

Greetings from the Chair

Hello CPAE Colleagues,

I hope you are doing well during this busy time of the semester—many of us are on the conference circuit in addition to our regular responsibilities. I've just returned from the Midwest Research-to-Practice Conference at Ball State University. It was another successful conference with many very good presentations as well as space in the agenda for networking. Congratulations and thank you to BSU colleagues and students! There was talk during the conference of attending the Transformative Learning Conference next and/or seeing people at AAACE/CPAE.

There is information about the CPAE schedule and SIG sessions elsewhere in this newsletter. I want to highlight a few events for this year. First, on Thursday, November 1, the International Adult and Continuing Education Hall of Fame is joining us at AAACE to induct their class of 2007. There will be a symposium event and induction with a reception sponsored by both the Hall of Fame and CPAE at 6pm that evening.

The focus of our Opening Session on Thursday (before the reception!) will be the next draft of the CPAE Standards for Graduate Programs. It is my goal to have a close to final draft at the end of the conference by incorporating comments from the CPAE Opening Session and individual feedback. We will do one more e-mail distribution for final comments after the conference with the goal of having the Standards finalized by the end of the year. The next step will be to have it designed with a professional presentation and available in early 2008.

There is one new feature to the CPAE sessions on Friday. Carol Kasworm is organizing a session for those with administrative responsibilities to share information and discuss trends and issues we are facing at our campuses. Please bring information to share for those discussions as well as any relevant position announcements, news about your programs, etc.

The agenda for the Business Meeting will be sent separately, but I want to remind you there will be elections at that meeting on Friday morning to fill two At-Large members of the CPAE Executive Committee for a two-year term. Please think about making a commitment to support the Commission with this kind of service to the association and the profession.

The winners of the AAACE Awards will be announced during the luncheon on Wednesday, October 31. We hope many of you will attend that session as well as many AAACE conference presentations.

See you in Norfolk!

Henry Merrill
Chair, CPAE

**COMMISSION OF
PROFESSORS OF
ADULT EDUCATION**

**CP
PAE**

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**EDITOR:
SIMONE C. O. CONCEIÇÃO,
UNIVERSITY OF WISCONSIN-
MILWAUKEE
DESIGNER: SANDRA KERKA**

Commission of Professors of Adult Education, November 1-2, 2007, Norfolk, VA

AAACE and CPAE Members are invited to attend these International Adult and Continuing Education Hall of Fame events

Thursday, November 1

International Hall of Fame Symposium, 9am-12pm

Hall of Fame Roundtables, 2:15-3:15pm

International Adult Education Hall of Fame Induction, 6pm, Hampton Roads Ballroom

Hall of Fame and CPAE Reception follows induction ceremony

CPAE Program Schedule

Thursday, November 1 (Location: Chesapeake I-II, 4th floor)

3-6pm	CPAE Registration
3:30-4pm	Welcome to CPAE (New Members' Reception)
4-5:30pm	Opening Session: <i>Graduate Program Standards Discussion</i>

Friday, November 2 (Location: 4th floor)

Breakfast served beginning at 7am	
8-9am	CPAE Business Meeting
9:15am-12pm	CPAE Concurrent Sessions
12-2pm	AAACE Business Meeting Lunch
2:10-5:10pm	CPAE Concurrent Sessions
5:30-6pm	CPAE Closing Session

CPAE Concurrent Sessions

Administrators' Open Dialogue, 9:15am-12pm

Leading & Managing an Adult Education Program in the Changing Academy (Open Dialogue for program coordinators and department chairs)

Facilitator: Carol Kasworm

This session is designed to be an open forum with a facilitative structure for discussion, problem-solving, and sharing of lessons learned among participants to strengthen programs of adult education. The first half of the session will begin with discussion on the topics of (1) recruitment/marketing and enrollment; (2) reputation and impact in the college; and (3) supportive connections with the field of adult education. The second half of the session will focus upon (1) innovations and issues in curriculum and teaching; (2) innovations and issues with program-focused research and grant-seeking; and (3) strategic planning and implementation related to student outcomes assessment and accreditation (NCATE).

Please note: Participants are requested to bring 20 copies of:

- (1) a statement of a key need or issue facing their program and/or their role as coordinator/chair
- (2) a statement of a positive impact or advancement that could be shared and potentially aid others in the group.

CPAE Concurrent Sessions

New Faculty Development SIG, 9:15-10:30am

A Word from the Wise: Mature but “New” Academics Share Their Tenure Perspectives and Experiences

Panelists: Barbara Heuer, Catherine Monaghan, Kathleen B. Rager, Colleen Aalsburg Wiessner, Mary Ziegler

Academia has seen a fair number of career changers joining the faculty ranks after success in other fields. Unfortunately, achieving tenure has been known to strike fear in the hearts of the otherwise calm, cool, and collected. The purpose of this session is to draw on the perspectives and experiences of seasoned professionals to address the concerns of the untenured and to assist in separating fact from fiction. A panel group comprised of mature yet new academics will offer an interesting slant on the tenure process. The stories of these panelists—who are newly tenured or still engaged in the process—are sure to inspire, motivate, and reassure novice faculty members.

International/Intercultural SIG, 9:15-10:30am

Who Is an Adult Educator?

Presenter: Jost Reischmann

It is well known worldwide that “adult educator” is an unclear term, ranging from “everybody” to “academically educated professional.” This makes it difficult to build a professional identity for practitioners, our students and graduates, and the role of our discipline. In this session a historic-systematic approach will be used to identify different “types” of adult educators. The presentations/publications of two international conferences (6th and 11th Standing Conference on the History of Adult Education, Jena, Germany 1996 and Bamberg, Germany 2006) will be analyzed using historical cases out of more than 20 countries. An attempt will be made to identify what was labeled and perceived (in different times and countries) as making an “adult educator” as well as elevate awareness that various basic orientations and identifications are possible and needed in the different fields.

Dialogues in Andragogy, 10:45am-12pm

Reflections on Malcolm Knowles

Presenter: Marcie Boucouvalas, John Henschke, Mary Cooper, Linda Sayre, Pi-Chi Han, John Rachal, Howard Walters, Susan Isenberg

The Dialogues in Andragogy SIG provides an opportunity to understand and practice more deeply the meaning of dialogue; probe further into the scholarly literature that provides the worldwide foundation of andragogy; and relate other areas of adult educational theory and practice to the concept of andragogy. This year being the 10th anniversary of Malcolm S. Knowles passing away, we are including reflections on learning with him from some of his former students, and we welcome reflections from others who knew him.

CPAE Concurrent Sessions

Instructional Improvement SIG, 10:45am-12pm

Part One: Effective Instructional Strategies in an Online Environment

Panelist: Simone C. O. Conceição, Barbara Daley, John M. Dirkx, Kimberly R. Burgess, Joy Thompson

This session is presented as a two-part panel discussion. Part One: Effective Instructional Strategies in an Online Environment will center on instructional strategies and innovative technologies in an online environment. The panelists will also discuss issues related to increasing interaction in online classes as well as incorporating presentation software for recorded lectures and live presentations.

Part Two: Rogerian, Knowlesian to Africentric Perspectives on Teaching and Learning

Panelist: Robert E. Nolan, Doris A. Flowers

Part Two: Rogerian, Knowlesian to Africentric Perspectives on Teaching and Learning is rooted in a Rogerian/Knowlesian approach to graduate student instruction and reflection on their practice. A model course using a video camera as a team teacher will be discussed. From an Africentric perspective, panelists will talk about how language and race impact instruction and learning in the adult education classroom.

Human Resource Development SIG, 2:10-3:40pm

HRD and Adult Education: Theory, Research, Practice, and Academic Programs

Panelists: Doug Smith, Tuere Bowles

This session will feature presentations as well as participant discussion on the relationship between HRD and adult education. In order to facilitate participant discussion, copies of the following articles from *New Horizons in Adult Education and Human Resource Development* will be available ahead of time to those interested in attending this SIG:

“Perspectives on Adult Education, Human Resource Development, and the Emergence of Workforce Development,” by Ron Jacobs, and a reprint of Douglas Smith’s 1989 article in *Adult Learning*, “Adult Continuing Education and Human Resource Development: Present Competitors, Potential Partners,” in Vol. 20, No 1

“Bridging the Gap between Human Resource Development and Adult Education: Assumptions, Definitions and Critiques” (Part 1 in Vol. 20. No. 2), and “The Critical Turn in HRD and Adult Education” (Part 2 in Vol. 20. No. 3) by Tim Hatcher and Tuere Bowles.

Women’s Research SIG, 2:10-3:40pm

Adult Women as Learners: Emerging Voices from within Qualitative Research Methodologies

Presenters: Jo Ann Bamdas, Valerie C. Bryan, Enid Conley

This session will (1) present emerging voices of diverse women seeking and attaining advanced degrees in varied disciplines; (2) address how women learn in spite of numerous obstacles and challenges; and (3) identify the impact of mentoring relationships, coping strategies, motivational strategies, and “giving back” by helping others who desire to advance their learning.

CPAE Concurrent Sessions

Critical Theory SIG, 3:50-5:10pm

An Examination of the Culture of Poverty Discourse

Facilitators/Speakers: Esther Prins

The session will explore the resurgence of the culture of poverty discourse in adult education and its tendency to put the blame on low-income adult learners for their situation. The session will engage the audience in an interactive discussion identifying strategies to counteract such a practice and to provide practitioners with alternative, structural ways of understanding social inequality. The research findings reflect a broader educational trend such that policies, research, and professional development encourage practitioners to believe that the causes of and solutions to poverty lie in the individual. Presenters such as Ruby Payne (who wrote *A Framework for Understanding Poverty*) and workshops have perpetuated this perspective and have recruited educators into this discourse. This session will alert the audience to this troubling resurgence and to critical scholars having little discernible influence.

Research and Theory SIG, 3:50-5:10pm

Part I: Why Psychology Matters in Adult Education

Presenters: Ralph Brockett, Mary Zeigler

The Research and Theory SIG seeks to provide a platform for the presentation of scholarly work that reveals or demonstrates creative work in the development or use of research methodology, theory creation or use, or both. Historically, one session at the SIG is devoted to Research and one to Theory, with time for group discussion of the work presented in these contexts. For 2007, the two presenters are Drs. Ralph Brockett and Mary Zeigler speaking for the Research portion of our schedule on the topic *Why Psychology Matters in Adult Education*.

Part II: Untying the Knots: Collaborative Partnerships in Research

Presenters: Colleen Aalsburg Wiessner, Tuere Bowles, Susan Bracken

Speaking for the Theory portion of the SIG will be Drs. Colleen Aalsburg Wiessner, Tuere Bowles, and Susan Bracken on the topic *Untying the Knots: Collaborative Partnerships in Research*. Come prepared for intellectually rigorous and creative presentations/discussion.

American Association of Adult & Continuing Education (AAACE) Conference

Norfolk, Virginia, October 30-November 2, 2007

Please make plans to attend this year's AAACE conference, Life and Adult Education Celebrated Daily in Norfolk, Virginia. There is still time to register! Just go to <http://www.aaace.org> and click on "Conference Information." There you will find the registration form, links to the Marriott Waterside hotel, details on specially arranged local activities, profiles of keynote speakers and more.

Keynoters include Dr. Stephen Brookfield on Thursday, November 1, along with Dr. Susan Aldridge at the Opening Session on Tuesday, and Dr. George Boggs on Wednesday. Other special events at this year's conference include the International Hall of Fame Symposium and Induction Ceremony, the Graduate Student Forum, several follow-up sessions from the Transitions Conference held this past June in Washington, DC, and CPAE and other AAACE Commission meetings held before, during, and after the conference.

Tentative program can be found at <http://www.education.armstrong.edu/adulted/aaace/ProgramfortheWeb9-20.jf.pdf>

Adult Education Research Conference (AERC)

June 5-7, 2008, St. Louis, Missouri, Preconferences June 4; <http://www.adulterc.org>

SCUTREA Conference

University of Edinburgh, Edinburgh, Scotland, July 2-4, 2008, <http://www.scutrea.ac.uk>

22nd International Self-Directed Learning Symposium call for papers

Cocoa Beach, Florida, January 30-February 2, 2008

The International Self-Directed Learning Symposium provides an international forum for the discussion of important current developments in the study and application of self-directed learning. The program design emphasizes intensive individual participation and group exploration of problems, issues and concepts.

Program structure includes large group sessions as well as small group interaction opportunities. Theoreticians and practitioners are invited to submit a one- to two-page proposal for paper and poster presentations concerning self-directed learning in childhood education, higher education, adult education, and training and human resource development.

International participants have included representatives from Australia, Canada, China, France, Germany, Malaysia, Mexico, Nigeria, Portugal, South Korea, and the United Kingdom. Trainers and resource development specialists have represented the following Organizations: U.S. Department of Defense, State of Georgia, South Florida Water Management District, Digital Equipment, Ernst & Young, Fleming, IBM, Motorola, Revco, Inc., Niagara Mohawk Power, and others. A wide range of U.S. colleges, universities, and K-12 school systems have been represented in the symposium from across the U.S. and from many other countries.

Participants have opportunities to learn a variety of procedures and information including (a) the results of recent research on self-direction in learning, (b) new developments in the application of self-directed learning ideas in diverse settings, (c) how to assess employees' and students' self-directed learning orientations, and (d) how to develop and strengthen self-directed learning propensities and abilities. In addition, a number of important networks and collaborative relationships have been developed by symposium participants.

After presentation at the Symposium, many participants choose to submit their Symposium papers to the International Journal of Self-Directed Learning for possible refereed publication.

Address inquiries to Dr. Roger Hiemstra, rogerhiemstra@gmail.com, or Dr. Lucy M. Guglielmino lguglie@fau.edu,

Proposal Submission Guidelines

1. Papers/Posters should be original presentations. Previously published or presented papers are ineligible. Proposals should clearly indicate whether they are for Papers or Poster presentations.
2. Papers/Posters should address aspects of self-directed learning. Some suggested topics include:

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- A. Theory, research methods, conceptualizations, and self-directed learning applications
 - B. Self-directed learning in continuing professional education
 - C. Self-directed learning in distance education
 - D. Self-directed learning in human resource development (business and industry or the voluntary and governmental sectors)
 - E. Self-directed learning aspects of lifelong learning
 - F. Self-directed learning in any school level (elementary to higher education and professional education)
3. Proposals are one- to two-page abstracts including, whenever appropriate, an overview, purpose/problem, sample/population, instrumentation, procedures, major findings, and conclusions.
 4. Proposals are due by October 15, 2007. Notification of paper acceptance will be made by November 25, 2007. E-mail proposal to ISDLS@sdlglobal.com
 5. Proposals should be accompanied by a cover sheet that includes the following:
 - A. Name, address, telephone, e-mail, and fax numbers of the senior author.
 - B. Paper/Poster title.
 - C. A signed warrant as follows:

I warrant that my paper/poster is an original work that has not been previously presented or published. Furthermore, if my proposal is accepted I will attend the symposium and provide an advance copy of my paper no later than January 5, 2008. I will complete advanced registration no later than January 2, 2008.

CONFINTEA VI Sixth International Conference on Adult Education (2009)

UNESCO's Sixth International Conference on Adult Education (CONFINTEA VI) will be hosted by Brazil in 2009. The UNESCO Institute for Lifelong Learning (UIL), as the UNESCO unit in charge of adult learning, nonformal education and lifelong learning, is coordinating the preparation of the conference, in cooperation with UNESCO Headquarters and Regional Bureaus and the CONFINTEA VI Host Country.

In line with the tradition, CONFINTEA VI will be a UNESCO Category II intergovernmental conference. The conference itself as well as the preparatory and follow-up processes will provide platforms for policy dialogue and advocacy on adult learning and education within and across countries at a global level, with a large participation of UNESCO Member States, United Nations agencies and international development partners, civil society, research institutions, and the private sector. The previous five CONFINTEA conferences took place in Helsingor (Denmark) in 1949, Montreal (Canada) in 1960, Tokyo (Japan) in 1972, Paris (France) in 1985, and in Hamburg (Germany) in 1997. CONFINTEA V, which was considered a landmark conference, established a holistic understanding of adult learning and education within the perspective of lifelong learning. Adult learning and education were recognized as key tools to address current social and development challenges all over the world. However, the recognition and strong commitment expressed in 1997 did not lead to the corresponding integration, policy prioritization and allocation of resources for adult learning and education, either nationally or internationally.

Overall Orientation and Objectives

CONFINTEA VI aims to renew international momentum for adult learning and education, and to redress the discrepancy between the insights and discourse on the one hand and the lack of systematic and effective policies and conditions for adult education and learning on the other hand.

The CONFINTEA VI preparatory process, conference and follow-up will enable a global review of the state of the art of adult education and learning, and will serve as a sounding board for the most relevant and emerging political, cultural, social and economical issues in relation to international education and development. CONFINTEA VI will offer the opportunity to articulate adult education and learning with the major current international policy frameworks in relation to education and development: the Education for All (EFA) goals and the Millennium Development Goals (MDGs), as well as the United Nations Literacy Decade (UNLD), the Literacy Initiative for Empowerment

(LIFE) and the United Nations Decade of Education for Sustainable Development (DESD). Finally, CONFINTEA VI will engage in producing the tools (e.g., benchmarks)

to ensure that previous and future commitments to adult education and learning are implemented.

The objectives of CONFINTEA VI are:

- to push forward the recognition of adult learning and education as an important element of and factor conducive to lifelong learning, of which literacy is the foundation;
- to highlight the crucial role of adult learning and education for the realization of current international education and development agendas (EFA, MDGs, UNLD, LIFE, and DESD); and
- to renew political momentum and commitment and to develop the tools for implementation in order to move from rhetoric to action.

CONFINTEA VI will focus on improving the quality of adult learning and education as a field in itself, and concentrate on three to four priority issues. Expected Outcomes in pursuance of the above objectives to advance the recognition as well as the horizontal and vertical integration of adult learning and education and the shift from rhetoric to action, CONFINTEA VI will aim at accomplishing the following results and products:

- advocacy, political momentum and commitment for adult learning and education within and across countries generated
- synergies with the EFA, UNLD, LIFE, DESD agendas and the MDGs at national and international levels ensured
- links and interfaces with other areas (e.g., health, agriculture) created
- national and international cooperation (between governments and civil society, bilateral organizations and UN agencies) increased
- new national and international financing possibilities (e.g., commitment of international development organizations and south-south cooperation) developed and applied
- professional growth and quality in adult education improved

- empowerment of all actors (policy makers, professionals/practitioners, researchers, and the private sector, and adult and out-of-school learners) enhanced
- internationally applicable/adaptable tools (e.g., benchmarks) to measure progress and to ensure implementation produced
- a final conference document (e.g., “framework for action”) that includes the tools adopted

Process, Strategies, and Activities

As an overall principle, CONFINTEA VI will be based on partnerships between UN Agencies, international development partners, civil society, research institutions, the private sector and learners in all preparatory activities. CONFINTEA VI being a UNESCO Category II intergovernmental meeting, the preparatory process will include the following pillars:

- National reports on the state of the art of adult learning and education at country level, which will be prepared by UNESCO Member States under the leadership of the UNESCO National Commissions on the basis of questionnaires and selected indicators
- Regional preparatory meetings, which will assess the overall regional state-of-the art of and challenges for adult learning and education. These meetings will be prepared and organized in cooperation with the respective UNESCO Regional Bureau and hosted by a UNESCO Member State in 2008

The preparatory process will also entail:

- Thematic consultation and reviews (coordinated as well as independent), including links with other trans-national or national adult education conferences/events, as well as virtual consultations carried out by UIL or under the leadership of a partner organization; and
- The collection of research-based evidence on the benefits and importance of adult learning and education, including:
 - o selected cases of successful/effective adult learning and education practice,

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- o commissioned studies (e.g., by UN agencies and other organizations/actors) to help understand barriers and to highlight options in adult learning and education,
- o commissioned studies summarizing and disseminating already existing research results in the field of adult learning and education to practitioners and policy makers,
- o stories and voices of adult learners and out-of-school youth, and their participation in the consultation as well as in the analysis, and
- o the preparation of a Global Adult Education Report.

A critical element in the preparatory and follow-up strategy will be the development of benchmarks on adult learning and education in order to provide the tools to measure progress and to ensure implementation. The benchmarks will serve as input for CONFINTEA VI and will be further discussed, refined and adopted during the conference, and constitute one of its crucial outputs. A communication and advocacy strategy will complement the preparatory process. To support UIL in coordinating the preparatory process, a Consultative Group has been set up, which is functioning as the key conceptual unit and advisory committee. The Consultative Group includes approximately 10-15 persons with an education expert profile, reflecting an institutional, geographic and gender balance. Their members represent UNESCO Member States, UN Agencies, development agencies, intergovernmental bodies, international or regional non-governmental organizations and academicians, the CONFINTEA VI host country and UNESCO (Headquarters, Regional Bureaus and UIL).

For further information, please contact:

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Announcements

Dr. Vivian Mott will receive the ACHE (Association for Continuing Higher Education) Special Recognition Award for 2007. It will be presented at the ACHE's conference in Roanoke in late October.

from Cleveland State University

Dr. Ellice E. Rogers is now the ALD Coordinator for Graduate Programs in Adult Learning & Development at Cleveland State University.

Study Abroad to Sri Lanka and Tamil Nadu, India coordinated by Northern Illinois University

Survey of Community Development for Poverty Alleviation and Capacity Building, December 30, 2007-January 14, 2008

One-day required orientation, Saturday, December 1, 2007. If there are several out-of-state participants, distance education format for orientation will be arranged. Up to six semester credit hours (graduate credit only) from Northern Illinois University.

For more information please contact Dr. Laurel Jeris (ljeris@niu.edu)

Retirement

Dr. Larry Decker, Eminent Scholar, Chair in Community Education at Florida Atlantic University, retired in May 2007.

Obituary

Wilson Bickford Thiede died Saturday, May 19, 2007. He earned his bachelor's, master's and Ph.D. degrees from the University of Wisconsin-Madison. He served in the U.S. Navy during World War II from 1941 to 1945. From 1946 onward, with the exception of a brief period when he was an administrator at Louisiana State University, Wilson has always been associated with the University of Wisconsin. He served as a Counselor in the University Counseling Center, Director of Admissions, Director of Correspondence Study and Recorder of the University Extension Division, Director of Field Services, Chairman of the Education department in University Extension and Professor of Education in the School

of Education and Extension, Chairman of the School of Education Department of Education, Associate Dean of the School of Education and Provost for Outreach in the University of Wisconsin System. He retired from the University of Wisconsin in 1982, as Professor and Provost for Outreach, Emeritus. His special teaching field was curriculum development, evaluation, and research design. He was publisher and chaired the editorial boards of the *Journal of Educational Research* and the *Journal of Experimental Education*. He served as Chairman of the Commission of the Professors of Adult Education of the United States, President of the Adult Education Association of the United States and as a member of the Board of Directors of the National Association of Public School Adult Educators.

He was on the Wisconsin Free Library Commission; a member, Treasurer, and Vice President of the Board of Curators of the Wisconsin Historical Society; and a member and Treasurer of the Board of the Friends of the Wisconsin Historical Society. He served as a program evaluation consultant to a number of organizations including the American Library Association, the National Federation of Settlement Houses and Neighborhood Centers, the American Baptist Assembly, and was an evaluator for the North Central Association of Colleges and Secondary Schools. He chaired a wide variety of University committees. While at the University, he was active in the community, serving on the Madison Common Council, on the Board of the United Way, as a member of the Board of Directors of the University YMCA, and as Chairman of the Board. He was President of the UW-Madison chapter of the AAUP.

He was a member of the Bascom Hill Society, the Badger Gridiron Club and the Shamrock Club. Wilson was very interested in genealogy and the history of his Wilson and Thiede German and Norwegian ancestors, an interest he shared with his children. He volunteered at University Hospitals for many years. He read widely and maintained an interest in politics and history. In memory of Wilson Thiede, his family asks that memorials may be made to Hospice Care, 5395 E. Cheryl Parkway or the Wilson B. Thiede Scholarship fund in the School of Education at the University of Wisconsin-Madison.

The Annual Journal of the Osher Lifelong Learning Institutes 2008 call for papers

The LLI Review is an annual publication of the Osher Lifelong Learning Institutes' National Resource Center. The mission of this peer-reviewed journal is to present original research and provide thoughtful and engaging commentary on issues related to learning among persons over the age of 50. To accomplish this goal the review publishes work by members of the OLLI national network as well as by gerontologists and educators working and conducting research in the field of older adult education.

The following submissions are welcome:

- Articles describing a completed empirical research study (maximum length = 5,000 words)
- Research briefs/abstracts (500 words)
- Essays that involve a critical review of literature and/or original thought on an issue that is salient to mature learners but which is not necessarily based on empirical data collection (5,000 words)
- Book reviews (750 words)
- Articles that describe "best practice" in curriculum design and/or teaching in LLIs. (2,500 words)
- "WOW! Programs" These are detailed descriptions of especially creative or successful courses or programs. What took place? Why was it so successful? (2,500 words)
- A personal story (memoir) related to older adult learning (2,500 words)
- Brief fiction related to teaching and/or learning in later age (2,500 words)
- Poetry (no maximum length, but brief is preferred)

Manuscripts should be prepared in Microsoft Word, double spaced, and 14-point font. Four hard copies should be mailed to the editor along with an electronic version of the manuscript e-mailed as an attachment.

All submissions will be read and evaluated by a panel of reviewers knowledgeable in the areas treated in the manuscript. References, citations, and the general style of manuscripts should follow APA style (as outlined in the latest edition of the Publication Manual of the American Psychological Association). Only manu-

scripts that have not been published elsewhere will be considered for publication in The LLI Review.

Submission Deadline: January 15, 2008

Submit manuscripts to E. Michael O'Brady, Ph.D. Professor and Senior Research Fellow, Osher Lifelong Learning Institute University of Southern Maine Bailey Hall 400-B Gorham, ME 04038 mbrady@usm.maine.edu

To discuss a manuscript idea beforehand and/or otherwise communicate with the editor, please send an e-mail to the above address or call 207/780-5312.

PAACE Journal of Lifelong Learning

The PAACE Journal of Lifelong Learning is accepting submissions for refereed articles. Now in its 13th year, the journal is published annually by the Pennsylvania Association for Adult Continuing Education and is distributed to more than 1,100 PAACE members and other subscribers.

The journal publishes articles in adult, continuing, community, and distance education. Manuscripts that are practitioner oriented but reflect a solid research base are desired. For more information and the editorial guidelines, see our website at www.coe.edu/ace/paace.htm. Submissions or questions can be sent to Gary Dean at gjdean@iup.edu or Trenton Ferro at trferro@iup.edu.

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