

## EDITORS' NOTES

The urban context is defined by several features that shape the character and structure of adult education practice: housing market discrimination, residential segregation, social isolation and economic transformation of low-income neighborhoods, racioethnic population density, segregated K-12 schools, the evolution of alternative language structures, and other elements. These features have led to the development of a bifurcated system of service delivery of adult education programs targeting learners who are either resource rich or resource poor. These programs are typically organized around the presumed needs of potential learners based on their race or ethnicity, socioeconomic standing, geographical location, or some combination thereof. This sourcebook provides insight into urban adult education practice by analyzing urban context issues, problems, policies, and programs, particularly as these affect residents of low-income communities.

The first four chapters situate adult education within the urban context. In Chapter One, Larry G. Martin defines the term *urban* and considers the historical evolution of urban centers, urban context barriers to adult education, and opportunities for the creation of innovative programs that focus on the unique learning needs of urban residents. In Chapter Two, Elice E. Rogers and Catherine A. Hansman explicate the problems that adult education practitioners confront in assisting residents of low-income urban communities to access and utilize educational opportunities. In Chapter Three, Tonette S. Rocco and Suzanne J. Gallagher examine the nature and importance of discriminative justice. They provide an analysis of discrimination that can assist adult educators in constructing knowledge about privilege, oppression, and justice in urban adult education. Chapter Four, by Talmadge C. Guy, utilizes the concept of the city as educational agent to explore the ways in which the city's racialized structure influences the cultural production, commodification, and consumption of African American popular culture, especially as exemplified through hip-hop and "gangsta" rap music as the dominant form of black urban cultural expression.

The last four chapters address the issue of responsive programming for urban adult learners. Chapter Five, by E. Paulette Isaac and Martha Strittmatter Tempesta, considers how responsive community programming assists urban learners in revitalizing their communities. The authors examine two community-based organizations that are effectively creating positive changes in local neighborhoods via collaborative strategies for the delivery of educational programming. In Chapter Six, Daniel T. Norris and Simone Conceição examine the factors contributing to the digital divide in adult education. They then present opportunities for adult educators to narrow the digital divide in low-income, urban communities. Chapter Seven, by Patricia Leong Kappel and Barbara J. Daley, explores transfor-

mational learning theory as it is applied to low-income urban learners. It identifies the elements of the theory that are necessary for facilitating transformative learning among urban adult populations. Finally, Chapter Eight by Larry G. Martin and Elice E. Rogers presents new directions for urban adult education.

We believe that by combining practice with research, theory, and policy, this text provides an insightful and much needed resource to adult education practitioners in academic, community, and work-related urban settings.

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