Clark Bouton and Russell Y. Garth, "Students in Learning Groups: Active Learning Through Conversation"; Donald L. Finkel and Stephen G. Monk, "Teachers and Learning Groups: Dissolution of the Atlas Complex."

Bouton, Clark, and Garth, Russell Y. "The Learning Group: What It Is and Why It May Be Better." *American Association of Higher Education Bulletin* (September 1982): 9.

One-page summary of their chapter, "Students in Learning Groups: Active Learning Through Conversation," from their book *Learning In Groups*. Focuses on how people learn and the benefits of learning through discussion.

Christensen, C. Roland; Garvin, David A.; and Sweet, Ann, eds. *Education for Judgement: The Artistry of Discussion Leadership*. Boston, MA: Harvard Business School Press, 1991. 312 pp. (Also listed under "Part IV – The how-to's of study circles and small-group discussion.")

Contains 17 essays about the use of the discussion approach to teaching. Much of the content is relevant to study circle leaders. "A large part of the book is devoted to the building blocks of successful group leadership: negotiating a 'contract' for the conduct of the group; skillfully using the tools of questioning, listening, and responding; guiding participants to adopt new and thoughtful roles; encouraging independent thinking; and planning for an extended sequence of discussion sessions." As one of the editors says, "This book is like a group discussion among experienced, committed discussion teachers."

"Cooperative Learning." Special issue of *Educational Leadership* 47, no. 4 (December 1989/January 1990). (Only cover page and table of contents available from the Study Circles Resource Center.)

Contains 14 articles examining different aspects of cooperative learning in schools. Some examples: "Social Skills for Successful Group Work" and "Research on Cooperative Learning: Consensus and Controversy."

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Part II - The theory of collaborative learning in small groups and study circles

DeVito, Margaret. "Empowering Adult Religious Educators for the Third Millennium: The Guidebook and Training Manual for Facilitators of Study Circles." Pastoral project, St. Mary-of-the-Woods College, 1990. 89 pp. (Also listed under "Part IV - The how-to's of study circles and small-group discussion.")

Demonstrates how study circles can be used in adult Christian religious education, and argues that the use of study circles will bring enormous benefits to parishes, particularly small and rural ones. Begins by explaining what study circles are and how they can be (and are being) applied to religious education. Identifies some of the developmental needs of adults and contends that study circles can help to meet those needs. Final section presents a training program for facilitators of study circles.

Hill, Richard J. *A Comparative Study of Lecture and Discussion Methods*. Fund for Adult Education's Series of Studies in Adult Group Learning in the Liberal Arts. White Plains, NY: Fund for Adult Education, 1960. 153 pp.

Examines a 10-session anthropology course to compare the success of lecture and discussion methods. Utilizes the following criteria: 1) improvement in ability to identify concepts; 2) changes in certain attitudes; and 3) changes in several areas of behavior. The sample studied consisted of three lecture classes of 283 students at UCLA and 12 discussion groups with 293 participants organized by UCLA and held at community locations. The results show only minor differences between the two methods except in behavior changes, where "with respect to friendship and community involvement, large differences were observed" in favor of the discussion groups. However, the differing locations of the lectures and discussions, and greater social expectations of discussion group participants, cast doubt upon whether the discussion method actually created that result.

"Hillocks Looks at Learning in Small Groups." *Education News*, University of Chicago (1992): 9-10.

Summarizes research demonstrating that students working in small groups (in this case, to learn to write) learn more quickly. Proposes three reasons for the effectiveness of the small-group method: "first, it encourages students to examine and interpret evidence on their own; second, it engenders their use of various strategies of argument in making sense of evidence; and third, it serves as a scaffolding for extending the boundaries of their thinking." Argues that group learning enables students to reach insights that would be unavailable to them if they were to work alone.

Johnson, David W.; Johnson, Roger T.; Holubec, Edythe Johnson; and Roy, Patricia. *Circles of Learning: Cooperation in the Classroom*. Association for Supervision and Curriculum Development, 1984. 89 pp. (Also listed under "Part IV - The how-to's of study circles and small-group discussion.")

Small book arguing that cooperative learning in small groups is usually preferable to and more effective than traditional competitive, individualistic learning. "Students perceive that they can reach their learning goals if and only if the other students in the group also reach their goals. . . . Students discuss the material with each other, help one another understand it, and encourage each other to work hard." Reviews the research, then describes how to

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implement cooperative learning, how to teach students the skills they need, and even how to supervise other teachers' use of cooperative learning techniques.

Jones, Stanley E.; Barnlund, Dean C.; and Haiman, Franklin S. *The Dynamics of Discussion: Communication in Small Groups*. Second ed. New York: Harper and Row, 1980. 305 pp.

An academic study of small groups. Contains 14 chapters in 5 sections: The Role of Discussion in Human Affairs, Interpersonal Relations in Groups, Problem Solving in Groups, Leadership in Groups, and Implications of the Discussion Process. "This eclectic book draws on literature in the fields of speech communication, social psychology, group therapy and other related disciplines for its insights and recommendations."

Kaplan, Abbot. *Study-Discussion in the Liberal Arts*. Fund for Adult Education's Series of Studies in Adult Group Learning in the Liberal Arts. White Plains, NY: Fund for Adult Education, 1960. 138 pp.

Evaluates the effectiveness and impact of a small-group reading and discussion program on participants and leaders. Study conducted in 1956 by faculty members of UCLA, the California Institute of Technology, and Whittier College; included 150 participants and 50 leaders from 118 reading and discussion groups in the Los Angeles area on topics of international affairs, history, and the humanities. Findings presented with many quotes from interviewees; concludes with evidence of strengths and weaknesses of discussion programs.

Oliver, Leonard P. "Study Circles: Individual Growth Through Collaborative Learning." In *Learning for Personal Development*. New Directions for Adult and Continuing Education Series. Edited by Lorraine A. Cavaliere and Angela Sgroi. San Francisco: Jossey-Bass, 1992.

Explains how "the individual adult learner grows from the study circle experience." Cites research studies and presents information about historical and contemporary use of study circles. States the case for the benefits of study circles. An inspiring introduction to their use.

Smith, Paula. "New Perspectives in Learning for the Older Adult." Master's thesis, The Pennsylvania State University, 1992. 92 pp.

Asserts that the aging of the U.S. population will require new educational programs. Also contends that erroneous assumptions about the learning ability of the elderly prevent adequate learning programs. Finally, argues that the adult education field needs to assist in designing more programs for the older adult, and includes a nonformal learning model based on the Paideia Proposal, Knowles's Model of Self-Directed Learning, and the Swedish Study Circle.

Watson, Jeanne. "Scientists and Sweetbreads." *Leader's Digest #2* (The Best from Volume II of *Adult Leadership*) (1955): 74-76.

Uses two examples to demonstrate the greater effectiveness of group discussion and decision-making as opposed to lecture and directives in bringing about desired changes. Takes the first example from methods used by the Food Habits Committee of the National Research Council in order to influence the U.S. public to consume less popular cuts of meat during World War II. The second example considers the behavior of workers whose jobs and work tasks were frequently changed.

Part III – History and current-day examples of study circles and other discussion programs

Aicher, Paul J. "The Study Circle Experience in Sweden Compared with the United States."
Option: Journal of the Folk Education Association of America 15, no. 2 (Fall 1991): 17-23.

Based on a week of intensive interviews with study circle authorities in Sweden, examines the effectiveness of study circles, how they are organized, how reading material is produced, how leaders are trained, and trends. Concludes that while study circles in the U.S. are often concerned with social and political issues and with effecting change, Swedish study circles have a far broader range of purposes, and are seen more as a "tool for enrichment." (Aicher is founder of the Study Circles Resource Center in Pomfret, CT.)

American Institute of Discussion. *Accent*. Oklahoma City, OK: American Institute of Discussion, published monthly. (Available from American Institute of Discussion, Box 103, Oklahoma City, OK 73101, 405-840-9681.)

The newsletter of the American Institute of Discussion, a non-profit educational foundation dedicated to promoting a read-and-discuss method of continuing education. A.I.D. programs focus primarily on discussion of literary works.

Arvidson, Lars. "Popular Education and Educational Ideology." In *The Struggle for Democratic Education: Equality and Participation in Sweden*, pp. 149-168. Edited by Stephen J. Ball and Staffan Sarsson. Philadelphia, PA: The Falmer Press, 1989. (Also listed under "Part V – Participatory democracy and social change: the context for study circles.")

Provides a historical analysis of the development of popular adult education – which mainly consists of study circles – in Sweden. Focuses on the role of ideology, distinguishing between education that is collective and instrumental (i.e., oriented towards specific social change on behalf of specific movements) and that which is intended more for individual self-improvement. Traces the influence of popular movements (Temperance, Free Church, and Labor) on study circles and on the rise of the study circle associations. Argues that state subsidies for study circles have changed adult education in Sweden in dramatic ways.

Arvidson, Lars. "Popular Education on the Move (Folkbildning i rörelse)." *Studies in Education and Psychology* 16 (1985): 339-345. (Journal published by the Stockholm Institute of Education.)

A summary of Arvidson's doctoral dissertation. "Describes and analyzes views on popular education (mainly study circles) in the workers' movement and the free church movement in Sweden" by looking at three different time periods. Describes changes that have taken place in study circles in the 20th century, including the professionalization of leaders and the increasing tendency of content to deal with free-time activities and recreation.

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Arvidson, Lars. "The Study Circle Library in a Historical Perspective." Paper delivered at International Association of Learning for Adults conference, 1990. 9 pp.

Explains the central role of libraries in the development of study circles in Sweden. Maintains that the goal of making the library accessible to everyone remains valid, and that "public libraries in the future have a great task to fulfill as a resource for individuals and groups in their independent pursuit of knowledge."

Benne, Kenneth D. "Finding Time for Citizenship." *Leader's Digest #2* (The Best from Volume II of *Adult Leadership*) (1955): 8-11.

Discusses a program in which "14,000 St. Louis citizens have discussed problems of mental health over the last four years." Seeks to understand why the program was so successful, and what motivated volunteers to organize and lead discussions. Concludes that a number of factors contributed: the subject matter, the low-key approach of the sponsor (the Mental Health Association), the responsibilities given to volunteers to help shape the program and the freedom they were given to "experiment, create, and grow."

Bensman, David. "BAC's Comeback: The Bricklayers' Renewal Program." *Labor Research Review* 12, no. 2 (Fall 1988): 60-69.

Describes the revival of the International Union of Bricklayers and Allied Craftsmen; a three-page section describes BAC's study circle program. Includes excellent descriptions of successful study circles in union locals, as well as a discussion of difficulties in using study circles.

Bergevin, Paul. "The Study Circle." Chapter 5 in *Adult Education in Sweden: An Introduction*, pp. 43-51. Indiana University Monograph Series in Adult Education, no. 1. Bloomington, Indiana: Bureau of Studies in Adult Education, Indiana University, 1961.

Discusses the origins of study circles and describes some of the topics of the 80,000 study circles (with 800,000 participants) that were held in Sweden during the 1958-59 season.

Burch, Glen, ed. *Accent On Learning: An Analytical History of the Fund for Adult Education's Experimental Discussion Project, 1951-1959*. Fund for Adult Education's Series of Studies in Adult Group Learning in the Liberal Arts. Pasadena, CA: Fund for Adult Education, 1960. 134 pp.

"This is a summary report on one of the most ambitious and far-reaching experiments involving adult study-discussion groups ever undertaken in this country." The Fund for Adult Education established large-scale small-group discussion programs in the 1950s. These programs involved 15,000 people in 154 communities in discussions on current issues, history, and the humanities. Report describes and assesses the development and testing of the discussion programs and materials, as well as their distribution and use. Finds that lay leaders using a combination of printed materials and films were as effective as professional educators in traditional settings, and that the discussion leader's role was critical. Of special note are these chapters: Richard L. Bode, "Who Says the Art of Conversation is Dead?" and Betty Miller Unterberger, "Discussion, Liberal Education, and Public Responsibility."

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Byström, Jan. *All Study Circles are Not Study Circles*. Stockholm, Sweden: Report of the Institute of Pedagogy of Stockholm University, 1976. English summary, 10 pp.

Describes research into a variety of types of study circles. Argues that many study circles do not conform to the ideal in which "the leader should be more of a guide and assistant than a teacher." Explains that study circles may develop into "deviant forms" that might be called "school class," "coffee party," or "therapeutic group."

Campbell, Susan. "Reviving Discourse as a Citizen's Art." *The Hartford Courant*, 6 November 1991, p. C1.

Describes the work of the Study Circles Resource Center, selected study circle activity in Connecticut and around the world, and prospects for wider use of study circles.

Cartano, David Garvin. "Introduction." Chapter 1 in "Membership Relations in a Farmer Organization," pp. 1-9. Master's thesis, Ohio State University, 1961.

Relates the Ohio Farm Bureau Federation's use of "advisory councils" -- grass-roots, local chapters that meet in members' homes. "Using discussion guides made available by the OFBF, the councils carry on discussions of current rural topics, both state and national in significance." The advisory councils have contributed to making the OFBF a politically potent organization.

Chiddister, Diane, and Hurley, Mary. "National Issues Forum: Unique Educational Experiment Produces Surprising Results." *Corrections Today* 49, no. 3 (June 1987). 3 pp.

Describes the National Issues Forums' study circles and forums held in prisons, focusing on the Westville Correctional Center in northern Indiana. Full of quotes, shows that issues forums and study circles can be used in a variety of settings.

"The Choices Approach to Citizenship Education." *Choices for the 21st Century* 2, no. 1 (Winter 1991): 1 & 2. A report from the Choices for the 21st Century Education Project, Center for Foreign Policy Development at Brown University. (This newsletter is published by the Center for Foreign Policy Development, Choices for the 21st Century Education Project, Brown University, Box 1948, Providence, Rhode Island 02912, 401-863-3155.)

Explains why a framework of choices -- in which students are asked to assess conflicting alternatives for U.S. foreign policy -- is successful in engaging them in reflection and critical thinking in their high school classrooms. The approach uses structured, small-group discussions and collaborative learning. (For information on the curriculum units developed by this Project, contact the Project at the above address.)

Clason-Höök, Carla. "Study Circles: Promoting Caring Learning Environments for Latino Women." Ed.D. dissertation, University of Massachusetts, 1992. 300+ pp. (Also listed under "Part V -- Participatory democracy and social change: the context for study circles.")

Describes how study circles arose in Sweden and provided nonformal educational opportunities to adults and promoted non-violent social change. Uses this original concept of Swedish study circles (unlike the current-day study circles in Sweden) to examine a variety of study circles. "This study reviews the history and variety of adaptations of study circles in different

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settings and explores the extent to which this model could be adapted and used for empowerment education, and how gender and differences of race, ethnicity, language, culture and class influence personal and collective development." Explores what conditions are essential for the success of study circles, and argues that "study circles as adapted can be a powerful strategy for Latinas to break silence about their particular experiences of oppression."

Comfort, Marianne. "Discussion Groups on Rise, Foster Understanding, Citizenship." *The Schenectady (NY) Sunday Gazette*, 8 December 1991, p. B11.

Describes a variety of ongoing discussion groups in the Albany/Schenectady/Troy region of New York. Beginning with Kathryn Rich, an 82-year old who has "thrived on a steady diet of discussions for 50 years," goes on to describe others who have organized discussion groups.

Corson, Ross. "Democracy in Action: Lifelong Learning in Sweden." *Option: Journal of the Folk Education Association of America* 15, no. 2 (Fall 1991): 12-16.

Focuses on the origins of Sweden's "learning society," the forms that continuing and adult education take today, and some of the issues that face Sweden as it continues to expand learning. Study circles, the primary form of adult education in Sweden, emerged out of political struggles, but "some now wonder if institutionalization means the loss of historical inspiration."

Davis, James A. *Great Books and Small Groups*. New York: The Free Press of Glencoe, Inc., 1961. 237 pp. (Originally published as *A Study of Participants in the Great Books Program*. The Fund for Adult Education's Series of Studies in Adult Group Learning in the Liberal Arts. White Plains, NY: Fund for Adult Education, 1960.)

"This book is concerned with the factors that keep people in the Great Books program from one year to the next. . . . The data come from a national sample of almost 2,000 Great Books participants, members of 172 discussion groups." An academic study that may be of interest to researchers analyzing the factors that contribute to success in small-group discussion programs.

Dooley, Howard J., and Sherrod, Ricky L. "Chautauqua Then and Now." *The Michigan Connection* (Winter/Spring 1984): 1, 20-23. (Available from the Michigan Council for the Humanities, Nisbet Bldg. Suite 30, 1407 S. Harrison Rd., East Lansing, MI 48824, 517-355-0160.)

Part of an issue dedicated to the topic of Chautauqua, describes the Chautauqua traveling tent circuits of lectures and cultural performances from the 1870s through the 1920s and the other Chautauqua activities such as the magazine and the correspondence/discussion courses. Discusses Chautauqua's legacy and heirs.

Edelson, Paul J. "Socrates on the Assembly Line: The Ford Foundation's Mass Marketing of Liberal Adult Education." Paper given at the annual conference of the Midwest History of Education Society, October 1991. 23 pp.

Describes the work of the Fund for Adult Education (FAE), which the Ford Foundation supported with over \$47 million in grants during FAE's 10-year existence (1951-1961). An underlying belief of the program was that non-credit liberal adult education should pay for

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itself, a belief which moved FAE from an early emphasis on small study-discussion programs to lecture-style programs that could draw larger numbers. Edelson claims that this, in turn, has led to the expectation that adult education programs in this country should be self-supporting even though other sectors of our educational system are government-supported.

Emigh, Phyllis. "Study Circles Resource Center." *Adult & Continuing Education Today*, 6 April 1992, p. 5.

Documents the work of the Study Circles Resource Center and the Kettering Foundation's National Issues Forums in using "choice work" to bridge the fields of adult education and citizen participation. Also documents how this approach for examining social and political issues has been used in the classroom, and cites the work of the Choices for the 21st Century project at the Center for Foreign Policy Development at Brown University.

The Folk Education Association of America. *FEAA Newsletter*. Commonwealth of Kentucky: Folk Education Association of America. (Published three times a year, in January, May, and September, by FEAA. For membership and subscription information, contact FEAA, c/o J. Trader, 2606 14th St., Two Rivers, WI 54241.)

"FEAA is an organization of people interested in the history and concepts of folk education as exemplified by study circles and Scandinavian folk high schools." Newsletter details events related to folk education, professional opportunities, and resources on the concept of folk education and its broader contexts of adult learning and citizen participation.

Folkbildnings Förbundet (The National Swedish Federation of Adult Education). *The Adult Education Associations in Sweden*. Stockholm, Sweden: The National Swedish Federation of Adult Education, undated (probably mid to late 1980s). 16 pp.

Pamphlet detailing adult education (popular education) in Sweden, including folk high schools, study circles, and the role of social movements and public libraries. Final section gives profiles of the 12 adult education associations.

Fund for Adult Education, American Foundation for Political Education, and The Great Books Foundation. *The Future of Study-Discussion Programs*. Pasadena, CA: The Fund for Adult Education, 1958. 22 pp. (For FAE materials or information about FAE, please contact the Ford Foundation Archivist, 320 East 43rd Street, New York, NY 10017, 212-573-4228.)

Pamphlet giving the theory and history of "study-discussion" programs starting after World War II. Reports on the development and funding of the three organizations that issued this joint statement and concludes with reflections on the future of their programs and organizations.

German, Clara. "Book Clubs Abound." *Christian Science Monitor*, 17 March 1992, p. 13.

Relates stories from the current trends in book groups and describes book clubs as filling "an intellectual and social void that many Americans find on the narrow professional tracks that follow a stimulating college environment." Reports the work of Elizabeth Long, a Rice University sociologist who is writing about book groups in Houston, TX. Long sees clubs as

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related both to turn-of-the-century social movements (particularly the women's progressive movement) and to the "encounter groups" of the 1970s.

Gould, Joseph E. *The Chautauqua Movement: An Episode in the Continuing American Revolution*. New York: State University of New York, 1961. 108 pp.

Relates "the most significant venture in popular education" in U.S. history. The Chautauqua Institution, created in 1874, "opened up the incredibly isolated communities of our then new Middle West." Begun as a training institute for ministers, Chautauqua became better known for its pioneering of correspondence courses, lecture-study groups, reading circles, and travelling lecture and cultural programs held in tents in rural areas. By 1888, 100,000 people were participants in the Chautauqua Literary and Scientific Circles, study groups in four-year programs of guided reading.

Hutchinson, Carl R. *Teacher's Manual for Study Circles*. New Delhi: National Cooperative Union of India, 1966. 388 pp. (Also listed under "Part IV - The how-to's of study circles and small-group discussion.")

Offers much more than what the title indicates. In addition to detailed instructions for leaders and organizers of study circles, provides chapters on study circles in India, study circles in other countries (including Vietnam), leadership training, and group dynamics. Written for members of cooperative societies in India, where study circles were introduced in 1963. (Hutchinson was a leader of the Cooperative League of the USA, and was involved in the Ohio Farm Bureau Federation's use of study circles.)

International Union of Bricklayers and Allied Craftsmen. *Building Union Democracy: The BAC Study Circle Program*. Executive Summary of the Final Report of the 1986 Pilot Study Circle Program. Washington, DC: BAC, December 1986. 35 pp.

Details the successful study circle pilot program that involved 27 groups at union locals. Explains how the program was set up, describes results of the program, and includes quotations from participants. Appendix presents results of professional polling carried out among members of the union in order to assess the impact of the study circles.

International Union of Bricklayers and Allied Craftsmen. "Study Circles: Business Agent View," and "No-Holds-Barred During Study Circles." *BAC Journal* (July 1988). 2 pp.

Two brief articles describing different aspects of the BAC study circle program.

Johnson, Eugene I. "Variations on a Theme." *Leader's Digest #3* (Selected Articles from Volumes III and IV of *Adult Leadership*) (1956): 60-62.

Describes many facets of the organization of a large discussion program in 1955 in the San Bernadino Valley of Southern California. The program, involving 1,200 people in 76 discussion groups, each of which held six meetings, was called "The Years Between," and focused on youth (teenagers) and family life. Describes a workshop for leaders, the media campaign associated with the program, and how the program was organized to involve a range of socioeconomic groups.

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Johnson, Ryerson. "Antigonish for Potatoes and Fish" and "How the Study Clubs Work." *Leader's Digest #3* (Selected Articles from Volumes III and IV of *Adult Leadership*) (1956): 55-58 & 59.

Explains the role of study and discussion groups in improving the lives of fishermen and farmers in the Maritime Provinces of Eastern Canada in the 1930s. Shows how professors from the Extension Department of St. Francis Xavier University in Antigonish helped fishermen and farmers to organize and take control of their economic lives.

Johnsson, Anders I.; Nystrom, Kjell; and Sunden, Rolf. "Mass Education Campaigns." Chapter 3.10 in *Adult Education in Tanzania*, pp. 34-36. Stockholm, Sweden: Swedish International Development Authority, March 1983.

Reports on mass education campaigns in Tanzania that used "study group/circle methods." The campaigns focused on health issues and patriotic national issues, but also provided reading material for those who were newly literate.

Kulik, Dominic, and Yaskulka, David. "Student-Initiated Curricula in Peace Studies: The Williams College Experience." In *Peace and World Order Studies: A Curriculum Guide*. Edited by Daniel C. Thomas and Michael T. Klare. Boulder, San Francisco, and London: Westview Press, 1988. 6 pp.

Describes the evolution and importance of full-credit, student-initiated and student-run courses at Williams College since 1983. Underscores key educational principles and nuts-and-bolts tactics for this innovative student-directed learning model. Represents the ongoing and landmark experiment that inspired the founding of Leadership Education And Development (LEAD), USA. LEAD, USA is a national non-profit education institute that trains college students to find creative solutions to global problems.

Kurland, Norman D. "The Scandinavian Study Circle: An Idea for the U.S." *The College Board Review* 114 (Winter 1979-80). 5 pp. Reprinted in *Lifelong Learning: The Adult Years* (February 1982): 24-30.

Discusses the potential for study circles in America and describes efforts made in the early 1980s to establish study circle programs in New York state. (Kurland, former Executive Director of Adult Learning Services in the New York State Education Department, helped found the Study Circle Consortium of New York state.)

Marsick, Victoria J. "Action Learning and Reflection in the Workplace." In *Fostering Critical Reflection in Adulthood: A Guide to Transformative and Emancipatory Learning*, pp. 23-46. Edited by Jack Mezirow and Associates. A joint publication in The Jossey-Bass Higher Education Series, The Jossey-Bass Social and Behavioral Science Series, and The Jossey-Bass Management Series. San Francisco: Jossey-Bass, 1990.

Describes "action learning" as practiced by the Management Institute, Lund, Sweden (MiL). "Action learning programs provide a framework for learning from experience that involves . . . critical self-reflection." Somewhat similar to quality circles, but more effective, action learning requires more time, deeper involvement, and more self-analysis on the part of participating

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workers and managers. Action learning relies heavily upon small-group work and workshop-type exercises.

Martin, Lowell. "Guided Group Reading as a Library Service: The Chicago Project." *Library Journal* (15 May 1946): 734-739.

Describes the genesis of the Great Books program in Chicago, the program itself, and how groups were organized and promoted. Defends the involvement of librarians in these discussion programs centering on the classics. Twenty-seven of the 34 Great Books groups existing at that time were organized by libraries.

McNutt, Bill. "Cooperatives in North America Get Start in Antigonish, Nova Scotia" and "Cooperatives Branch Out". *Buckeye Farm News*, October and November 1989. 3 pp. altogether.

Two-part series discussing the use of study circles by depression-stricken fishermen in Nova Scotia in the 1920s and '30s. Reports the work of the Coady International Institute at St. Francis Xavier University in Nova Scotia, where training in the use of study groups and cooperative community action is provided for community organizers from the Third World. (McNutt was Director of the Ohio Farm Bureau Federation's Education Department, which has used study circles [their term is "advisory councils"] for over 50 years.)

Milner, Henry. "The Dissemination of Knowledge." Chapter 6 in *Sweden: Social Democracy in Practice*, pp. 153-185. New York: Oxford University Press, 1989.

Describes the Swedish educational system, both the formal school system and the enormous informal adult education system. Identifies adult education programs, including study circles, and explains how they are organized and paid for. Recounts how Sweden created a "learning society" in which, in any given year, "one-third of Swedish adults pursue some form of organized studies."

Ministry of Health of Swaziland, Africa Adult Education Association, University of Swaziland, International Council for Adult Education. "Section A: The Workshop," pp. 2-12 in *A Report on an International Workshop on the Radio Learning Group Approach to Mass Education*. Nairobi, Kenya; Kwaluseni, Swaziland; Mbabane, Swaziland; and Toronto, Canada, 1982.

Describes the use of "radio learning group" (RLG) campaigns in Tanzania and Botswana. RLGs are "large-scale, educational projects run over a relatively short period of time and directed at organized groups of learners. The groups, led by trained leaders, listen to a series of radio programs, read study materials, and discuss the issues presented." RLG campaigns focused on elections, health and hygiene, food production and reforestation, and sometimes led to collective action.

National Issues Forums (NIF). *National Issues Forums Program Overview*. Dayton, OH: National Issues Forums Institute, 1991. 16 pp. (Available at no charge from NIF, 100 Commons Road, Dayton, OH 45459-2777, 800-433-7834, 800-433-4819 in OH.)

Presented in a question-and-answer format, a pamphlet that provides a brief and clear introduction to forums and study circles as they are used by Kettering Foundation's National Issues Forums. NIF also produces three "issue books" each year as reading material for use

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by the forums and study circles in the NIF network. (Groups interested in using the NIF materials and adapting its approach as part of their own program are invited to write or call NIF for further information.)

O'Brien, Katherine L. "Riverside Builds Veteran-Civilian Group," and Kingery, Robert E. "How the Riverside Group Performed." *Library Journal* (1 October 1946): 1282-1283 and 1284-1287.

Discuss the establishment and success of a reading and discussion group set up shortly after World War II at a branch library in the Upper West Side of Manhattan in New York City. O'Brien describes recruitment and planning, and Kingery provides the analysis and implications for libraries.

Ogden, Jess S. "Change Takes Time." *Leader's Digest #3* (Selected Articles from Volumes III and IV of *Adult Leadership*) (1956): 73-75.

Describes the efforts of the University of Virginia's "experimental program in finding ways to help communities help themselves." Many of the programs initiated by extension agents used discussion groups. Stresses the importance of two factors: allowing enough time for change to occur and the readiness of the community. Reports on several interesting discussion programs that had varying degrees of success.

Ohio Farm Bureau Federation. *Farm Bureau Starter Packet*. Columbus, OH: Ohio Farm Bureau Federation. Approx. 30 pp. (Available from Ohio Farm Bureau Federation, Education Department, Two Nationwide Plaza, Box 479, Columbus, OH 43216, 614-249-2472, price: \$1.50.)

Describes the Ohio Farm Bureau's study circle (advisory council) program and contains detailed instructions about starting a council. Contains an excellent four-page brochure. Includes several two-page issue summaries which serve as the basis for their monthly discussions. The 50-year-old advisory council program includes thousands of farmers and their families.

Ohliger, John. "Social Change Through Listening Groups." *Adult Leadership* (January 1968). 6 pp.

"Listening groups" are "broadcast-based discussion groups." Explains how listening groups function, and then presents some fascinating examples of their use in England, Canada, India, and the U.S. from the 1930s through the 1960s. Large-scale programs involved tens of thousands of people in listening groups in these nations.

Ohliger, John. "What Happened to the Canadian Farm Radio Forum?" *Adult Education Journal* 28, no. 3 (Spring 1968): 176-187.

Analysis of why the Canadian Farm Radio Forum, a highly successful and acclaimed listening group program, declined after 25 years. Concludes that "the three sponsoring organizations had diverging interests, a field structure for organizing and maintaining the listening groups was never established, and the listening groups never became integrated" into the Canadian power structure.

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Oliver, Leonard P. "Chautauqua and the State Humanities Programs: The Quest for Quality and Audiences." *The Michigan Connection*, (Winter/Spring 1984): 1, 12-13, & 16-17. (Available from the Michigan Council for the Humanities, Nisbet Bldg. Suite 30, 1407 S. Harrison Rd., East Lansing, MI 48824, 517-355-0160.)

Article from an issue devoted to Chautauqua. Depicts and analyzes the Chautauqua programs of 1870-1930 and the criticisms of those programs offered during that time. Chautauqua included residential adult education, correspondence courses and home study circles, and a traveling "tent" or "circuit" of lectures and cultural events. Presents an analysis of Chautauqua's enormous success and eventual decline. Also describes the programs of State Humanities Councils, of which Chautauqua was a progenitor, and draws some lessons from Chautauqua's experience.

Oliver, Leonard P. "Study Circles: New Life For an Old Idea." *Adult Learning* (November 1990): 20-22.

Presents a concise history of the development of study circles in the U.S. and Sweden and describes several contemporary American study circle programs. Contends that study circles are "precursors to advocacy," and can be used effectively by organizations and educators to encourage people to be more socially and politically active.

Osborne, Karen Quallo, and Shevat, Renee Scialdo. "Study Circles: Personal and Professional Fulfillment for Employees." *Management Review* (June 1982): 37-42.

A lively report on how companies can use study circles to "improve workers' motivation and job performance, while helping them fulfill social and educational needs." Explains how study circles have been used by American and Swedish companies. (Osborne was the director of the Study Circle Project at the State University of New York.)

Pedersen, Daniel. "In Sweden, You're Never Too Old to Learn Something New." *Newsweek*, 2 December 1991. p. 64.

Appearing as part of a special section on the world's best models of education, calls study circles the world's best model of adult education. Focuses on Sweden's use of study circles and adult education for training related to employment.

Powell, John. "One Step Nearer Leadership: Guided Group Reading as a Library Service." *Library Journal* (1 April 1946): 443-449.

Examines a book discussion program that was initiated in the Washington, DC, library system in 1945, funded as a demonstration project by a grant from the Education Fund, Inc. in Chicago. Although the program had already operated for a year at the time this was written, most of the article discusses general topics about discussion groups.

Scott, David. "Catholic 'Circles' Studying the Issues," and "Study Circles Give Catholics a Chance to Talk and to Act." *The Evangelist*, 2 April 1992 and 9 April 1992. pp. 13 & 16, and p. 5.

Two series on the promotion of study circles by the Catholic church in the U.S. Explains the rationale for using study circles as a tool for encouraging church members to relate their faith to critical social and political issues. Relates examples of Catholic study circle programs,

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with numerous quotations from study circle promoters around the country. Demonstrates some of the effects of study circles in the Catholic church: education, empowerment, reconciliation, and social action.

Sembor, Edward. "Building Community Citizenship Through Study Circles." *Public Management* 74, no. 6 (June 1992): 15-17.

Describes two pilot study circle programs used successfully in two Connecticut towns to approach the issue of developing citizenship within the community. Outlines the material that was used as the basis for the discussions, a four-session program developed by the Institute of Public Service at the University of Connecticut, with support from the Study Circles Resource Center (SCRC). (A copy of the discussion program, "Building Community Citizenship: A Framework for Discussion," is available from SCRC.) Argues that study circles are attractive tools for local public government managers to involve the community in a wide range of issues.

Shawen, Neil M. "The American Lyceum and Adult Education." *Lifetime Learning: The Adult Years* (March 1979): 8-11 & 27.

Describes the American Lyceum movement which flourished from the late 1820s until the early 1840s, sponsoring lectures, debates, concerts, and publications. Lyceums were locally-based adult learning centers, controlled by members, "where townspeople would come to discuss topics of mutual interest, hear speakers from among their own membership, and witness scientific demonstrations." By 1835 there were 3,000 lyceums. The movement faltered when political passions were inflamed by the slavery issue and big-name speakers replaced local programming. Although lyceums did not usually use the discussion method, they did allow members to direct their own learning.

Sherrod, Ricky L. "For Further Reading: A Bibliographical Essay on Chautauqua." *The Michigan Connection* (Winter/Spring 1984): 18-19. (Available from the Michigan Council for the Humanities, Nisbet Bldg. Suite 30, 1407 S. Harrison Rd., East Lansing, MI 48824, 517-355-0160.)

Part of an issue devoted to Chautauqua. A detailed bibliographical account of the literature about Chautauqua.

Spicer, Christopher. "Folk Education in the United States Today." *Option: Journal of the Folk Education Association of America* 15, no. 2 (Fall 1991): 3-11.

A paper presented to the Association of Danish Folk High Schools. Describes residential learning centers, community-based learning centers, and study circles. "A central role of folk education is to create a bridge between individual and community needs, between the needs of the powerful and the powerless, between education and life," and to lead toward social change.

Strombeck, Rita. "Expanding the Focus of Health Insurance Education for Medicare Beneficiaries." *Journal of Aging and Social Policy* 3, no. 4 (Fall 1991): 9-29.

Reports what Medicare recipients know about health insurance coverage and describes existing education programs on this topic. (Many Medicare recipients purchase private insurance policies to supplement government coverage.) Offers "an expanded model of health insurance education based on the concept of the Swedish study circle." Describes how study

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circles work and describes Health for All, a Swedish health education campaign based on study circles.

The Study Circle Consortium. *The Circling World Newsletter*. Albany, NY: The Study Circle Consortium, January 1984. 6 pp.

The only issue of a newsletter put out by the Study Circle Consortium (now inactive), a forerunner to the Study Circles Resource Center. Describes a wide variety of study circle activity - most of it in New York State - that was occurring at the time of its publication.

The Swedish Institute. *Fact Sheets on Sweden: Adult Education in Sweden*. Stockholm: The Swedish Institute, May 1988. 4 pp.

A detailed overview of adult education programs in Sweden, including folk high schools, study circles, municipal programs, trade union programs, and correspondence courses. "In the fiscal year 1986/87, 309,000 study circles attracted about 2,610,000 participants . . . (out of) Sweden's total population of 8.4 million and its adult population of about five million."

The Swedish National Board of Education. *Adult Education*. Stockholm: Swedish National Board of Education Information Section, 1986. 4 pp.

Illustrated pamphlet describing the range of adult education programs in Sweden. Similar to *Fact Sheets on Sweden: Adult Education in Sweden* published by The Swedish Institute, but more visual and less detailed.

Swett, Leslie. "The Study Circle: An Idea Whose Time Has Come in the United States." A report prepared with support from the New York State Education Department, College Board, and Rockland Community College. February 28, 1978. 28 pp.

Report prepared under the direction of Norman D. Kurland of the Study Circle Consortium of New York state. Answers the question, "Why are there so many study circles in Sweden and so few in the U.S.?" Contends that the U.S. lacks an organized system of support for study circles while Sweden has a superb one. Surveys the range of study circle activity in the U.S. in 1978, highlighting a dozen programs. Concludes with suggestions for encouraging institutionalization and greater use of study circles in America.

Turner, William. *Ohio Farm Bureau Story: 1919-1979*. Columbus, OH: Ohio Farm Bureau Federation, 1982. 347 pp. (No longer in print; the Study Circles Resource Center can provide photocopies of pp. 127, 156-158, 160, 166, 202, 217-218, 222, and 231.)

Documents (on a few scattered pages) the formation and functioning of the Ohio Farm Bureau Federation's Advisory Councils, which are essentially study circles. This program is of note because it is 50 years old and still quite large, involving thousands of farmers and their families.

Zelman, Alys L. "The Reading Circle: Early Jewish Emigres With a Passion for Learning." Prospectus for an independent film. June 1991. 4 pp. (For copies or more information, contact Alys Zelman, 265 West 254th St., New York NY 10471; 212-543-9614.)

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Describes a "reading circle" of Russian Jewish immigrants in Philadelphia that met for 60 years, from the early 1920s to the mid-1980s. "Because the individuals shared a strong sense of who they were . . . and what they valued, the group evolved into a reading circle as a way of keeping their culture and values intact."

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Adult Education Association of the U.S.A. *How to Lead Discussions*. Leadership Pamphlet #1. Washington DC: Adult Education Association of the U.S.A., 1955. 48 pp.

A collection of short articles by a half-dozen authors. Intended to serve as a practical aid to discussion leaders. "If you want to lead a discussion group – or to lead one better – this pamphlet is designed for you." The material is mostly concrete and practical, but two articles, "Why Group Discussion?" and "Education Through Deliberation," focus on "ways in which group discussion is important and needs which adults seek to meet as they talk things over together."

Adult Education Association of the U.S.A. *Leading the Learning Group*. Leadership Pamphlet #18. Chicago IL: Adult Education Association of the U.S.A., 1963. 47 pp.

A collection of six articles, four of which are relevant to those interested in study circles or the discussion of public issues. Levi L. Smith's "The Questioning Spirit in the Classroom" considers the question, "How can a leader overcome the class members' fear of examining and questioning their own moral, social, and political attitudes and beliefs?" In "Controversial Issues," Arthur P. Crabtree describes "how to win community support for programs that present controversial issues." Other articles focus on general leadership skills.

American Foundation for Political Education. *Discussion Leader's Manual*. Chicago, IL: American Foundation for Political Education, 1953. 71 pp.

Designed as a manual for those who led small-group discussions as part of the American Foundation for Political Education's World Politics Program. Contains information about the program content, with a special section offering suggestions for handling specific problems that arise in adult groups.

Auvine, Brian; Densmore, Betsy; Extrom, Mary; Poole, Scott; and Shanklin, Michael. *A Manual for Group Facilitators*. Madison, WI: The Center for Conflict Resolution, 1977. 88 pp. (Available from New Society Publishers, New Society Educational Foundation, 4527 Springfield Ave., Philadelphia, PA 19143, 800-333-9093, price: \$12.95.)

Offers suggestions for leading various kinds of groups and helping groups to achieve their stated purpose through consensus-building. Designed for those who are inexperienced in acting as facilitator. Stresses the values of democracy, responsibility, cooperation, honesty, and egalitarianism.

Bradford, Leland P.; Stock, Dorothy; and Horwitz, Murray. "How to Diagnose Group Problems." *Leader's Digest* #2 (The Best from Volume II of *Adult Leadership*) (1955): 30-37.

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Examines problems that arise in small groups and their causes. "A group has two things in common with a machine or with any organism anywhere: 1) It has something to do. 2) It must be kept in running order to do it. . . . This Tool Kit will analyze the causes and symptoms of some common problems that interfere with group growth and productivity, and describe some methods of diagnosis."

Christensen, C. Roland; Garvin, David A.; and Sweet, Ann, eds. *Education for Judgement: The Artistry of Discussion Leadership*. Boston, MA: Harvard Business School Press, 1991. 312 pp. (Annotated reference listed under "Part II - The theory of collaborative learning in small groups and study circles.")

Christensen, C. Roland, with Hansen, Abby J. *Teaching and the Case Method*. Boston, MA: Harvard Business School Press, 1987. 290 pp.

Focuses mainly on how to teach using the "case method approach," and uses the approach itself as he explains it. He provides "case studies" describing difficult situations that teachers face in leading discussion courses. "The cases bring real world teaching situations alive - situations that almost any teacher can identify with." Also includes articles about teaching and learning, and about leading discussions. (Christensen introduced the case method and the discussion method to Harvard's Business and Medical Schools, among others.)

DeVito, Margaret. "Empowering Adult Religious Educators for the Third Millennium: The Guidebook and Training Manual for Facilitators of Study Circles." Pastoral project, St. Mary-of-the-Woods College, 1990. 89 pp. (Annotated reference listed under "Part II - The theory of collaborative learning in small groups and study circles.")

Fund for Adult Education. *How to Organize and Manage a Series of Adult Study Discussion Programs*, and *Participating in an Adult Discussion Series: Some Questions and Answers*. Pasadena, CA: The Fund for Adult Education, 1955. 23 pp. and 13 pp. (For FAE materials or information about FAE, please contact the Ford Foundation Archivist, 320 East 43rd Street, New York, NY 10017, 212-573-4228.)

Well-written and relevant guides. The Fund for Adult Education was established and funded by the Ford Foundation in the 1950s and early '60s to set up discussion programs. Will be of interest to those interested in antecedents to recent study circle programs in this country.

Gray, Walter, Jr. *Manual for Discussion Moderators*. Oklahoma City, OK: American Institute of Discussion, 1964. 22 pp. (Available from American Institute of Discussion, Box 103, Oklahoma City, OK 73101, 405-840-9681.)

A manual offering practical advice on moderating a "study-discussion" program. Gives an explanation of study-discussion.

Great Books Foundation. *A Guide for Co-Leaders* and *A Guide for Participants*. Chicago, IL: The Great Books Foundation, 1985. 12 pp. and 6 pp. (Available from The Great Books Foundation, 35 East Wacker Drive, Suite 2300, Chicago, IL 60601, 800-222-5870.)

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Short guides focused mainly on discussion of literature. Contain useful general advice for discussion leaders. The guide for leaders focuses on asking questions and distinguishes between "questions of fact, questions of interpretation, and questions of evaluation."

Gulley, Halbert E. *Discussion, Conference, and Group Process*. New York: Henry Holt and Company, 1960. 388 pp.

Combination of "how-to" book and a historical survey of the uses of discussion. Details methods for participating in and leading discussions. "Believing that effective discussion leaders and participants are made, not born, the author provides sound theory and illustrates its practical application to guide the reader in developing discussion skills." Give special emphasis to participant skills.

Hill, William Fawcett. *Learning Through Discussion: A Guide for Leaders and Members of Discussion Groups*. Newbury Park, CA: Sage Publications, 1990. 64 pp.

Designed for teachers who want to use the discussion method in the classroom. Contends that most teachers believe that discussion is useful for sharing ideas and feelings but not for learning. Argues that "mastery of difficult material can be achieved by the discussion group, but not with permissive and unstructured approaches." Explains how a discussion group can effectively learn, what the teacher needs to know, and how the group can learn to use the process.

Hutchinson, Carl R. *Teacher's Manual for Study Circles*. New Delhi: National Cooperative Union of India, 1966. 388 pp. (Annotated reference listed under "Part III - History and current-day examples of study circles and other discussion programs.")

Johnson, David W.; Johnson, Roger T.; Holubec, Edythe Johnson; and Roy, Patricia. *Circles of Learning: Cooperation in the Classroom*. Association for Supervision and Curriculum Development, 1984. 89 pp. (Annotated reference listed under "Part II - The theory of collaborative learning in small groups and study circles.")

Johnson, Eugene I. *How to Organize a Community Forum*. Athens, GA: University of Georgia Center for Continuing Education, 1975. 21 pp.

Handbook that offers practical, hands-on advice for organizing community forums where people can talk with each other about important common concerns. Presented clearly and simply in a step-by-step fashion.

Juby, Heather, et al. *Students Teaching Students: An Organizing Manual for Students and Teachers*. Williamstown, MA: LEAD, USA (Leadership Education and Development, USA), 1992. (Updated annually, beginning in 1991. Available from LEAD, USA, 22 Spring Street, PO Box 275, Williamstown, MA 01267, 413-458-2159.)

Handbook for universities (and beyond) on full-credit, student-created and -centered courses. Based on LEAD, USA's innovative model of leadership education, which moves students "from conditioned passivity to critical thinking, participation, and the creation of practical solutions." Students Teaching Students courses are designed and taught by the students themselves. Members of the faculty, who do not attend the classes, participate

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actively as mentors and advisors, while the students design a syllabus, take turns leading the class, foster faculty and administrative relations, and work together as a community of learners. Emphasis of the courses is creation and implementation of practical solutions to local and global problems.

Lakey, Berit. "Meeting Facilitation: The No Magic Method." Santa Cruz, CA: New Society Publishers. 10 pp. (Available from New Society Publishers, PO Box 582, Santa Cruz, CA 95061, 800-333-9093, price: \$0.75.)

Brief pamphlet that offers general and specific advice for facilitating meetings. "A facilitator makes no decisions for the group, but suggests ways that will help the group to move forward. He or she works in such a way that the people present at the meeting are aware *they* are in charge, that it is *their* business that is being conducted, and that each person has a role to play."

Lee, Robert Ellis. "Getting the Most Out of Discussion: A Guide for Participants." Library-Community Project: American Library Association, 1957. 31 pp.

"This manuscript grew out of the questions of thousands of men and women who have taken part in series of discussions based on the use of books, pamphlets, and films." These discussions were held at libraries all over the U.S.

Lee, Robert Ellis. "The Library-Sponsored Discussion Group." Library-Community Project, American Library Association, 1957. 85 pp.

A step-by-step how-to manual for planning, organizing, selecting reading materials for, and conducting small-group discussions in libraries. Primarily aimed at librarians and others who might organize discussion groups in libraries, but much is of broad relevance.

Lippitt, Gordon L., and Whitfield, Edith. *The Leader Looks at Group Effectiveness*. The Looking Into Leadership Series. Washington DC: Leadership Resources, Inc., 1961. 12 pp.

Pamphlet describing how leaders can help groups function more effectively. Focuses on group dynamics, but also addresses topics relevant to study circle leadership: how to get members to participate more fully, how to keep group discussion on track, and why group members have trouble understanding each other.

McBurney, James H., and Hance, Kenneth G. *Discussion in Human Affairs*. Second ed. New York: Harper and Brothers, 1950. 432 pp. (Also listed under "Part V - Participatory democracy and social change: the context for study circles.")

Undergraduate text designed for courses in discussion. "We have two specific purposes: 1) to explain discussion as a means to better understanding human affairs and action; and 2) to develop attitudes and skills which enable people to participate in discussion competently. . . . Discussion as here conceived is . . . the essence of the democratic process." Descriptive, uses examples.

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McCormick, Don, and Kahn, Michael. "Barn Raising: Collaborative Group Process in Seminars." Harvard Business School publication 8-386-025. Reprinted by permission from *EXCHANGE: The Organizational Behavior Teaching Journal* 7, no. 4: 16-20.

Presents four models for leading a discussion seminar, "the Free-for-All, Beauty Contest, Distinguished House Tour, and Barn-Raising." Argues that these models "go in that order . . . toward being progressively richer styles of intellectual conversation." In the "Barn-Raising" style, participants are encouraged to offer "ideas which may be newly formed and not yet thought out," and to relinquish ownership of and responsibility for developing ideas. Ideas become the collective property of the group.

New York State Education Department, Bureau of Home Economics and Technology Education. *Action Education: Using Study Circles to Build Student Leadership Teams*. Albany, NY: New York State Education Department. 60 pp. (Out of print; photocopies are available from the Study Circles Resource Center.)

A guide with an excellent introduction to study circles, beginning with a question-and-answer format. Goes on to discuss group behavior, building cohesion and trust, and leadership, and includes exercises and guidelines for teachers. The final one-third is oriented toward integrating study circles into home and career skills curriculum. An activity-oriented, nuts-and-bolts guide. Addresses the problem of assigning grades in a study circle-based curriculum.

Serendipity House. "Small Group Training Manual: Six Sessions for Training Leaders" and "Beginning a Serendipity Group: Six Sessions to Get Acquainted." Littleton, CO: Serendipity House, 1991. 96 pp. and 44 pp. (Available from Serendipity, PO Box 1012, Littleton, CO 80160, 800-525-9563.)

Serendipity House produces and sells a half-dozen series of guides for small discussion groups in Christian churches. In addition to the above manuals, it offers guides to small-group discussion on several dozen other topics. Most of the guides focus on personal and spiritual growth and on Bible study. Many of the techniques described in the leader's training guide are applicable to all kinds of small groups, but "serendipity groups" have more of an agenda than do study circles. There is a "Beginnings" series to get new groups started, a "Lifestyle" series, a "Support Group" series and a "Youth" series. The Serendipity group process is based on Bible study and discussion along with personal sharing. The goal is to create a bonded group that will continue to meet.

Srinivasan, Lyra. *Tools for Community Participation: A Manual for Training Trainers in Participatory Techniques*. New York: PROWESS: UNDP (United Nations Development Program), 1990. 179 pp. (Available from PACT Inc., 777 UN Plaza, NY, NY 10017, 212-697-6222.)

A guide for training Third World women to work on water and sanitation projects, with a focus on one particular approach to participatory training that has been very successful in the field. Some of the principles and techniques described in it have general applications. "Development has as its ultimate objective the enhancement of human capacities to enable people to manage their own lives and their environment. . . . A participatory approach can help to match both these technical and human development objectives."

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Strombeck, Rita. "Introduction to Study-Circle Leader's Guide." In *PRIME - Preretirement Insurance and Medicare Education: A Study Circle Program to Help You Plan for Your Health Care Coverage Needs in Retirement*, pp. 1-15. Laguna Niguel, CA: HealthCare Education Associates, 1990. (Available from HealthCare Education Associates, 70 Campton Place, Laguna Niguel, CA 92677, 714-240-2179.)

Presents a good, brief description of how study circles work. Offers specific advice about how to structure and lead a discussion in a study circle. Describes the activities, types of questions, homework, and discussion process that can be used effectively in a study circle.

The Study Circle Consortium, The University of the State of New York. *The Rainbow Starts Here: A Study Guide for Community Development*. Albany, NY: SUNY, 1980. 38 pp.

A guide for developing a problem-solving program based on study circles to address community issues. Provides a brief introduction to study circles and community development, and then launches into a series of workshops and discussions that help participants determine the focus for the study circle and work through the issues that concern them.

The Study Circle Consortium. *Study Circle Facilitator Training Manual*. Albany, NY: The State University of New York. 24 pp.

Designed for use in conjunction with a training program, describes in detail the role of the leader. Clear explanation of study circles. Appendix outlines a training plan with an agenda and includes evaluation forms. Useful for those who train discussion leaders.

Study Circles Resource Center. Portfolio/Starter Kit. Pomfret, CT: Topsfield Foundation, January 1990. Includes two pamphlets: *An Introduction to Study Circles* (16 pp.) and *Guidelines for Organizing and Leading a Study Circle* (28 pp.). One-page resource briefs on various aspects of study circles include suggestions for participants, organizers, and discussion leaders. (Available free of charge from the Study Circles Resource Center, PO Box 203, Pomfret, CT 06258, 203-928-2616, FAX 203-928-3713.) (Annotated reference listed under "Part I - General information on study circles and small-group discussion.")

Thelen, Herbert, and Stock, Dorothy. "Understanding Groups at Work." *Leader's Digest #2* (The Best from Volume II of *Adult Leadership*) (1955): 27-29.

Written to help leaders understand dynamics of small groups. Contends that group leaders should "continually diagnose and evaluate their own feelings and what is happening in the group to guide their participation." Documents the steps involved in diagnosis.

Utne Reader. *The Salon-keeper's Companion: An Utne Reader Guide to Conducting Salons, Councils, and Study Circles*. Minneapolis, MN: LENS Publishing Co., 1992. 8 pp. (For information, contact the Neighborhood Salon Association, c/o *Utne Reader*, 1624 Harmon Place, Minneapolis, MN 55403.)

General suggestions for running different forms of small-group discussion. Sent to members of *Utne Reader's* Neighborhood Salon Association. Also sent to members: a list of people in the member's neighborhood (town, bioregion) who want to get together and a one-year subscription to the newsletter, *The Neighborhood Salon*.

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Yanofsky, Nancy M. *Leadership Handbook: A Guide to the Great Decisions Program*. New York, NY: Foreign Policy Association, 1989. 102 pp. (For information, contact the Foreign Policy Association, 729 Seventh Avenue, New York, NY 10019, 212-764-4050.)

Describes the Great Decisions program, which is at the heart of the Foreign Policy Association's efforts to advance public understanding of international issues. Designed as a resource and how-to guide for Great Decisions program leaders. Chapter 3 gives specific advice on leading the discussions that are part of the Great Decisions program. The *Great Decisions* briefing book, published annually and containing balanced presentations of eight major foreign policy issues, is the primary source of material for the discussion programs.

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Arvidson, Lars. "Popular Education and Educational Ideology." In *The Struggle for Democratic Education: Equality and Participation in Sweden*, pp. 149-168. Edited by Stephen J. Ball and Staffan Sarsson. Philadelphia, PA: The Falmer Press, 1989. (Annotated reference listed under "Part III – History and current-day examples of study circle and other discussion programs.")

Atlee, Tom. "Using the 1990s to Transform American Politics." *Thinkpeace* 6, no. 1 (January/February 1990): 1-2 & 7-8.

Describes a variety of initiatives that promote dialogue, discussion, listening, and the formation of "communities of concern," including study circles.

Barber, Benjamin R. *Strong Democracy: Participatory Politics for a New Age*. Berkeley, CA: University of California Press, 1984. 320 pp.

Political philosophy. Argues for a more grassroots, participatory form of democracy. "Barber seeks to give the participatory ideal new institutional and intellectual vigor. . . . He sketches a way of looking at politics from which a stronger democratic practice might emerge." A chapter on "Citizenship and Participation" includes a section on "Political Talk" (pp. 173-198) which describes the value and importance of discussion and conversation to the democratic process.

Benne, Kenneth D.; Bradford, Leland P; and Lippitt, Ronald. *Group Dynamics and Social Action*. New York: Anti-Defamation League of B'nai Brith, 1950. 60 pp.

Pamphlet analyzing the group dynamics and effectiveness of a fictional liberal group, "The Society for Democracy." Examines leadership, participation, and the quality of discussions at meetings. An interesting case study about the effectiveness of a small organization.

Boggs, David L. *Adult Civic Education*. Springfield, IL: Charles C. Thomas, 1991. 140 pp.

Describes the importance of adult civic education for American democracy and provides an overview of existing programs, depicting many in detail. Presents both theory and practice. According to the author, "There is no other treatise in modern adult education literature devoted exclusively to . . . adult civic education." Argues that the responsibilities of citizenship need to be constantly re-examined and reformulated and that "whatever civic education is provided in the formal educational system, it is insufficient to sustain a person for life-long engagement in democracy."

Boyte, Harry C. *Commonwealth: A Return to Citizen Politics*. New York: The Free Press; London: Collier Macmillan, 1989. 221 pp.

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Book "about the American political tradition of active citizen politics and its reemergence today." Argues that citizen participation, community spirit, and a more vital public life are necessary because the "fundamental tasks of our whole society - from repair of bridges to care for the environment - are not getting done" by traditional institutions. Describes new possibilities for a wider, more active democracy and gives examples.

Boyte, Harry C. "The Growth of Citizen Politics." *Kettering Review*, Fall 1991, pp. 67-77.

Argues that "problems facing America today require a level of public judgment and social change that can come only from widespread citizen involvement," and then details the many indications of the erosion of public life in America. Relates citizen organizations that have been able to overcome the cynicism that so many see in politics. These community-based organizations have combined a focus on specific issues with a concern for the larger values in society. They use the "art of listening" as one of their main organizing tools.

Clason-Höök, Carla. "Study Circles: Promoting Caring Learning Environments for Latino Women." Ed.D. dissertation, University of Massachusetts, 1992. 300+ pp. (Annotated reference listed under "Part III - History and current-day examples of study circle and other discussion programs.")

Eiger, Norman. "Education for Workplace Democracy in Sweden and West Germany." In *The Organizational Practice of Democracy*, pp. 105-124. Edited by R. N. Stern and S. McCarthy. New York, NY: John Wiley & Sons, Inc., 1986.

Explains how workers in Sweden and West Germany were taught about and trained to take advantage of the new powers and responsibilities that resulted from the successes of the labor movements in the two countries. In the 1970s, these movements succeeded in winning major labor law reforms that gave union members new powers and created opportunities for industrial democratization. In Sweden, the national labor federation relied heavily upon study circles, involving millions of workers in hundreds of thousands of study circles (pp. 117-118).

Eiger, Norman. "Worker Education in Sweden: A Force for Extending Democratic Participation." *Scandinavian Review* 76, no. 1 (Spring 1988). 10 pp.

Identifies the various labor organizations that provide adult education programs for both blue collar and salaried employees in Sweden. Demonstrates how Swedish society is organized to continually educate workers, and identifies the programs under which the Swedish government funds study circles, the centerpiece of labor education. (Eiger is Director of the Labor Education Center at Rutgers University.)

Eiger, Norman. "The Workplace as Classroom for Democracy: The Swedish Experience." *New York University Education Quarterly* (Summer 1982): 16-23.

Focuses on the power that Swedish unions and workers have gained and the importance of education for the exercise of that power. Looks at the question of democracy - or its lack - in the workplace and its impact on the worker and the society.

Erickson, Bonnie H., and Nosanchuk, T.A. "How an Apolitical Association Politicizes." *Canadian Review of Sociology and Anthropology* 27, no. 2 (May 1990): 206-219.

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Even though membership in apolitical associations has less effect on political participation than does membership in other associations, it does have an impact. This study is premised on the belief that "we need to know more about which mechanisms do work in apolitical associations, which members they work for, and which types of political activity they stimulate." Develops a method for testing a theory of how members of apolitical groups become politically active. Finds that of all the variables tested, "only political discussion mobilizes political participation."

Ewbank, Henry Lee, and Auer, J. Jeffery. *Discussion and Debate: Tools of a Democracy*. New York: F.S. Crofts and Co., 1941. 524 pp.

Text examining the role of discussion and debate in a democracy. One section (Part IV, pp. 287-371) examines the use of discussion, including its limitations. Uses examples and stories to make its points.

Freire, Paulo. *Pedagogy of the Oppressed*. New York: Seabury Press, 1970. 186 pp.

Classic work about liberation. Emerged from Freire's work with illiterate peasants in Brazil. Argues that small-group discussion among peers about one's social and economic condition is the best way to teach reading. "Every human being . . . is capable of looking critically at his world in a dialogical encounter with others . . . and dealing with it. In this process the old, paternalistic teacher-student relationship is overcome. A peasant can facilitate this process for his neighbor more effectively than a 'teacher' brought in from outside."

Haiman, Franklyn S. *Group Leadership and Democratic Action*. Cambridge, MA: Houghton Mifflin, 1951. 309 pp.

College text whose main subject is leadership in the larger sense of the word. Sections on group dynamics and small-group discussion examine "newer concepts of democratic leadership."

The Harwood Group. *Citizens and Politics: A View From Main Street America*. Dayton, OH: The Kettering Foundation, 1991. 67 pp. (Individual copies of this publication and an 11-page executive summary are available at no charge from Kettering Foundation, 200 Commons Road, Dayton OH 45459, 800-433-7834, 800-433-4819 in OH.)

Based on in-depth discussions (focus groups) with citizens from 10 cities across America, this report explores attitudes toward politics. Contends that citizens do care about politics but are disgusted about the political process and no longer believe that they can have an impact; though they are active in community affairs, they do not regard this as "politics." Argues that commonly promoted remedies such as changes in campaign financing, ethics codes, and term limits will not address the underlying problems in our political life. Instead, it advocates more public discussion of issues between citizens and public officials as a way of creating a "public voice on policy issues." "The challenge before us today is to reconnect citizens and politics — to find a place for citizens in the political process."

Heaney, Thomas W., and Horton, Aimee I. "Reflective Engagement for Social Change." In *Fostering Critical Reflection in Adulthood: A Guide to Transformative and Emancipatory Learning*, pp. 74-98. Edited by Jack Mezirow and Associates. A joint publication in The

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Jossey-Bass Higher Education Series, The Jossey-Bass Social and Behavioral Science Series, and The Jossey-Bass Management Series. San Francisco: Jossey-Bass, 1990.

Argues that adult education should be linked to struggles by people to improve their lives. Describes social and political movements in which small-group discussion and dialogue resulted in political success. Examines three cases: the Highlander Folk School's assistance in the formation of the Student Non-Violent Coordinating Committee (SNCC) at the beginning of the civil rights movement; Paulo Freire's work in teaching illiterate peasants to read by focusing on their social, economic, and political conditions; and efforts by the adult education center at the City Colleges of Chicago to support the social change and self-help efforts of black and other poor communities and groups.

Hollinger, David A. "A Radical Democrat." *The Atlantic*, November 1991, pp. 152-155. (Review of Westbrook, Robert B. *John Dewey and American Democracy*. Ithaca, NY: Cornell University Press, 1991.)

Discusses John Dewey's political philosophy and support for participatory democracy: "Westbrook interprets Dewey as a political thinker, concerned to promote the creation of communities 'in which the necessary opportunities and resources are available for every individual' to fulfill himself 'through participation in political, social, and cultural life.'" Reviewer argues that Dewey did not go far enough in his critique of elitism and endorses the work of a number of contemporary theorists of democracy.

The editors of *In Context*, "Fifty Ways to Get Political." *In Context* no. 30 (Fall/Winter 1991): 59-61.

Part of an issue devoted to "Reclaiming Politics: Participating in Public Life." Gives suggestions for taking part in public life, with a helpful section on how to write effective letters to newspaper editors. One of the suggestions for public activity is to "Join a study circle."

International Chemical Workers Union. "Could 10,000 Yearly Workplace Deaths Be Reduced to 300? Learning From the Swedish Experience." *Chemical Worker* (October 1989). "Study Circle Model Has Applications for U.S. Trade Unionists: Learning From the Swedish Experience." *Chemical Worker* (January 1990). 2 pp. each.

Describe study circles and how they have been used by unions in Sweden, and discuss efforts to use them in unions in the U.S. Focus is on health and safety concerns.

Lapham, Lewis H. "Democracy in America?" *Kettering Review*, Fall 1991, pp. 8-19.

Decries the lack of vitality in our public life and lack of political participation. "I find myself wondering whether the American experiment with democracy may not have run its course. . . . A majority of Americans have come to think of democracy as a matter of consensus and parades, as if it were somehow easy, quiet, orderly, and safe."

Lasker, Bruno. *Democracy Through Discussion*. New York: The H.W. Wilson Company, 1949. 376 pp.

Examines the relationship between the discussion process and democracy. "Demonstrates the essential relation between democracy and discussion . . . with telling examples taken from

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the 'heat and dust' of living experiences." Combines philosophy and detailed descriptions of how to organize and lead effective discussions. Begins with a brief history of the use of informal group discussion in the U.S. The second part "deals with the relation of group discussion to the thought process itself," and the final section examines the manner in which a small-group discussion should proceed if it is to be effective.

Leonard, A. Orin. "Library Group Discussions." *Library Journal* (1 March 1951): 379-382.

Summarizes the benefits — educational, social, and psychological, and political — of group discussions on current issues. Argues that libraries should reach out into the community more, and that discussion programs will help the library to be a more vital and vibrant place.

Mathews, David, and McAfee, Noëlle. *Community Politics*. Dayton, OH: National Issues Forums Institute, 1991. 41 pp. (Individual copies available at no charge from NIF, 100 Commons Road, Dayton, OH 45459-2777, 800-433-7834, 800-433-4819 in OH.)

Booklet describing itself as a "working paper" on community reform for two reasons: "one, we are still working on these ideas; and two, we hope you will work with the paper, trying it as a tool for assessing the politics in your community." Chapters include Lessons from Successful Reforms, Politics as Usual, A Community Alternative (with sections on The Basis for Community, Making Choices, and What We Need from Public Talk), After Choicework, and How Does a Community Make Use of Its Political Capacities?

McAfee, Noëlle; McKenzie, Robert; and Mathews, David. *Hard Choices: An Introduction to the National Issues Forums*. Dayton, OH: Kettering Foundation, 1990(?). (Available from Kettering Foundation, 200 Commons Road, Dayton, OH 45459-2799, 800-433-7834, 800-433-4819 in OH, price: \$4.95.)

Explains the "choice work" method of deliberative discussion and places it in the context of enhancing the democratic process. Gives a philosophical basis for this method of examining all sides of critical issues, along with suggestions for framing issues so that citizens can work together to find common ground. Argues that the result of choice work is public judgment rather than mere public opinion.

McBurney, James H., and Hance, Kenneth G. *Discussion in Human Affairs*. Second ed. New York: Harper and Brothers, 1950. 432 pp. (Annotated reference listed under "Part IV — The how-to's of study circles and small-group discussion.")

Moyers, Bill. "Yearning for Democracy." *In Context* no. 30 (Fall/Winter 1991): 14-17. (*In Context* is published quarterly by the Context Institute, PO Box 11470, Bainbridge Island, WA 98110.)

Part of an issue devoted to "Reclaiming Politics: Participating in Public Life." Argues that Americans care deeply about public life and that American democracy can be revitalized if the public is brought into the conversation. Some examples of participation center around small-group discussion.

National Issues Forum — Minnesota. *Democracy in Action: Lifelong Learning and Citizenship in Sweden and the United States*. Minneapolis, MN: Metronet. 24 pp. (Available from the

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Minnesota Study Circle Network [formerly NIF-Minnesota], 226 Metro Square Building, St. Paul, MN 55101, 612-224-4801, price: \$1.00.)

Report from a conference held in Minneapolis, MN, in October 1988 that featured eight Swedish adult educators engaged in a "traveling seminar" around the U.S. Discusses popular adult education in Sweden and summarizes a panel discussion on "democracy in action" in the U.S. Ends with an interesting first-hand account written (around 1945) by a participant in early (1911) U.S. study circles based on the Swedish model.

Oliver, Leonard P. "The American Way Revisited: John W. Studebaker." *Kettering Review*, Spring 1986, pp. 26-34.

Describes Studebaker's work in creating public issues forums, first in Des Moines, IA, and later, as U.S. Commissioner of Education, all over the country. The Studebaker forums were funded by the U.S. government and involved hundreds of thousands of people per year at their height in the 1930s. The forums used a lecture format and were not study circles, but demonstrated a commitment to adult education in civic affairs.

Oliver, Leonard P. *The Art of Citizenship: Public Issue Forums*. Dayton Ohio: The Kettering Foundation, 1983. 42 pp. (To obtain, contact Kettering Foundation, 200 Commons Road, Dayton OH 45459, 800-221-3657.)

An overview of public forums for civic education and issue discussion throughout U.S. history. "Some general consideration of early movements precedes more important studies of six American movements in the last 50 years." Also discusses Swedish study circles. There are analyses of each of the case studies and a conclusion that looks at the lessons to be drawn from them. An invaluable resource for anyone wanting to understand American antecedents to study circles.

Potapchuk, William R. "New Approaches to Citizen Participation: Building Consent." *National Civic Review* 80, no. 2 (Spring 1991): 158-168.

Delineates the benefits of involving citizens early in the policy-making process to "create a culture for conducting public business in a democratic and effective fashion. . . . A positive, open, and collaborative civic culture will help promote constructive community decision making." Potapchuk contrasts the less-inclusive ways that public officials often behave with a more consultative style, and offers several examples of how consultations between citizens, interest groups, and officials effectively solved difficult problems.

Rubenson, Kjell. "Swedish Adult Education Policy in the 1970s and 1980s." In *The Struggle for Democratic Education: Equality and Participation in Sweden*, pp. 117-136. Edited by Stephen J. Ball and Staffan Larsson. Philadelphia, PA: The Falmer Press, 1989.

Portrays changes in adult education in Sweden, touching briefly on study circles. Discusses Sweden's concern with providing incentives for disadvantaged people to participate. Also discusses the political climate in which adult education has operated in Sweden.

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Strombeck, Rita. "The Swedish Study Circle - Possibilities for Application to Health Education in the United States." *Health Education Research - Theory and Practice* 16, no. 1 (Spring 1991): 7-17.

First reviews literature in the field of public health that calls for broadening health education efforts to include the social context of peoples' lives. Then looks at the study circle, which is used widely in Sweden for health education, and explains how the study circle can aid in health promotion and health education in the United States. Offers three case examples.

Stubblefield, Harold W., ed. *Community Education for Community Leadership*. New Directions for Continuing Education Series. San Francisco: Jossey-Bass, 1981. 128 pp.

Collection of 13 articles focused on community development and problem solving. "The major purpose of this volume is to clarify the educational component of community problem solving and to help educators work with communities and community organizations to effect social change." The articles emphasize citizen participation and education, and give many examples of successful programs. "The first four chapters present a historical and descriptive overview." Subsequent articles "look at developing human and organizational resources for communities and at programs for women, rural blacks, and local community leaders."

Yankelovich, Daniel. "A Missing Concept." *Kettering Review* (Fall 1991): 54-66.

Yankelovich argues that "the eroding ability of the American public to participate in the political decisions that affect their lives" presents a danger to the "American Dream, the Dream of Self-governance." He believes that experts and interest groups are crowding out the general public's participation in politics. The public should have more influence; but what's missing is a set of terms to describe the quality of public opinion and to distinguish high-quality, considered public opinion from superficial views.

Yankelovich, Daniel. "How the Public Learns the Public's Business." *Kettering Review* (Winter 1985): 8-18.

A very readable interview with the dean of American opinion researchers about the distinction between public opinion and public judgment and the impediments to citizen participation in shaping public policy. While not about study circles, this article articulates the concerns behind the efforts to promote study circles in the U.S.