INTRODUCTION

This professional memoir contains my personal reflections on connections among people, places, activities, results and meanings as an educator of adults. Each of the seven sections is about a location with references to people, opportunities, influences and choices; especially connections among colleagues and publications.
The resulting personal reflections are neither a biography, with an inventory of publications; nor an allegory with my musings and portrayals of people and opportunities. The main purpose is to illustrate ways in which educators of adults can create and use publications with colleagues that can help scholars and practitioners transcend just making arrangements, by appreciating connections between personal performance and a broad field of adult and continuing education. The memoir is about mentoring relationships, inquiry activities, career development, and access to relevant oral, print, digital publications.

A prototype for this has been Cy Houle’s 1992 bibliographic essay about The Literature of Adult and Continuing Education. The Addendum References of this professional memoir, explains separate references to full bibliographic citations of author and date of publication, cited throughout the memoir. Note-Journal articles and reports are noted by [J: Author name and date of publication]

Though only eighteen years older, Cy served as a role model [similar to an older sibling] and mentor for almost half a century beginning before we first met, as he did for many educators of adults through his publications and graduate courses at the University of Chicago.

In the early 1950s, Alex Charters was a recent advisee of Cy’s and Dean of Syracuse University (SU), University College, while I was his administrator of the SU Adirondack Conference Centers; and he served as advisor for my graduate degrees in adult and continuing education, thus introduced me to Cy’s publications and course syllabi. Others of Cy’s advisees, such as Thurman White and Ron Cervero, are also examples of career long colleagues whose many collaborations were mutually beneficial. During each of the seven career stages there were additional colleagues whose cooperation with publications and cascades of learning illustrate the main themes of this memoir, which are summarized in the postscript.

As you read this memoir, I encourage you to reflect on your own impressions of your career as well as noting my reflections about interests, activities, stages and connections that I share with you. Throughout the memoir there are questions, summaries and reminders for you to note. [The various
Years of experience have provided opportunities for observing, assisting, evaluating and recognizing excellent performance by thousands of educators. Dozens of case examples are included in the 2016 Stylus book for educators of adults on Improving Professional Learning. Many such excellent educators of adults have benefited by augmenting their experience by use of some basic concepts from mentors and publications (similar to essential criteria used by critics to judge films or other performing arts). Following are three questions to consider at the outset.

1. **SHARED PURPOSES** - how should effective educators achieve alignment between program purposes and intentions of participants and other stakeholders?
2. **INTERACTIVE PROCESS** - What interactive procedures should be used for excellent educational programs for adults?
3. **ENHANCED PERFORMANCE** - How can adult learners become users of educational opportunities in their life roles?

The organization of this professional memoir by stages and locations provides a developmental narrative to explain interactions with mentors and publications in my cascades of learning. The next part of this introduction contains illustrations of personal encounters with mentors and publications that have helped to transcend primary reliance on personal experience. Such sharing among colleagues is especially important for program participants and other stakeholders who are volunteers for learning. Connections between personal interests and situational opportunities recurred at each career stage and location.

In Albany, modest discoveries occurred from: exploring Springtime fields, neighbor comments, bookmobile selections, state Natural History Museum curators, Scout merit badge counselors, Institute of History and Art Saturday class instructors, and school librarians; each of whom revealed glimpses of understanding that helped transcend personal experience.

At Syracuse, combinations of performance and study of art and education revealed many types of mutually beneficial exchanges using oral,
demonstration, print, visual and simulation forms of communication for both teaching and learning transactions. Additional mentors, conference coordination experience, use of program evaluation feedback, and interaction with professional association members from various fields and types of provider organizations; deepened understanding of complex relationships.

Introductions to Lincoln enhanced a statewide perspective on public university outreach, and colleague connections of multidisciplinary publications for teaching and inquiry, and increasing collections of publications for use by educators of adults at other University graduate programs, by establishing a new graduate program and resource center.

There were many contrasts during the transition from Lincoln to New York City, with Teachers College (TC) and its American Association for Adult Education (AAAE) Institute and doctoral study which spanned almost half a century of innovation and related publications, including an international perspective. Multiple colleagues shared their expertise regarding learning and change. Materials from the Carnegie supported Institute of Adult Education were merged with University collections, while additional funded projects produced new publications for use by educators of adults.

The move to the University of Illinois at Urbana-Champaign (UIUC) with its land-grant University offices and programs throughout the state, reunited previous colleagues from Syracuse, Lincoln and New York City. A faculty office and activities adjoining the Center for Educational Research and Curriculum Evaluation (CIRCE), enhanced connections to educational program evaluation and colleagues throughout North America and other countries. The UIUC decade also included reorganization and leading the office of Continuing Education and Public Service (CEPS) as associate vice chancellor. Students in a new Administration, Higher and Continuing Education (AHCE) department assisted with reports on outreach arrangements by UIUC schools and colleges, and ways for CEPS to assist with program development and evaluation activities.

The 1981 move to Madison to join the University of Wisconsin-Madison inter-college department of Continuing And Vocational Education (CAVE), continued for more than three decades until retirement, including several activities related to publications and international influences. A
major example was collaborative preparation of 175 case examples of various educational programs for adults in 32 countries world-wide (Knox, 1993).

The remaining years as an emeritus faculty member were focused on creation and use of publications to enhance performance by educators of adults. As a supplement to Cy Houle’s 1992 bibliographic essay on The Literature of Adult Education, a 2016 Stylus hybrid book for educators of adults on Improving Professional Learning, contained a bibliographic essay focused on books published during the intervening 25 years. Increasing use of digital and hybrid references in this memoir are reflected in the bibliographic essay and references in Improving Professional Learning (Knox, 2016); open access AAACE website article on Learning and Performance; and the Compendium digital and Library editions.

Helping to plan and edit an international Compendium co-published in 2017 by Stylus publishers and the American Association for Adult and Continuing Education (AAACE) used a combination of experience with administration, teaching, editing, publications and international associations spanning many decades. (Knox, Conceicao and Martin, 2017). Practitioners and scholars from various countries and types of provider organizations were invited to submit proposals to author articles that fit six basic criteria. Project editors selected authors to prepare articles for all four parts of the Compendium matrix, and consulting editors assisted them.

Personal reflections about mentoring relationships were enriched by savoring recent examples. Planning, completing and encouraging use of the Compendium was part of a learning cascade with colleagues and friends. An example is preparation with co-authors of an article on Learning and performance, a draft of which was posted on the AAACE website Compendium section.

The introduction to each section about a location with interactions among people and activities, contains a reminder NOTE about family, friends, recreation, and art which included continuing to share oil paintings that accumulated during eight decades; beyond the main focus on a professional memoir about cascades of learning of interest to educators of adults. The concluding addendum includes an explanation about citing references to books and journal articles. The Addendum References
conclusion explains the several sources of digital full bibliographic citations. The variety of styles and formats within the memoir reflect its combination of purposes and uses: *identification of publications; *explanation of context, *recognition of mentoring, *future implications.

PREFACE

In the preface written about 3 decades ago, for the bibliographic essay by Cyril O. Houle, entitled the Literature of Adult Education (1992), Cy explained in his literary style how he read, annotated, organized and summarized all of the books for educators of adults that he read during the previous 15 years. His book, preface, publications and mentorship have served as a template for my professional career during more than seven decades, since teaching my first adult education course in 1947. We each valued publications and appreciated a lineage of role models as a cornerstone on which to build a practical professional field for educators of adults in the helping professions, such as teaching, health, counseling, library, social work, and organization/community development.

This professional memoir contains slight recognition of my artistic and recreational activities; with many family members and friends in various locations. The professional memoir is organized around time periods and locations in which each stage and section reflects a praxis between practical tasks as an educator of adults (action), and useful publications selected from the entire field (knowledge). The result is a tribute to Cy, as a lodestar, mentor and friend. A cascade of learning can continue as each educator of adults reflects on their own time and place to select mentors and publications to transcend routine activities; and pursue future directions replete with mutually beneficial exchanges.

This memoir is about many examples of mentors and protégés, at successive career stages, important connections and influences, and ways in which oral communications along with written and digital publications contribute to multiple cascades of learning.
The rural Albany years were about art as the career direction, and concluded with recognition of the possibility of teaching art to adults.

Growing up with fields and woods around an old tenant house; which extended family members were helping to renovate during the 1930s, provided ample space and time for two curious little boys to explore. A cellar hole was all that remained from a large estate house of a Civil War Colonel, almost a century earlier, who used a flag stop to board a train near his home and commuted to his office in the capital city. Open fields between our curving dirt lane and the tracks provided a mountain view to the west. The nearby home and greenhouses for the family that cared for trees, shrubs and flowers on the estate, had since become wholesale florists, whose greenhouses were especially interesting to two young boys during the winter.

Northward behind the house and property, there was a large woodlot and ravine to a little stream, for a watershed that eventually entered the Hudson River just south of Albany. Pasture lands for dairy farms beyond the ravine added to the varied landscape. An open sloping meadow served as our ski hill, which today contains fully grown evergreen trees. To the east, our rural lane crossed the tracks, and a mile from our home, ended near a former tollgate for an old plank road; which later became a paved state road from the capital city to the foothills of the Catskill Mountains. Our little town for a few hundred residents included: the volunteer fire company and engine housed in the former railroad station, general store and post office, gas station and bar, country church that sponsored a Boy Scout troop, and the elementary school with multiple grade levels for each teacher.

Most of the residents we met had lived there for years, and knew each other in various roles. Communications with the outside world were provided by radio, newspaper, mail, party-line telephone, and occasional stops by a bookmobile. A relaxed pace of life (but work to be done), left time for unstructured learning and exploration.

Primary school years were a mixture of crayon drawings on bedroom wallpaper (provision of ample drawing paper), few neighbors with young
children, (brotherly adventures), Saturday morning radio (let’s pretend), parents reading aloud (reading street signs), the bookmobile (finding Mulberry Street by Dr. Seuss), exploring and tenting with little brother, starting school a year early, learning school lessons from multiple grade levels during the first year with a teacher and being able to mix poster paint a lot on large sheets of newsprint during the following year with that teacher.

Our family physician suggested more outdoor activities for me and more reading for my brother. Having a large tent and camping gear, I was able to join Scout patrol overnights and complete tenderfoot requirements with the school friends because I was a year younger than they were. Our rural elementary school became part of a suburban central consolidated school district for grades seven through 12; which included an art teacher whose son provided the words for the school alma mater. I enjoyed secondary school studies and activities, and some of the teachers knew my parents from PTA, progress club, and the school district library. Radio listening included plays, Saturday matinee Met broadcasts, and Invitation to Learning radio sessions by a faculty member at Teachers College, Columbia University.

Secondary school art courses, led to creating stage sets and program covers for school plays, and decorations for dances. Visiting the Natural History Museum in Albany led to submissions to the animals in art contests of the American Humane Society. The Albany Institute of History and Art, (which specialized in Artists of the Upper Hudson) offered Saturday morning art classes, that provided me with a second mentor along with the suburban secondary school art teacher. Scout trips to the Adirondacks, summer scout camp counselor, and working at a summer resort on Lake Champlain, provided time, location and subject matter for drawing and painting. A term paper for a school art course was about three Midwest regional painters: Wood in Iowa, Benton in Missouri, and Curry in Wisconsin.

One summer as a junior counselor at the regional scout camp, the head instructor was a founder of the Boy Scouts of America and part of the Buffalo Bill Cody show, whose memoir I later read with interest (J: Red Fox, reprint 1971; that serious historians dismissed for its inaccuracies, not appreciating his personal
perspectives on a colorful life). The following summer, his successor, Catherine as lead crafts instructor there, appreciated my assistance to campers for their designing and tooling leather belts and other items, instead of having them assemble kits; and in the Fall, she arranged for me to teach my first adult education course at the Albany YWCA, where she was program director. Visiting an uncle who was a training director in Buffalo, and meeting a high school student there who was planning to study art at Syracuse University, combined with visits to New York City art galleries and museums, contributed to acceptance and a partial scholarship as an art student at Syracuse University, instead of going to Wisconsin or Pratt Institute.

Mentoring for individualized activities regarding art, taxidermy, and scouting projects, combined with enjoyable and effective school courses and art-related activities contributed to personal satisfaction and completion of a Regents school diploma but little visibility among most of the other 80 classmates. Acquiring knowledge, skills and appreciations in supportive settings, were taken for granted; taxidermy to preserve birds and animals helped to explain the anatomy of how things worked.

[NOTE: other experiences regarding family, art and recreation, included my parents’ many conversations during high school and their church youth group when they were growing up, regarding the intent to move away from extended family members in the city, to renovate an old tenant house in the nearby rural area at the start of the Great Depression. This was a major influence on my childhood. Related community influences were teachers in a rural elementary school with multiple grade levels of students for each teacher; reading at home as a usual activity; early personal preferences for drawing and painting and reading; attending a centralized 7-12 suburban high school with courses by an art teacher; city Institute of History and Art Saturday courses taught by a prominent regional painter; years of Boy Scout achievement and summer camp activities; and teaching an adult education course at the city YWCA.]

For the next six years, my educational activities were focused on a vocation related to art, and I thought of my work in the Adirondacks, scouting, university outing club, and student leadership activities as avocational. Much part-time work in commercial art (designing decorations in exhibition areas, including painting
murals with poster paints); and teaching art and crafts to people of all ages; along with further scholarship assistance and work at Syracuse University, helped me discover a field of adult and continuing education.

The following lines recap the Albany years:

Depression and war years, connections between art and nature were prime.

Self-initiated drawing and then reading occurred early,

    thanks to parental encouragement,

    by providing paper and reading aloud, about the imaginative and naturalistic.

Early interest and mastery, and school entry led to, younger age than peers,

    rapid progress, and an assumed art career.

As a summer scout camp staff member, assisting Chief Red Fox as a mentor,

    who was then age 75, had been a founder of the Boy Scouts,

    and traveling Wild West show member, with Buffalo Bill Cody.

As a high school junior, the following summer; assisting Catherine,

    by helping campers with creative crafts; led that fall,

to teaching a creative leather work course,

    for her lifelong learning program for adults,

at the Albany New York YWCA.

Syracuse

The dozen years in Syracuse, began with a clear focus on art, included a period of overlap between art and education; and concluded with art as an enduring avocation; but helping adults learn and coordinating continuing education activities, as a vocation.
The timing and spaces in Syracuse differed from the gradual unfolding in suburban Albany. Most of the short-term travel from the capitol district was South by train or dayboat to New York City; or North by car or bus to Lake Champlain and the Adirondacks, with radio reception from Montréal radio broadcasts. The westward trip to Syracuse was passing small towns along the Mohawk for the years at Syracuse. Following the second world war, the University had tripled in size with returning GIs. Military barracks and Quonset huts provided dorms and dining areas for freshmen, located near the ski area and lodge. A roommate was a former scout and now another art student; and John our resident advisor was from a Canadian family, who was pursuing a Master’s degree at Syracuse University. At the outing club Halloween costume party in the ski lodge we had a deerskin and feather headdress, thanks to chief Red Fox.

For all four years, there was increasing engagement in outing club activities and coordination. Several forestry students were acquaintances from summer scout camp. As a major trip following the academic year, two outing club advisors and eight members traveled to Northern Canada, and canoed to Fort Albany on Hudson Bay. In preparation for the trip, we located a report by a traveler two decades earlier about a man with a Russian accent at the Hudson Bay outpost at the current confluence of the Kenagme and Albany rivers, who said to the traveler as he left, that he was a member of the Romanov family and that he had fled before the revolution, and traveled with the Hudson Bay Company to the outpost; who had died leaving a young son, who succeeded him at the outpost, but knew nothing about his connections with the Romanov family. This trip was similar to one described in a Minnesota Historical Society publication about a series of articles sent to a Minneapolis newspaper entitled Paddling with the Cree, which television commentator Eric Sevareid had sent as a high school student and cub reporter about progress during a three month summer trip to Hudson Bay. Our long week was full of: revised plans, conditions on the ground, innovation, teambuilding, surprise opportunities, connections with the Russian revolution, rushing rapids, icebergs in the Bay, high tides, train from Moose Factory to our cars, and return to Syracuse. We then scattered for summer jobs to help pay for the next year. Commercial art with a local decorating company fortunately continued for supplemental income during the next three years. Student living
centers participated in float displays and snow sculptures to celebrate festival events; still opportunities to make art continued.

Most of our time was spent in courses that we selected in the School of Art and the College of Liberal Arts. The result was high levels of satisfaction, new directions, structured liberal arts courses, and art faculty members who served as mentors for self-directed students. One instructor, Frank, who had been art director at New York City advertising agencies, taught several of my undergraduate art courses, and served as advisor for my MFA degree. He also coordinated art courses provided by University College, the adult and continuing education part of the University.

For several years, the weekly schedule was a combination of teaching art related courses to people in middle school, art museum sessions, and working in a public school Silver Whistle sheltered workshop for older adults with an average age of 75, located in a low-income neighborhood. This combination also included graduate degree courses coordinated by Alex Charters (who had recently completed his doctorate in adult education at the University of Chicago, with Cy Houle as his advisor). Alex was both Dean of University College and advisor for graduate students in the all-University School of Education, who were majoring in adult and continuing education. This experience provided an excellent example of connections to a cascade of learning. A combination of mentoring and self-directed study was typical in art school.

Between college graduation and a full-time administrative role, there were several years as a graduate assistant at University College, reporting to Alex. This role included preparing reports, and organizing a series of five sessions, related to the Syracuse Council on Aging, in which Ray Kuhlen conducted one session based on his courses on adult development and aging, and my one session on learning by older adults based on my previous course with Ray, and personal experience with the Silver Whistle workshop.

During the early 1950s, Syracuse University acquired a second and third Adirondack estate and gave University College responsibility for administering all three as residential conference centers. Pinebrook on Upper Saranac Lake (which had served as a summer art camp and conference center), Minnowbrook on Blue Mountain Lake; and Sagamore near Racquette Lake, together became the
Adirondack Conference Centers; located between 100 and 200 miles northeast of Syracuse. Each of the centers had a local caretaker for the facilities. It was proposed that someone with combined interest in coordinating educational opportunities for adults, year around familiarity with the Adirondacks, and experience with operating resorts, might be a likely administrator of the Adirondack Conference Centers.

The remaining seven years at Syracuse entailed ten types of concurrent activities. During every month there were opportunities for personal learning as well as contributing to learning activities by other people. Some memorable examples stand out, in part because they were connected with the ten types of concurrent activities listed after the following five examples.

For example, law school faculty members and practitioners, engaged in an innovative conference on continuing legal education (CLE) about recent legislation to create family courts. In contrast to typical CLE conferences composed of a series of brief sessions by experts for relatively passive participants, followed by a questionnaire about satisfaction; the program planners reversed the process. A survey questionnaire was sent to potential conference participants to which they responded regarding how and why they made decisions in their roles as family court judges. In the following time before the conference, their various responses were tabulated and the results were sent to the registrants to review before the conference. Most of the conference time was devoted to in-depth discussion of their varied responses, as participants questioned and explained the reasons, rationale and implications of the choices they had made in their context. Months after the conference, follow-up phone conversations with representative participants by members of the planning committee explored results from the conference, such as improvement in practices, and implications for future CLE activities. This conference illustrated the importance of enhanced performance as an objective, interactive sessions, and ongoing evaluation. (J:Knox,1962b; Fleming,1997).

A second example related to civil engineering and urban development; occurred early in the planning of the US interstate highway system. Participants were invited from various states and professional roles related to transportation, urban development, and various related specialties, because the planning
committee members recognized that a proposed interstate highway system would greatly influence intercity connections and especially inner-city residents. The combination of participant roles and perspectives during the conference contributed to increased understanding of the importance of collaboration for planning a major complex project. Assistance from foundation and associations enabled Syracuse University to help coordinate a weeklong educational program at a remote Adirondack conference center for 55 representative experts on planning, highways, government, business, and civic life. Their discussion resulted in a report about interstate highway project goals, responsibilities, procedures, and interconnections between highways and urban planning. The resulting report contained useful guidelines and examples for use by many similar people with such responsibilities throughout the country. (J:Johnson,1958).

A third example was a weekend with the arts in which outstanding musicians and writers interacted with participants by focusing on selected examples for in-depth analysis and appreciation that explored perspectives by program participants and guest artists. (J:Knox,1962b).

A fourth example was a founding meeting of the state Outdoor Education Association which included participants from schools, colleges, universities, community groups, and associations, with a common interest in the outdoors; along with special collaborative benefits such as: science education, interpersonal relations, conservation, health, and adventure. In a remote setting of forests, fields, lakes and streams; participants used demonstrations, examples and discussion to explore collaborative applications in their local context during the year. (Kolb & Lewis,1986; Bateman, 1990.

A fifth example not associated with the conference centers, was planned as a two year demonstration program in Syracuse for able young adults from diverse segments of the urban area, to study public issues through seminar discussion of publications and community interviews during the first year; but the second practicum year was cancelled because so many of the seminar participants had already begun serving in new community leadership roles. (Boyte,2004; Pratt & Smulders,2016)

In these and hundreds of other examples from a weekend to more than a month, there were cascades of learning that occurred for participants, facilitators,
planners and similar people in other locations thanks to the oral, written, and graphic communication before and following a conference. Educators of adults and their mentors also gained from such examples for teaching and publications.

As indicated before these five examples, during a half-dozen years as administrator of the Adirondack Conference Centers; life was composed of interweaving the following ten strands. The result was neither a work of art nor a basket case.

1. Frequent driving of a 1937 Buick between Syracuse and the three centers.
2. Gradual assistance to caretakers for renovation of family great camps to use as conference centers for learning by organization members/registrants.
3. Interactions with university faculty and organizational leaders for program development; which connected intended outcomes, interactive sessions, and ongoing evaluation.
4. Completion of three graduate degrees.
5. Preparation of plans and reports regarding learning, teaching, administering,
6. Interactions with a growing family
7. Participation with educators of adults in three professional associations,
8. Addition of foundation supported humanities related regional cooperation and theater presentations.
9. Three months as a visiting scholar in Chicago at CSLEA, the Center for the Study of Liberal Education for Adults (when liberal meant liberate).
10. Teaching a sociology of education summer course at Chautauqua Institution.(Originally an in-service summer school for teachers, where William Rainey Harper, a classics instructor at Chautauqua who used correspondence study, became in 1890 the founding president of the University of Chicago and included a correspondence study division.)

Connections among these 10 strands began to reveal a broader design in which connections among learning and action became apparent. Each of the previous five examples illustrate the types of relationships that emerged.
Courses for the two graduate degree programs for educators of adults, included concepts and materials from Cy to Alex a few years earlier; which were new to me. Additional Syracuse University courses were about adult learning and development, counseling, administration, and societal influences, that help clarify performance decisions.

Two associations of educators of adults had sections on residential adult education (such as conference centers), and on planning, conducting and evaluating conferences and institutes. For example, Myles Horton’s inspiration as a member of our residential adult education section of AEA, and as director of Highlander became increasingly prominent. His performance and explanations constitute making the road by walking. (Adams, 1975; Horton, 1989; Horton, Kohl & Kohl, 1990).

Serving as a one person research and evaluation committee for all three of my associations, led to the formation of a seminar that became the Adult Education Research Conference (AERC), which was composed mainly for graduate students because members of the Commission of Professors of Adult Education (CPAE) were then working on their black book on the emerging field (Jensen, Liveright and Hallenbeck, 1964). Their absence during these years created space for our independent study projects for graduate students.

During the 1950s, a Dean of continuing education and extension reported results from an informal survey of members of the National University Extension Association (NUEA) about member’s perceptions that: New York University, Syracuse University, University of Wisconsin, and the University of California extension system were exemplary and innovative extension divisions. These peer perceptions prompted our speculation about organizational features associated with their prominence, including ways in which to learn from their precepts and examples, a process that illustrated concepts of diffusion and adoption. (Rogers & Agarwala-Rogers 1971).

Graduate study opportunities and publications by Cy at the University of Chicago, were exemplified by his prominence in the Adult Education Association, Association of University Evening Colleges and the National University Extension Association; which were the three associations related to the Fund for Adult Education (Ford Foundation) support of the Center for the
Study of Liberal Education for Adults. During three months as a visiting staff member at CSLEA, personal activities there included inquiry about the audience for liberal adult education. (J:Knox,1962b); program evaluation, teaching style, and observing sharing sessions among University of Chicago humanities course instructors to enhance their teaching. Graduate study, publications, associations, and professional interaction trends were accomplished by an increasing number of Cy’s graduates at many universities. A result was multiple cascades of learning, gradual expansion of connections among graduate programs, and outreach activities.

In 1960, when Knute Broady as Dean of the University of Nebraska Extension division (who was seeking an associate director of the W.K. Kellogg Foundation assisted University of Nebraska Conference Center), discussed with Alex, selection of someone with relevant experience regarding conference administration, research and evaluation, and helping adults learn; they agreed on a candidate.

[NOTE other activities related to family, art and recreation during the Syracuse years included a Syracuse University art scholarship which allowed unusual opportunities for completion of degrees about art and teaching; continued enjoyment during my school years, by active year around participation in the university outing club including skiing, camping, canoeing and mountaineering. A night job as an undergraduate student doing commercial art, and summer employment on an assembly line, helped pay the bills. As a graduate student, fellowship assistance, teaching art part-time, and serving as administrator of the Adirondack Conference Centers, coincided with marriage and having children.]

Transitions from Albany to Syracuse, and from doing art to education of adults was gradual, replete with opportunities, for increasing organizational responsibilities. By contrast, the move to Lincoln, located between the Missouri River and the Rockies, was a little like a Lewis and Clark expedition. Coordination and evaluation of conference center programs, and reporting to Alex and Knute as two very able University deans in Syracuse and Lincoln for outreach and continuing education, provided ample personal continuity. Leaving familiar family, friends, and community; and settling in to a new
neighborhood, a land-grant University, and administrative responsibilities for program evaluation, a research center, and an interdepartmental graduate program for educators of adults; contributed to a welcomed adventure. As in a line about a Midwestern music man, you have to know the territory. Connections with Cy increased in frequency and importance related to: membership in the Commission of Professors of Adult Education; and interaction with counterparts at other Kellogg Foundation assisted conference centers, such as Chicago, Michigan State, Oklahoma, and Georgia (nine in all). Cascades of learning multiplied in numbers and directions, including collaborative projects within the state and country, opportunities for presentations and publications, and interest in adult life cycle trends and issues. Coursework and practical experience during 12 years in Syracuse (living in twelve locations) combined to increase interest in understanding of continuity and transitions regarding adult development and aging. Five years in Lincoln (mainly living in one location) provided many opportunities to enhance teaching, research, publications, and leadership.

The following lines recap the Syracuse years:

As a poor starving art student; teaching about art to people of all ages; and helping to lead an outing club, Spring canoe trip to Hudson Bay, which explored life wide learning roles, and from wilderness camping, to administering Adirondack conference centers, for life deep learning by participants.

Cascades of learning occurred throughout the career; in school, college, work, recreation and associations; personified especially by a sequence of mentoring, among Cy, Alex, Knute and myself. Mutually beneficial exchanges in groups also occurred; such as courses, conferences, projects and associations.
Helping professionals in health, teaching, community and counseling;

Succeeded, as program stakeholders, passing along their learning baton.

Collective learning in Chicago collaborative Center projects,

contributed to a Chautauqua sociology course

thanks to an education Dean.

Lincoln

in contrast to an active but gradual transition that occurred during the previous seven years in Syracuse, the five years in Lincoln began almost casually like a blank canvas, for a sketch about possibilities and expectations. As an experienced University of Nebraska Dean of extension and professor of educational administration, Knute Broady knew how to approach the WK Kellogg Foundation for their support to create a Nebraska Center for Continuing Education. In the state and University, as he interacted with many university administrators and faculty members, along with many citizens and leaders statewide, he fashioned a very participatory proposal to the WK Kellogg Foundation, for their support to create a Nebraska Center for Continuing Education.

Foundation approval of the proposal transformed aspirations about structures and roles into potential reality during the months before the move from Syracuse to Lincoln occurred. This excellent preparation allowed informal exploration about family housing, and the university and city context, during the months to complete construction of the Nebraska Center. Frequent leisurely conversations with Knute about the proposal in the context, helped a dozen themes to unfold in parallel

He was the senior institutional representative to the National University Extension Association (NUEA), and was a member of the Adult Education Association (AEA), which were two of the three associations of educators of adults with which CSLEA was connected. He suggested that as an assistant dean, I
might be the institutional representative to the Association of University Evening Colleges (AUEC), which is mainly composed of private urban universities (such as Syracuse University) and the third association with which CSLEA was connected. (The educator who had been prominent regarding the proposal to the Ford Foundation, Fund for Adult Education (FAE) for support, and chair of the CSLEA advisory committee, was a Dean of continuing education at an urban University). AUEC was one of the three associations with a one-person research and evaluation committee, which led to the formation of AERC. A few years later, as representative of AEA, participated in a year-long exploration of a loosely coupled affiliation (but not merger) of the three associations, which did not materialize. During the remainder of my career and of their lives, I continue to value these associations with Cy at Chicago, Alex at Syracuse, and Knute at Nebraska. During the five years at Lincoln, mentoring and collaboration were features of an enabling collegial style.

Having the unicameral legislature in Lincoln, contributed to having government and business leaders as members of local voluntary associations. For example, members of a small faith community congregation included university faculty members, local activists and the Lieutenant Governor [whose father was a US Senator who helped to establish the Tennessee Valley Authority, and his brother was the main speechwriter for the current US president.] Because of the recency of the land rush and homesteading by families from the East Coast and European countries; many older Lincoln residents recounted their early lives in a sod house on the prairie, because there are so few trees for lumber on the Great Plains. Being part of university outreach activities, helped increase informality and reduce social distance, compared to earlier more urban Eastern states such as New York.

Thanks to the Studies and Training support from the Kellogg Foundation, and university extension support in many ways along with; financial assistance, departmental cooperation, and kindred interested cooperation by many people; all of this contributed to a combination of financial, in-kind and human resources.

Completed construction of the Nebraska Center allowed the conference coordinators (who had interacted with counterparts in other Kellogg centers, and conference centers at Syracuse and other universities; to now more easily interact
in their own facilities with an increasing number and variety of conference programs, and for program evaluation procedures to become more routine.

Several years earlier at Syracuse, toward the beginning of the Ford Foundation Fund for Adult Education (FAE) supported humanities programs, and Syracuse University acquisition of a movie theater near University College, there were several unusual activities related to the conference coordinator role at University College. One was booking of an off-Broadway performance by a television series actor interested in expanding his repertoire with a solo performance about Mark Twain, which illustrated a way in which such performances can be employed by educators of adults, as simulations for case analysis and continuing education programs. A second unusual activity was to arrange for a number of conversations with Syracuse University faculty members regarding their aspirations for innovative outreach activities. During the first year in Lincoln a similar number of conversations were arranged with University of Nebraska administrators and faculty members about their ideas for potential extension programs, related inquiry, and professional development activities. In both the earlier faculty conversations at Syracuse and the similar exploratory conversations at Lincoln, there was a confluence between resources, vision, inquiry and new directions.

A further parallel occurred a few years earlier, when Knute as the Extension Dean talked with various people about enhanced continuing education opportunities, which accelerated a shared vision for a foundation proposal. New financial and human resources associated with the initial year for the Studies and Training program facilitated a snowball acceleration of interest and commitment from which word-of-mouth communication among informal networks contributed to momentum and engagement.

A silent cascade of learning and course syllabi floated gently from earlier contributions by Cy, Alex and Knute. Cy’s collegial style at the University of Chicago as instructor and co-author with senior faculty members in various departments, director of University College in the Chicago loop, and as an active member of the University Club; Cy began with people who shared complementary interests that led to mutually beneficial exchanges. This precept and example guided Alex as he adapted syllabi and selected publications based on his courses
with Cy, to initiate courses for a new graduate program at Syracuse, as did former advisees at other universities. Decades of experience during depression and wartime conditions helped Knute honor grassroots support with people from all walks of life throughout the state; inspired by both parents with long careers as family physicians, a nurturing administrative style, and for years after retirement in Lincoln, he served as president of a private university in the Midwest.

Ongoing inquiry feedback to stakeholders was characteristic of program evaluation for Nebraska Center conferences, and collaborative research projects (Evaluation specialists with other Kellogg Centers at Michigan State and University of Oklahoma, provided comparative perspectives. In Lincoln, Nebraska Center conference coordinators helped with designing and using two-part paper questionnaires which conference participants completed at registration beginning a conference, and then completed a second part with the same code number at the conclusion. This format preserved anonymity of participants, while providing coordinators and conference instructors with conclusions about connections between initial characteristics and expectations; and participant assessment of ways in which conference or workshop activities helped and hindered their learning activities and perhaps had benefits beyond the program.

Engagement, feedback and use were also features of other inquiry and research projects. Several years before the move from Syracuse to Lincoln, members of the seminar that became AERC, had experience as educators of adults and were current or recent graduate students (because many of the professors of Adult Education were focused on preparing a collaborative book on graduate study), Jensen, Liveright & Hallenbeck,(1964) AERC members associated with multiple universities and associations of educators, decided to meet each year just before the American Educational Research Association (AERA); which alternated between Midwest, East and West Coast locations, informal AERA pre-sessions for educators of adults, was a convenient time and place for AERC members to meet for both purposes. AERC members drafted and revised a research instrument for use at the participating institutions. Two features of AERC contributed to continuity for members. One was an annual report on members activities and plans. A second feature was joint planning and conducting a collaborative research project such as one focused on sources of financial assistance to part-time college students.
The seminar discussion during an early AERC meeting focused on persistence and achievement by adult students in continuing higher education credit courses. AERC members prepared a research instrument for students in representative courses at the outset of the academic term of the participating institutions. Local arrangements were made by AERC members at about six continuing higher education course programs; and the AERC member who made these local arrangements at each participating university also obtained information at the end of the course about student persistence and grades, and then that information was added to the initial instrument using the code number. Copies of the tabulations for participating institutions were sent to the AERC member who made local arrangements, along with the set of data punch-cards; which allowed people at that institution to conduct more detailed local analysis. The multi-institutional analysis was reported to all participating AERC members, and with journal articles to share with educators of adults generally. During the early years of the graduate program at the University of Nebraska, interested faculty, students and staff assisted with the analysis, conclusions and reporting; which enriched courses and independent study experiences, and prompted new initiatives, by faculty members and students in the emerging Nebraska graduate program for educators of adults.

Space for studies and training became available during the second year in Lincoln, due to the renovation of a large office building referred to as Nebraska Hall, located on the bus line between the university’s City and East campuses. The building also included space for the correspondence study unit of university extension and a new temperature-controlled computer center. To encourage faculty and student use of the computer center, it was free to those without external funding, which the Kellogg grant provided for the Nebraska Center Studies and Training office. One result was easy accessibility by faculty and students and related departments, especially late in the evenings. The ample space for Studies and Training had an open floor plan for desks and chairs without partitions, which contributed to easy collegiality for all.

This architectural feature of a commons with permeable boundaries in a work area, reflected the cosmopolitan small town essence of this Great Plains state with Lincoln, Omaha, cornfields and small towns along the Missouri River in the southeast, and the sandhills and cattle grazing in the Northwest, in which
ranchers flew their planes to other parts of the country and world because for
them economic interdependence was the reality. In small towns, immigration
which brought world cultures and recent family history living in a sod house on
the plains, made Willa Cather stories seem up close and personal. During these
five years, student interns from other regions and countries, and the Peace Corps
program to prepare volunteers for community development in Latin America,
combined with: regional projects on adult development, and in-depth studies of
learning and change, with direct connections to the next transition east to the big
city and international projects.

The earlier arrival in Lincoln, late in the summer of 1960 after teaching
sociology of education at Chautauqua, provided a gradual opportunity to explore
the two campus locations at the University, and the capital city surrounding them.
Monthly rental of university faculty apartments at the Southwest corner of the
East campus was convenient during completion of construction of the high-rise
Nebraska Center for Continuing Education across the street, contributed to an
introduction. Temporary office space was available close by in an older two-story
building on the Land-grant campus composed mainly of Agriculture and Home
Economics departments. One wing of the Nebraska Center was referred to as a
Hall of Youth because it was intended to serve young people from around the
state associated with 4H and similar programs. Several three-story buildings
toward the center of the East campus contained offices of deans of agriculture,
home economics, along with the director of the Cooperative Extension Service,
with outreach offices that assisted staff in counties throughout this state.

Frequent bus service connected the Land-grant oriented East campus with
the State University oriented City campus along the north side of the main east-
west street with the state capital for the unicameral legislature and many
government offices, hotels and restaurants along the south side. Most of the
schools and colleges and departments, administrative offices, main library, art
museum, football stadium, student union, along with classrooms, laboratories
and faculty offices for departments in the college of Arts and Sciences and
professional schools, were located on the city campus. Knute’s office and related
staff offices were located in an older building near the art museum. Preliminary
plans for the position as associate director for Studies and Training for the
Nebraska Center included connections with three departments on the city
campus. Two departments of Educational Psychology and School Administration were within the Teachers College; and the Sociology department was in the college of Arts and Sciences. These proposed arrangements related to both campuses partly reflected having an advisory committee that helped Knute prepare the proposal submitted years before to the WK Kellogg Foundation for assistance to encourage contributions from people and organizations throughout the state for construction of the high-rise Nebraska Center (the Center included meeting rooms, hotel rooms, and restaurant; and for five years the grant provided assistance regarding Studies and Training.

During the first year, and completion of the Nebraska Center building, there were opportunities to become acquainted with faculty members and administrators associated with many of the colleges and departments on both campuses, and with people and organizations throughout the state, which varies greatly during the stretch from Iowa across the Missouri River to Colorado and Wyoming. By the time that the Nebraska Center building was completed, general University Extension conference coordinators began using the new facilities, instead of scheduling their educational programs in various hotels and restaurants. Numerous informal conversations prepared for establishing faculty appointments in Sociology, Educational Psychology and Administration. Following this, course proposals and draft syllabi provided the basis for a new interdepartmental graduate program for professional development of educators of adults associated with higher education institutions and community agencies in the region. Extension conference coordinators at Syracuse University, University of Nebraska, and about 50 other universities in the United States and Canada, associated with the Conference and Institute division of the National University Extension Association, had been interacting as colleagues for years.

Formal outreach arrangements through Cooperative Extension (agriculture, home economics, and 4H programs for youth); and University Extension (correspondence study, conferences, community development, along with extension courses and workshops related to various departments), provided program visibility and resources including faculty specialists to assist County staff and local residents. For example, a music school faculty member assisted a North Platte Symphony Orchestra with which a rancher’s wife performed. Coincidental acquaintances also help. A law school faculty member, who happened to live next
door, was on a continuing legal education (CLE) committee of the State Bar Association, and had suggested help from a Nebraska Center coordinator, for a survey of information from members statewide about their perceived educational needs, to obtain summary information to guide decisions by the law school and State Bar Association, to plan, conduct and evaluate future program offerings. While working with the CLE committee, in response to a complaint by a practitioner member of the committee, that such a survey was unnecessary, because other committee members already knew member preferences; an alternative was suggested. The committee member who complained, agreed to also complete one copy of the survey form items, but instead of checking his preferences, he would record his predicted percentages of responses by members who completed the survey form. When his predictions were not even close to the actual tabulations, he joined the others to plan and use the findings for program decisions, and use program evaluation results to guide future CLE programs (J:Knox,1964c). Information about similar program evaluations for continuing professional education by other professional schools, prompted requests for similar assistance to the pharmacy school. Diffusion and adoption of improved procedures by practitioners in various professional fields, also served as a useful concept for academic administrators and faculty members.

Initiation of an interdepartmental graduate program with a related inquiry project in 1960 for educators of adults, was akin to a small reunion for members of an extended family; thanks to connections during the mid-1950s, such as Cy’s course syllabi that were adapted by Alex. Cy was prominent in the Commission of Professors of Adult Education (CPAE). Alex’s encouragement of his conference coordinators to participate in the NUEA Conference and Institute division; and Knute’s collaborative planning for the studies and training function helped each program to become an integral part of the extension and resident instruction mission of the University for knowledge creation, preservation, teaching and use. An early encounter with the Ed Psych department attracted Bob Stake, a faculty member with a focus on educational program evaluation. Bob suggested two of his recent advisees, who welcomed opportunities to help analyze data and co-author articles from the collaborative AERC national study of achievement and persistence by adult part-time students in university credit courses.
Near completion of his Ed Psych graduate program with Bob as his advisor, Doug Sjogren joined the University Extension office of correspondence study headed by GB Childs, who along with Chuck Wedemeyer (who headed the correspondence study office of University of Wisconsin Extension) and were the prominent research team in the correspondence study distance education field. Because of many widely separated small school districts in Nebraska, their correspondence study office specialized on secondary education; which served similar states such as Alaska. Because the early connections with military, business personnel and technical fields, the Wisconsin correspondence office specialized on higher education for organizational staff members. Chuck and GB provided publications and served as mentors for counterparts in various universities and related associations regarding correspondence, home-study, and distance education.

Doug’s preparatory education and work experience in central Nebraska, and doctoral study related to counseling and evaluation with Bob Stake as his advisor, was aligned with research and evaluation helping GB at his desk in the high school correspondence study office. Doug co-authored journal articles based on data from the AERC study of persistence and achievement that contained many items on ability, motivation and influences; which were focused on motivation and reasons for participation that have implications for correspondence study staff and participants; for whom persistence and completion rates were important topics. (J:Knox & Sjogren, 1962). Doug later accepted a faculty position at Fort Collins Colorado near the end of the five years in Lincoln. Before he did so, he served as lead author for an experimental study of adult learning (J:Sjogren & Knox, 1965), and our association continued between Fort Collins and New York, and then in Urbana/Champaign and finally Madison.

Early demise by Arden Grotelueschen’s father and his older brothers led to his helping his mother run their family farm in central Nebraska. His interest in counseling during graduate study, and Bob as his doctoral study advisor, led to our ongoing collaboration in Lincoln, New York, and in Urbana-Champaign during the remainder of his all too short life, due to genetic risks that shorted the lives of his male family members including a preschool aged son. Thanks to Bob, Arden increased his mastery of statistical data analysis during and following his doctoral study. For two decades, Arden’s expertise and contributions were appreciated
and acknowledged in many co-authored publications. He and his family moved to our neighborhood in New York City around 1965 and then to live in the same block together in Urbana Illinois a few years later. Arden worked with Bob who had moved there from Lincoln where the three of us were reunited in 1971. His gentle assistance and deep wisdom were gifts to many people he helped.

Living and working in Lincoln, there were ample opportunities to interact with people and association through the Nebraska Center, University generally, state government, and voluntary associations. Many Teachers College students and faculty members were members of professional and voluntary association. Career advancement by members of arts and science departments such as Sociology also included opportunities for teaching, research and publication, Sociology department faculty members were welcoming to a Nebraska Center administrator. Dick Videbeck especially recognized many opportunities for cooperation. One early opportunity was an informal lunch group whose members gathered every week or two at a nearby restaurant to share their interest in Sociology. One had a joint appointment with the state agency for rural economic and social development, and assisted Cooperative Extension agents with community development projects. Several were faculty members and graduate students with research projects on topics related to sociology, economics, or political science and one was Andy Anderson, a retired rural sociologist who for several years assisted with the statewide study of Living in Nebraska (1964); which provided a baseline for interpretation of hundreds of research and evaluation projects for half a century.

Dick Videbeck was part of a Midwest Council for Social Research on Aging that was formed after the 1960 census and a White House conference on aging, which Howard McCluskey, University of Michigan professor of adult education and gerontology, was one of the conference planners, and a major speaker about a margin concept. Howard was one member of the Commission of Professors of Adult Education (CPAE), then writing chapter 4 in the CPAE book about the emerging field Jensen, Liveright & Hallenbeck, 1964). Midwest Council members from Wisconsin to Colorado and from Missouri to Minnesota met once or twice a year in Minneapolis or Kansas City. Several of Cy’s University of Chicago colleagues such as Bob Havighurst and Bernice Neugarten were active in the longitudinal multidisciplinary Kansas City Study of Adult Life (that was familiar
from doctoral studies at Syracuse), with additional connections during the three months at CSLEA. A CSLEA pamphlet (J: Knox, 1963) evolved that was used to both analyze past inquiry arrangement and to guide exploration of new opportunities. Another CPAE-related faculty member from British Columbia, received assistance with his book about adult education by one of his graduate students named Alan, who was later attracted to the interdepartmental graduate program and related inquiry activities in Lincoln. Alan Booth, contributed to a number of studies, completed his doctoral program in sociology, and assisted many sociology students with secondary analysis of data from research in the Studies and Training center, which became the Bureau of Sociological Research (BSR) in later years. Alan became director of BSR for a number of years, and then accepted a faculty position at Penn State, but the Bureau has continued ever since. (J: Hill, 2014)

Throughout the five years at Lincoln: students and colleagues were interested in graduate program course syllabi content and publications, which were related to connected themes relevant to educators of adults. The themes were adult learner transactions, and interactions with the societal context. Topic interests and publications focused on learner transactions that emphasized personal characteristics, varied abilities, learning motives, needs assessment, information seeking, interpersonal transactions, practice adoption, achievement feedback, and human development. Project colleague interests and their contributions emphasized personal psychological trends, and mastery from transactions, that were emphasized in past publications and new project reports, which were included in the educational psychology course syllabi on teaching learning transactions, and on use of evaluation for feedback to program participants and other stakeholders.

Social and behavioral science course syllabi contained concepts that were reflected in actual colleague interests, publications and project reports related to sociology (or some on program coordination, administrative leadership, and evaluation) that emphasized dissemination, information transmission and diffusion, role relations, demographic trends, resources, and diversity. Toward the end of the five years, there was increasing attention to connections between personal and situational interactions, especially related to enhanced performance. This trend was associated with concepts related to Dick’s
experience regarding social psychology such as: field theory (Lewin, 1948), role theory, (Biddle & Thomas, 1966); systemic influences (Myrdal, 1944) creativity (Osborne, 1953), and social class (London, Wenkert & Hagstrom, 1963). Personal and situational interactions benefitted from connections to the Midwest Council for Social Research on Aging; and the University of Chicago, Kansas City longitudinal study of adult life, with many case examples.

The most ambitious project during the five years in Lincoln, was a baseline study that entailed selecting, orienting and supervising more than a dozen students who conducted one-hour interviews throughout the state with 1500 representative adults between 21 and 69 years of age. Andy’s many decades in rural sociology contributed to planning and reporting results to the people who were interviewed. (J: Living in Nebraska, 1964). Follow-up interviews with a representative sample of original interviewees provided the basis for some longitudinal conclusions. The 1965 chapter 3 alternative participatory responses to aging (J: Videbeck & Knox, 1965) provides an explanation of benefits from a combination of sources and perspectives.

Our participation in the Midwest Council for Social Research on Aging continued for years and contributed to many projects and courses regarding concepts from publications about adult development and aging, as well as other collaborative projects. Each Council member was engaged in their own teaching and research, but welcomed seminar type sessions once or twice a year for discussion of a few proposals or reports by colleagues, some of whom would follow up by phone or mail.

Two international activities occurred during the end of the years in Lincoln. One was a conference in Mexico City for educators of adults from most of the countries of the Americas. The purpose was to discuss similarities and differences related to educational opportunities for adults and desirable future directions for cooperation so I was one of the participants, and Jack Mezirow helped with planning, based on his recent role regarding community development with the Agency for International Development (AID) Latin America office. A few years later he was a new colleague in the Department and Research Center on adult and continuing education at Teachers College, Columbia University.
During the fifth year in Lincoln, the University of Nebraska was selected for a multi week training and selection program for Peace Corps volunteers interested in community development in Columbia. The role of the assessment officer for that program entailed reviewing all of the application materials for each of the volunteers, including at least ten letters of reference for each volunteer (obtained assuming that more references might include cautions to consider), assessment of participants by program instructors, and scores on screening inventories that Doug, (who was licensed to use such inventories), helped to administer. The training program was designed to both prepare volunteers for success in an unfamiliar context, and to deselect those for whom there were indications that they might not be effective. In the first year of the Peace Corps, the director was cautious about selection in relation to each volunteer, relations with Colombia, and future support of Peace Corps progress.

The Hall of Youth section of the Nebraska Center provided special programs for adolescents and young adults, along with their advisors and adult leaders associated with youth serving agencies such as 4-H, Boys State, Scouts, YMCA YWCA, boys and girls clubs, Outward Bound, and outdoor education members; with program planning committees that included: young people and adult leaders from such youth serving agencies, along with helping professionals such as teachers, counselors, social workers, adolescence psychologists, and group behavior experts. An example was Jim Horner a young faculty member of agricultural education interested in 4-H programs and certificate programs similar to extension agricultural short stories in the United States and Scandinavian folk schools, that avoided scheduling programs during the busy agricultural season for young family members who were not likely to attend university degree programs after their secondary education. Jim contributed to a journal article on evaluation related to agricultural education that explored inquiry to better understand such transitions. (J:Horner & Knox,1965). In part due to Arden’s teenage experience helping his mother run their family farm, we explored a larger research project proposal in the late summer of 1965, when a potential move from Lincoln to New York City materialized.

With the growth of the graduate program, expansion of program evaluation, and the number of inquiry projects, it seemed timely to add another professor of adult education to assist students and colleagues. A colleague from
the AERC seminar during the mid-1950s, named Alan Brown, who had helped to plan and arrange for data collection at his university, for the collaborative project about persistence and achievement by continuing higher education students; responded to an inquiry about authoring a journal article to report results and encourage replication by other scholars. With Arden’s assistance we submitted this manuscript and it was scheduled for publication. (J:Brown, Knox & Grotelueschen, 1966) During the summer of 1965 Alan Brown prepared to depart from his university extension administrative role, and to move at the end of August to Lincoln. Alan Booth from British Columbia was completing his sociology doctoral program, including several journal articles, and beginning to assist graduate students with secondary analysis and publication based on the extensive data that had accumulated. Midsummer, the third Alan in the Studies and Training office accepted an offer to begin in September as Professor and research center Director at Teachers College Columbia University, the first established doctoral program begun with Carnegie foundation support and first Chaired by Lyman Bryson (associated with Invitation to Learning). Yearly retirements by faculty members who had taught adult education graduate program courses for years resulted in the expectation that a new program chairperson would recruit additional faculty members, and attract external project funding. Conversations among Knute, Arden and the three Alans facilitated a satisfactory transition by Labor Day. In contrast to the gradual transition from Syracuse to Lincoln five years earlier, the change from Lincoln Nebraska to New York City began well for each institution, but also included some contrast and personal opportunities for learning.

[NOTE along with extension administration and teaching, a growing family entailed recreational activities throughout Nebraska and nearby states. Formal dances and parties were expected, and provided opportunities to meet new colleagues in various academic departments and community organizations for potential cooperation on Nebraska Center programs. Tom Osborn was an Ed Psych graduate student with Arden, and we continued interacting with him during the remainder of his Husker football career. There were also unusual events. While visiting a regional college, I talked with a faculty member who was a sculpture student of Ivan Mestrovich at the Syracuse University School of Art]
when I was there studying painting; who was the only African-American resident of that college community.

Along with the multiple real-life transitions during the summer of 1965, there was a “Let’s Pretend” surprise. Unaware of the role changes that were in store, during the Spring when a neighbor who was active in the local repertory theater group encouraged participation in their summer production it seemed to be something to explore, even though it entailed three weeks of rehearsal followed by three weeks of performances, four evenings each week. In a sense, teaching is a performing art. Discussion and reflection occurred about being part of an old-time comic “meller-drammer” entitled East Lynn. When the director suggested the hero role (I'll pay the rent!) instead of a bit part, there was reluctant agreement. However, when the cast member for the villain dropped out, the director explained that it was too late for replacement, the show must go on, and proposed that someone familiar with the lines for both parts, that could just be polished up and revised, so they would not be on stage at the same time (in distinctive costumes, until the finale). It was surprising that a number of audience members, said later that they had not realized until the finale that one person was performing as both hero and villain. Perhaps this is an anecdote about fact and fiction.

The following lines recap the Nebraska years:

As an extension Dean with a nurturing style,

Knute engaged with people in the University and the state
in harnessing social capital, to obtain economic capital,

from the Kellogg Foundation, to create a continuing education center.

Conducting hundreds of interviews with representative adults statewide;

provided a baseline about Living in Nebraska, for continuing education planning and inquiry.

Teamwork by GB Childs for Nebraska correspondence study secondary students,

and Chuck Wedemeyer for Wisconsin distance education participants,

constituted the inquiry team for the correspondence study field.
Several universities created inter-departmental graduate programs, including education and sociology; for contents, colleagues, and collaboration, to prepare publications by and for educators of adults.

Each program reflected a university mission for: creation, preservation, transmission, and proficiency use; to benefit adult participants, organizations and communities, throughout each state and far beyond.

Initiating and evaluating educational activities for youth and adults, benefited from experience in Syracuse centers, to guide early stages of the Nebraska Center.

An inter-American conference in Mexico City, and assessing progress to prepare volunteers, for Peace Corps community development activities in Columbia, benefited international projects, and interdepartmental programs, in Lincoln and at Teachers College, Columbia University, after a transition to New York City.

**New York City**

There is an old New York of youthful myths and recollections; and there is a new New York of towering skylines and expectations, realistic roles and responsibilities, along with evolving opportunities and unanticipated influences. Most of all there are multidirectional cascades of learning available to all.
Unlike the transitions to Syracuse and to Lincoln, many features of being in New York City were familiar. There had been various trips to New York City related to the arts, a world’s fair, education and recreation. During the 1950s, Alex arranged for NUEA members in program staff roles from the mid-Atlantic states to meet at an Adirondack conference center, which resulted in the administrator serving for the following year as chair of the first annual regional conference for the Association. For decades afterwards, New York was frequently selected as a conference site of many associations for educators of adults. Publications by New York practitioners and scholars over the years were familiar from courses and workshops as a participant or presenter. A year before the move from Lincoln, as a participant helping to plan an event for the next association conference in New York, there was no thought that a year or two later it would be as one of the hosts.

The series of annual retirements of some of the Teachers College (TC) members of the AEA Commission of Professors of Adult Education (CPAE) resulted in all of them being emeritus faculty from Teachers College, Columbia in the Fall of 1965. When Ralph Spence realized this, he quietly delayed his retirement to move to the University of Georgia in Athens until the Spring semester. This thoughtful adjustment was much appreciated when the delayed plan was discovered during the Fall semester.

During the Fall, a cascade of darkness occurred when a failed link in the area electrical grid plunged the Northeast into a little dark age. One bright spot was the camaraderie of strangers in the apartment building and block who shared music, food, advice and assistance until power was restored. Ralph’s many years in the field, including the TC counseling department, contributed to his gentle and timely enlightenment during this initial transition semester, to help with questions large and small.

The visibility of the TC graduate program for educators of adults for more than three decades, contributed to publications, collective projects and students from many US regions and countries around the world. Each semester many faculty members and graduate students arrived and departed a little like Grand Central Station. This ebb and flow provided an “each one teach one” quality for
educators of adults accustomed to fundamental combinations of continuity, change, learning and exchange.

Having a long-established graduate program, with cooperate faculty members located in various departments, was similar to Cy’s program at the University of Chicago. In contrast to the personal experiences serving as the first doctoral student to experience and help shape the curriculum in courses for educators of adults at Syracuse; and the first instructor for the new program in Lincoln; in New York at TC it was a distinctive experience of being the most recent professor for courses with a history during three decades.

An early conversation with the Teachers College president was about changing their pattern of departmental organization every decade or two. If an earlier plan grouped faculty, departments and centers to focus on professional roles and certification such as school administration, counseling, elementary education, teaching and instruction; the next reorganization might have faculty with related similar content expertise and research interests in departments and centers from which students can select courses for their degree program. In the current reorganization that we were discussing, a new Department of Higher and Continuing Education entailed combining higher education, community college leadership, student services, and adult and continuing education (which included a research center focused on educators of adults).

Funding of the proposal on Non-college-bound young adults, enabled Arden to assist during the following two or three years. With Paul Essert’s retirement as chair of the Adult Education Graduate program and as Professor of educational administration, the ongoing department of educational administration was mainly oriented toward elementary and secondary education administrative certification. Each faculty member in the new department recognized valuable connections with colleagues in other specialties, as well as with professors at many of the remaining departments.

One example was a new course on adult learning and development, (which was more international in scope than the syllabus developed in Lincoln, but which retained some readings on adult development and aging from the graduate course with Ray Kuhlen in Syracuse). The TC course combined a learning course from the learning department first taught by Thorndike, and the course on adult
development taught by Lorge. (In the following year, these two departments merged due to their complementarity.)

When the new adult development and learning course was offered in the spring semester of the following year, it met in the large auditorium at Teachers College. The Dean agreed to schedule the weekly graduate course for three clock hours. As a result, the auditorium space and the extra clock hour allowed groups of about eight participants to meet together with the same graduate student discussion leader, using prepared guidelines and feedback arrangements during the semester. The syllabus and related readings for each session, focused on the topic and discussion sessions. Students sat in their small group location, so that during the middle part of the weekly class session they analyzed the topic and implications for professional practice and inquiry; concluding with issues for discussion by the total group during the final segment of the three-hour class session. During the last third of the semester, students were encouraged to share excerpts from their term paper with other members of their small group.

Most of the other departmental courses for educators of adults were seminars for between 10 and 20 participants, some of which included guest contributions by faculty members from related departments, and adjuncts from the metropolitan area. Because departmental faculty members and graduate students were familiar with externally funded projects on topics such as non-college-bound young adults, UNESCO functional literacy, adult basic education evaluation guide, and last gamble on education; during years when ABE funding and staff development was expanding; related topics and examples were included in graduate courses and seminars. Educators of adults from the metropolitan area who were engaged in related programs were attracted to these departmental offerings as students and guest adjunct faculty. Also, adult basic education content was included in workshops for practitioners in other states; such as workshops at Florida State University on topics such as program evaluation and in-service education. (J:Knox,1971b; J: Knox,1971a)

Throughout the years at Teachers College (TC), there was much variety. Most of the Teachers College activities occurred in the large city block between Broadway and Amsterdam that included office, library, classrooms, Gym and swimming pool. In the early years the eighth-floor apartment was convenient,
while in the last few years our house was on the New Jersey shore of the Atlantic Ocean, with a two hour plus commute by bus and subway. Fortunately, it was possible to both read and write uninterrupted during the commute. Compared with the flatlands of Nebraska and Illinois, downhill skiing, along with camping, canoeing, and sailing was available in the Poconos of eastern Pennsylvania, Catskills and Adirondacks in New York State, and all of New England. The cultural institutions in New York City, and the entire metropolitan area and beyond, was available by walking, bus, subway, car, train and plane. Professionally, artistically, and recreationally; many opportunities were available.

Several unusual professorial roles related to the New York City context provided personal and departmental benefits. Many members of the New York City Adult Education Council were connected to the Teachers College graduate program for educators of adults, as: students, faculty, and program collaborators; so as the Center Director, participation in the Council was expected and welcomed. During student protests in the late 1960s, a Council meeting was held at TC. Publications read during the 1950s about state associations and various types of urban councils (such as New York, Chicago and Denver), provided an overview of various purposes and arrangements. Membership on the Council board provided a deep acquaintance with educators, issues and collaboration. Discussion with other Council board members contributed to drafts of Achieving the Fifth Freedom, in Adult Leadership (J:Knox,1972), and to Common Concerns (with McMahon and Coates) as an AEA position paper about action (J:adult leadership, 1967).

Another community oriented activity that was beneficial personally and to Teachers College, was serving as a charter member of the Rotary club of upper Manhattan; which was created a few years after arrival at TC on Morningside Heights, which was also the location of a dozen other educational and cultural institutions such as Columbia University, two theological seminaries, Riverside Church, and International House. East of Morningside Heights is Harlem. The Rotary International service club agreed to partition the area north of 110th St., from the southern remainder of the island. for members of business, educational, religious and cultural organizations located in the northern area. Rotary members attended luncheon meetings at International House for presentations and discussion of mutual interest to members from Morningside Heights and other
areas of Upper Manhattan. Chairing the program committee for years until the move to Urbana-Champaign Illinois, entailed arrangements for each luncheon regarding topics, speakers and procedures that were responsive to common concerns of the club’s membership.

[NOTE family life, cultural activities, and recreation during the six years at TC were in two parts; the first two academic years living in an eighth-floor apartment in the TC block between Amsterdam and Broadway (with older children in the TC elementary school); in the remaining four years living on the Jersey shore. Living near the Atlantic Ocean, older children attended the local public schools. Funding for the study of non-college-bound young adults included summer salary, which facilitated various summer seaside activities with children. During the academic year, free or inexpensive opera and theater tickets were appreciated. In the winter there was occasional skiing in nearby ski areas in the Catskills of NY, and Poconos of eastern Pennsylvania.]

On a commuter bus frequently each week during the four years living in NJ, there was uninterrupted reading and writing. Throughout the years at Teachers College, there were many connections between preparing proposals and reports for funded projects, conducting projects with multiple contributors, teaching department courses, advising students, and interacting with colleagues and collaborators. There was an abundance of able educators of adults in the metropolitan area.

The following lines recap the New York years:

For three decades the TC multi-departmental doctoral program,

had been the first graduate program established;

with a succession of scholars and syllabi;

and an Institute of adult education,

which became a research center,

and a Department of higher and continuing education.

A special UNESCO project on evaluation

of functional adult basic education in developing countries,
enhanced understanding of global cooperation and program evaluation. Departmental faculty, students, colleagues, and adjuncts, from regional, national, and international connections; enriched courses, projects, publications and practica.

A proposal that was prepared in Lincoln, was funded while we were at TC; that included in-depth interviews with non-college-bound young adults in various regions, with Don Super and Bob Havighurst as project advisors, which reported examples of personal and situational influences, to explain why some young adults, were very active learners.

Several funded proposals initiated by Jack and colleagues, resulted in large national projects on adult basic education, with prominent advisors on grounded theory; which resulted in an evaluation guide for widespread use, and a book entitled Last Gamble on Education, to explain multiple influences on programs, participants, instructors; counselors and coordinators; along with guidelines for effective local programs.

Two organization and community development activities, served educators of adults: Teachers College program, and related organizations.

One was a New York city Adult Education Council, which contributed to and enhanced visibility for the great variety, of educational opportunities available in the New York metropolitan area.

Another was serving as a charter member and leader of a new Rotary international chapter of upper Manhattan;
which included members from institutions on Morningside Heights; such as Columbia University, two theological seminaries, Riverside Church, and International House; along with religious, business, and professional members from Harlem and other parts of upper Manhattan. Coordinating luncheon meetings at International House, providing opportunities for discussion among diverse members about societal issues of mutual concern.

Urbana-Champaign

The decade in Urbana-Champaign included a reunion of colleagues, initiating a new graduate program, reorganizing and leading the statewide office of Continuing Education and Public Service, and focusing on professional development by and for educators of adults in the helping professions.

The transition from Teachers College, Columbia University to the University of Illinois at Urbana-Champaign (UIUC) was facilitated by colleagues and opportunities. In the late 1960s, Bob Stake left Lincoln to accept a position at Urbana-Champaign campus of the University of Illinois, in the College of education Center for Instructional Research and Curriculum Evaluation (CIRCE). Soon afterwards Arden left TC, following assistance with the young adult and the adult basic education evaluation projects, and joined Bob in CIRCE, and as assistant dean for research and outreach for the College of Education. The education Dean, Mike Atkin, had similar research interests in developmental psychology with Mort Weir, who was University Provost with an interest in reorganization of continuing education and public service assistance in the State.

The U of I College of Education was also engaged in research and demonstration projects; and some departmental reorganization. During the Fall there was discussion of creating a new department of Administration, Higher and
Continuing Education (AHCE); that included past references to interprofessional arrangements at Nebraska and Teachers College. Three of us who were familiar with specific arrangements for graduate courses and related inquiry in Lincoln were able to provide illustrative syllabi, library collections, and curricular rationales. The long-standing Department of School Administration with responsibility for administrative certification provided half of the faculty members for a new AHCE department, and one or two faculty members each from community college administration, student personnel, and continuing education welcomed the opportunity to work together in this new combined department.

During this period a faculty member from the College of Agriculture, whose wife was a faculty member in the College of Education home economics part of a vocational education department; suggested that a recent College of Education faculty member interested in continuing education administration, might chair a special committee of the faculty Senate to review desirable directions for reorganization of University of Illinois Extension programs statewide. Faculty members from various academic units were members of the special committee who readily agreed upon a rationale for loosely coupled collaboration, examples of such reorganization at other universities, and basic recommendations. The very able young director of the Cooperative Extension Service of the College of Agriculture and home economics; and the director of General Extension who was retiring that academic year; each provided feedback from their review of the draft faculty Senate report. At the request of the retiring General Extension Director, the main speaker at the retirement celebration was Paul Miller, a friend and colleague from the years when Paul was in a similar position at Michigan State University. (Bridging Campus and Community: a professional Memoir, Miller, 2014)

The recommendations from the chair of the Senate committee were then transmitted to the new Associate Vice Chancellor of Continuing Education and Public Service (CEPS), who reported to Mort Weir as Provost. The new President of the University of Illinois system was arriving from a similar position at Syracuse University; who in addition to assisting his multiple campus chancellors, had a Vice President named Eldon Johnson, who had resigned from his position as President at the University of New Hampshire, to protest a political requirement that all of his faculty members sign a loyalty oath, during the McCarthy era.
Throughout the years as director of CEPS, Eldon was a valued colleague to explore options and negotiate a path forward related to statewide relationships.

When budgeting for the new office of Continuing Education and Public Service was arranged, Arden Grotelueschen helped to establish ongoing financial support through the College of Education for an Office for the Study of Continuing Professional Education (OSCPE). These funds were available for a series of occasional papers, and for graduate assistantships to enable graduate students to assist with interviews of administrators and faculty members concerned with current activities and desirable future directions for university outreach by each of the major units associated with the Urbana-Champaign campus. About this time, the former assistant director of extension was continued in a similar role; and a new assistant director of the office of Continuing Education and Public Service was selected. (This new staff member’s experience and interests were known from being a member of his doctoral dissertation committee at TC.) The scope of this program administrator’s responsibilities included initially assisting the graduate students who were reviewing records and conducting interviews about outreach activities by each academic unit, and then to continue assisting them with program development, needs assessment, ongoing evaluation, and educational technology.

During the early months, CEPS staff members became acquainted with people and programs associated with the former University Extension division, and with people interested in outreach from each of the schools and colleges. The resulting summaries helped to explain current programs and resources, along with desirable future directions. The summaries provided a basis for a strategic plan for ways to help each of the academic units to enhance their outreach exchanges with people in the state and beyond, during the next few years. The CEPS staff members who prepared the summaries received a practicum experience related to the AHCE courses in which they were enrolled, which facilitated the collective assistance regarding program evaluation and innovation that they and the Assistant Director for program evaluation and innovation were prepared to provide. The CEPS directors of the Cooperative Extension Service, extension credit courses, conferences, correspondence study, and world affairs each retained administrative responsibility for their program areas. The main function of the program evaluation and innovation staff was to assist with new or
modified program requests that seemed to be beyond current resources, and prompted by requests through regional staff members at the University of Illinois multi-campus system-level. Program Evaluation and Innovation staff contributions included needs assessment, innovative formats, and marketing.

Arden assembled a team to create several publications and related workshops for their use, based on the adult basic education evaluation guide from TC. Professors of adult education at other universities assisting practitioners working with adult basic education programs; which were expanding as a result of increased state and federal financial assistance, were also preparing materials. As a new AHCE Department, with courses and syllabi relevant to educators of adults interested in various types of educational opportunities for adults; including: basic education, and community colleges (which were then increasing every year), university extension was being reorganized in Illinois and other states; there was a lack of library materials and adjunct faculty; compared with TC located in the New York metropolitan area. An early priority was library acquisitions, adaptation of course materials from Lincoln and New York, and preparation of materials related to current projects in Urbana-Champaign. Fortunately, the University of Illinois office of Continuing Education and Public Service provided current and expanded connections between educators of adults from throughout the state and region; in relation to AHCE faculty members, students and alumni. The task was to foster such outreach connections with mutually beneficial exchanges. During these years, expansion of higher education was a major societal influence.

At the time, an innovative resource for teaching and learning was a PLATO system of computer-based education using a touch screen. The campus-based regional school of basic medical sciences had recently combined preceptorship’s provided by primary care physicians in the region, and at the outset of coursework for each medical student, there was access to course content through PLATO; which each medical student could use individually. PLATO technology was also part of a demonstration project, which included trial use by community college instructors for functional literacy developmental education students in some community colleges.

When the College of Education, Department of Administration, Higher and Continuing Education (AHCE) posted a second faculty position focused on
continuing education of adults, Jim Farmer was selected. Jim had completed most of his doctoral studies with Paul Essert as his advisor, so graduated soon after formation of the new TC Department of Administration, Higher and Continuing Education. Jim, and his wife Helen, were each graduates of Union Theological Seminary, and after graduation Jim served full-time at Riverside Church as minister of religious education. A few years later they both went to UCLA, Jim as a faculty member in the Department of Adult Education, and Helen was working in counseling psychology. At the University of Illinois, Jim soon began helping to advise students, teach courses, and we both worked together on projects and publications until the transition to Madison, when Jim continued in AHCE until his retirement. A fund for the Improvement of Postsecondary Education (FIPSE) grant enabled Helen to conduct an educational program project using technology; and she was soon a valued senior faculty member in the educational psychology department.

As a number of projects and outreach activities with associations and provider organizations increased, so did the number of students who entered the graduate program. They, in turn, had opportunities to contribute and gain practicum experience. Continued course teaching and student advisement complemented the main faculty focus on administration and inquiry. In the next two years, retirement of CEPS staff resulted in replacements by new colleagues who welcomed a combination of administrative, teaching and publication activities. A few new courses reflected the interests of both instructors and students, including students from related departments. Gradually, there was a major emphasis on continuing professional education, especially after 1980 with Cy’s book on Continuing Learning in the Professions, with about half of the publications cited focused on continuing medical education and related health professions. In 1972, a Notes and Essays by Syracuse University on publications in continuing education, included a contribution on use of publications by adult education scholars, which was edited by Alex and one of the former UNESCO staff members who had interacted during the international functional literacy education project. (J:Knox,1972a). Alex and Bob Blakely edited a publication on Fostering the Growing Need to Learn, for the Bureau of health resources development, which included chapter 2 on lifelong self-directed education; that reflected the increasing use of educational technology. (J:Knox, 1974a). Local
visibility related to professional development was provided by an article on continuing professional education: need, scope, and setting; in the Illinois Education Review. (J:Knox,1972b).

During the remaining seven years at the University of Illinois, one or more publications reflected connections with practitioners and scholars in many professional fields.

1. **Literacy**—with visibility from projects at TC such as Last Gamble on Education, and the Evaluation Guide, Arden arranged for several publications for ABE administrators, instructors, and counselors; with many of the publications used for workshop sessions. (J:Grotelueschen, Gooler, & Knox,1976); (Scott Foresman arranged for an instructors guide (J:Jordan, Knox & Malone,1982).

2. **Library**—many cooperative activities with staff and leaders in the Illinois Library Association, and even a special project regarding connections between the Denver Public Library and suburban libraries, reflected the importance of librarians as educators of adults. (J:Knox, 1974b; J:Knox, 1976c; J: Knox, 1983).


4. **Engineers** an article on professional competence appeared in the professional engineer. (Knox,1975d)

5. **Counseling** (J:Knox & Farmer,1977; J:Knox,1981d) several articles

6. **Special education on aging and communication** (J:Knox,1981a)

7. **Vocational education instructors, interactive methods with emloyees** (J:Knox, 1981b)

Beginning during the New York City years, there were two funded weeklong professional development workshops, one in the New York region and one in Chicago, for practitioners engaged in museum education, working at art, science, history and other types of museums. A national advisory committee which included members of the American Association
of Museums, assisted with the planning. Workshop leaders focused on topics such as human development, technology use, learning methods and evaluation; which they conducted as interactive sessions with all of the participants; who participated part of each day in subgroup sessions related to type of museum. During the week, each participant focused on an action project in their own museum, which was discussed at the end of the week. During the following months, each participant received assistance from workshop staff, before returning for a weekend session to review progress and next steps. Ongoing evaluation feedback to participants and staff occurred throughout. Additional articles, such as adults as learners, were included in museum news; (J: Knox, 1981e) an AAM book edited by Collins about Museums, Adults and the Humanities, which included a chapter on motivation to learn and proficiency, and a chapter on basic components of adult programming. (J: Knox, 1981f)

Additional publications included an international yearbook and occasional paper on related research needs. Some of the publications were aimed at continuing higher education administrators and student service staff attending a national conference at the University of Washington in 1979, with contributions about evaluation of continuing education for professionals; (J: Knox, 1979a). The conference included participation by a faculty member from the University of Wisconsin-Madison school of Library and information sciences, who became a colleague and friend after the move in 1981 to Madison. Publication in 1977 of the text, Adult Development and Learning, included references to research reports and course-related concepts and examples spanning several decades. In that same year there was an OSCPE occasional paper 4 on current research needs (J: Knox, 1977); international review of education article co-authored with Helen Farmer (J: 1977) on counseling and information services; and a joint research report with Jim Farmer on Alternative patterns for strengthening community service programs (J: Farmer & Knox, 1977). This report was based on analysis of federally assisted community service programs by higher education institutions, which concluded that demonstration projects that were truly collaborative were the most likely to persist.
During the late 1980s, many departmental graduate students began contributing to a major project on continuing education for the health professions, conducted by the Veterans Administration regional medical education programs, and the Association of American Medical Colleges (Green and Associates, 1984a). Such collegial connections continued for more than three decades. Serving as editor of a Jossey-Bass quarterly sourcebook series beginning in 1979 with a volume on enhancing proficiencies of continuing educators, included contributions in the series by volume editors and chapter authors by many educators of adults. An example was Jim Votruba, (J:1981d) who was the director of the CEPS extension credit courses, and teaching graduate students, whose NDCE 9 was on increasing internal support for continuing education. In 1981, several journal articles appeared on proficiency theory of adult learning. (J:Knox,1980b;J:Knox,1981c;J: Knox,1985h) As one of a series of biennial handbooks by the Adult Education Association and Jossey-Bass, a 1980 handbook was on Developing, Administering, and Evaluating Adult Education, to which many graduate students and CEPS staff members contributed. That year, a one semester sabbatical allowed interviews with administrators at North American university continuing professional education programs in medicine, social work, pharmacy, law and education; which was published in Adult Education, (J: Knox,1982a)

[NOTE regarding family, painting and recreation. The move to a home in Urbana, was walking distance to the University of Illinois campus, to schools for children, and to a neighborhood swimming pool. Several transitions during the 1970’s included: serving as director for reorganization of the University of Illinois Continuing Education and Public Service; and becoming a blended family with two additional sons plus the niece and nephew due to the demise of a brother and his wife, for a total of nine. Spring vacation ski trips with most of them to Steamboat Springs were highlights, along with skiing for two at Banff, Lake Louise and Whistler in Western Canada; and summer camping in the Adirondacks and northern Wisconsin. Children graduating from high school and starting college were annual events.]
The next year, having resigned as Vice Chancellor for Continuing Education and Public Service just before the sabbatical, and having arranged to chair the final doctoral orals for all but one of the advisees; an offer to join the University of Wisconsin- Madison Department of Continuing And Vocational Education, resulted in one more transition, to Madison.

The following lines recap the Urbana-Champaign years:
Initiating a department of administration, higher and continuing education;
included connecting features and colleagues from Lincoln and TC,
and attracting Jim who had been at TC and Riverside Church.
During the 70s, major influences were ongoing changes in higher education,
and reorganization of university extension;
help guiding continuing education and public service activities,
in conjunction with UIUC schools and colleges,
with cooperating organizations in Illinois, and beyond.

Graduate program students, contributed to evaluation and innovation,
for continuing education and public service programs.

New CEPS staff members contributed to courses and publications;
three of whom were finalists for a university chancellor position,
and two who were not selected soon became,
university leaders in other states.

Cy’s 1980 book on continuing learning in the professions,
benefited CEPS cooperation with associations,
such as medicine and library science,
and a symposium on mandatory professional development.

A large national demonstration project on professional development,
supported by the Veterans Administration,
and the Association of American Medical Colleges;
provided attractive opportunities for previous and current students,
who also contributed to New Directions quarterly sourcebooks,
and as authors in the AAACE 1980 decennial Handbook.

A one-semester sabbatical project entailed interviews,
with North American continuing professional education directors,
which reported that leader effectiveness,
was related to administrator connections,
with both colleagues and regional practitioners.

Madison

Three decades as a professor of adult and continuing education at the University of Wisconsin-Madison included continued emphasis on teaching, evaluation and publications; increased inquiry regarding global perspectives, and some unusual developments.

There were several familiar features that facilitated the transition from Urbana to Madison. An early feature was a visit about 1952 to attend an NUEA national conference, especially sessions of the conference and Institute section, and at that time met Wilson Thiede, who three decades later would be part of the 1981 transition. Along with other Syracuse University program coordinators riding in the 1937 Buick, we arrived to enjoy glorious May weather with flowering trees in full bloom, and even visited a Frank Lloyd Wright Meeting House on Sunday morning before returning to Syracuse.

Many of the faculty members in the inter-college Department of Continuing And Vocational Education (CAVE) were well known from the
Commission of Professors of Adult Education meetings and projects over the years, as well as University of Wisconsin Extension program administrators, from interactions in several continuing higher education associations and publications.

During the decade at the University of Illinois, there were many interactions among educators of adults from Wisconsin and Illinois. For example, about 1980, there was a contribution to a Wisconsin workshop on adult basic education conducted by Burt Kreitlow; another occasion teaching a one-week UW summer session course; and by coincidence during that time attending the initial distance education conference at the invitation of Jack Ferver and Terry Gibson, which Michael Moore helped to plan. Wisconsin Idea extension programs were well known because many outreach staff members also had appointments in various academic departments and centers throughout UW-Madison.

The 1981 retirement by Burt Kreitlow who had joint appointments in education and in rural sociology, resulted in the salary line which Wilson discussed with me in his role as chair of the departmental search committee. Jerry Apps was then chair of the Department of Continuing And Vocational Education (CAVE), and we discussed many attractive features for the seven or so faculty members in the CAVE department, most of whom had some salary support from UW Extension, which was part of Burt’s salary line in the College of Agricultural and Life Sciences (CALS).

In the decade following the conclusion of World War II, most of us who were just discovering adult education and extension, became aware of a few examples from personal experience; which was largely invisible in the popular media. The number and variety of educational opportunities that evolved in the next three decades would’ve seemed back then to be an unimaginable Golden Age. With an analogy from enjoying the Metropolitan Opera radio broadcasts during my teen years; the rich reality of programs and personnel during the transition to Madison; three decades later seemed to be the Twilight of the Gods.

In 1981, when Wilson was now a colleague along with Chuck Wedemeyer, who had just published Learning at the Back Door (1981), his memoir about distance education, there were attractive paths forward regarding publishing reports from past and future projects, teaching established and additional
courses, initiating new projects of interest to departmental faculty and students, and cooperating with other educators of adults from various countries.

The Jossey-Bass quarterly New Directions (ND) sourcebooks, launched with the 1979 volume on Enhancing Proficiencies of Continuing Educators, was continuing well with opportunities to assist and learn from a team of able issue editors and authors every three months on a wide variety of topics of interest to colleagues throughout the field. Examples of early ND sourcebook editors included: Bob Smith at Northern Illinois University who edited No. 19 on Learning to Learn, based on our contributions to a conference at NIU; and Gary Darkenwald at Rutgers University, and a former colleague on TC projects such as ABE Evaluation and the Last Gamble, who edited No. 21 on Young Adults which included chapter 3 on the Non-college-bound. In 1984, Gary and I began serving as co-editors in chief of the ND series; and Ralph Brockett succeeded Gary in that role until Ralph and Susan Imel became co-editors in chief in 1995. This sequence of sharing and cooperation, is another example of a cascade of learning for all of us.

Publication in 1984 by Jossey-Bass of Continuing Education in the Health Professions (Green and Associates) concludes with an Epilogue on further strategies, based on the extensive planning, process and detailed conclusions regarding quality elements from this large collaborative project based on reports about learning and change; along with suggested promising future directions for educators of adults in various helping professions.

Comparative analysis of professional development programs from five professional fields in North America was reported in the journal Adult Education Quarterly (J:Knox, 1982a). For each of the case examples, multiple interviews and documents contributed to analysis of continuing professional education organizations in colleges of medicine, social work, pharmacy, law and education. In some case examples, the director and stakeholders were characterized as engaged, innovative, and progressing; in contrast to similar professional development organizations in each field that were more typical. The directors of each continuing professional development organization were characterized regarding extent of orientation toward faculty members in their professional school, versus engagement with regional practitioners in their professional field.
One conclusion was that the directors whose organization was deemed especially engaged, innovative and prosperous, had a leadership style with balanced internal engagement with faculty and with practitioners that they served. This conclusion was similar to those in the 1977 Farmer and Knox report from the Office for the Study of Continuing Professional Education (OSCPE).

During the first six years as a charter member of the UW-Madison Teaching Academy, there were opportunities to help create standards and procedures to assist faculty members develop an independent Teaching Academy (TA) to enable them to enrich their performance related to teaching. Lee Shulman, who in 1997 began serving as president of the Carnegie Foundation for the Advancement of Teaching, served as a TA consultant to our pioneering efforts at UW, and encouraged other universities to do likewise. When Lee was a graduate student at the University of Chicago, he assisted Dan Solomon on the CSLEA staff related to their project on teaching styles; and Lee was later associated with the office of Continuing Medical Education at Michigan State University.

One feature of the inter-college department of Continuing And Vocational Education (CAVE) was the many connections that each of our half-dozen faculty members had with their college faculty members and students, with University of Wisconsin Extension, and with related practitioners (past, current, and future students) from Wisconsin and various other states and countries. For decades, examples which included this visibility were augmented by publications and outreach activities by UW faculty members with joint appointments in extension and resident instruction. Examples include: Munroe (library science); Cooper (nursing); Klus (engineering professional development); and Meyer (medicine).

Kellogg foundation support for a number of years at UW contributed to a National Center on Extension Leadership for Cooperative Extension staff members nationally. At one point a majority of the Cooperative Extension directors in the US had completed a Center program, which also contributed to CAVE visibility in the United States and other countries; especially those where there had been international assistance projects. For decades, almost a fifth of CAVE students were from other countries.

The topics for monthly CAVE department meetings included constructive discussion of course arrangements and program planning, along with progress of
projects. Each year there was an annual department report to all three of the cooperating college deans, along with UW Extension administrators, and usually to college associate deans who had been department faculty members.

During the 1970s, at the University of Illinois, Jim Farmer served as president of the Adult Education Association of the USA (AEA), while I was chairing the Commission of Professors of Adult Education. During the 1980s a series of articles in the association journal Lifelong Learning was on topics such as: distinctive mission, career enhancement, shared vision, beneficial exchanges, public policy, holistic perspective, using publications, national adult and continuing education week, worldview, and about our 60th anniversary Jubilee. During the time as an AEA board member for years, AEA merged with the National Association for Public Continuing and Adult Education (NAPCAE) to form the American Association for Adult and Continuing Education (AAACE). Several Journal articles in 1980 and in 1985 were about proficiency as a concept about all three parts of the taxonomy of educational objectives: knowledge, skills, and attitudes.

International travel and conferences during the mid-1980s contributed to cooperation on a world perspective project, in which case coordinators from 32 countries worldwide helped arrange for 175 case descriptions of various types of educational programs for adults in their country. During 1985-86 some of the case coordinators helped to prepare systemic guidelines for each of the case descriptions that included open system aspects such as resources, process, outcomes, evaluation and contextual influences (Katz & Kahn, 1966). (This teamwork was similar to the AERC cooperation in the 1950s on persistence and achievement in continuing higher education credit courses.) The preparation of plans and case reports for the 175 case descriptions was analyzed and reported in the book on Strengthening Adult and Continuing Education: A global perspective on synergistic leadership (Knox, 1993, Jossey-Bass) took almost a decade. In the year or so before the 1984-85 year as president of AAACE, a trip between May 1987 through January 1988; preliminary arrangements were made with many of the country case coordinators. (Jost Reischmann served as the case coordinator for Germany) The eight-month trip began with visiting people in European countries, followed by three months for a Fulbright Fellowship in the former Yugoslavia, with Dusan Savicevic, as a Dean and Professor of Adult
Education at the University of Belgrade, then eastward to the Middle East, India and Asia, across the Pacific to resume teaching for the Spring semester.

Publication of Helping Adults Learn in 1986 served as a text for one of the Spring 1988 courses that included recording of micro teaching demonstrations by each of the students. With a half-dozen CAVE colleagues, course scheduling was easy to arrange. This was a treat instead of a problem. Revised syllabi and related readings were available to students and modified to reflect guest visits and varied student experience and interests.

Other publications during the years before and after the eight months abroad were concerned with responsiveness to diverse adults, with topics such as: reducing barriers (J:1987b) strengthening instruction (J:1987c), application (J:1988b), vision (J:2002a), lessons from abroad (J:1990a), and international perspectives (J:1988a) for the ERIC clearinghouse.

Attention to systemic influences on educators of adults in other lands, shifted to local issues after returning. As a combination Land Grant and State University, University of Wisconsin-Madison had usually promoted campus chancellors and system presidents from within. By contrast, a new chancellor in 1988 was previously president of a private university. Deans of the three colleges to which our inter-college department was related, became apprehensive about a risk of losing salary lines from a consolidation. Wilson Thiede had retired, and chaired an external support committee about the virtues of an inter-college department with faculty members who worked well together and attracted substantial external funding for projects. The resulting separation of joint funding did not affect students very much, but the relocation of CAVE faculty members to separate departments resulted in a gradual process during the following decades of non-replacement following retirement, with declining enrollments.

For the first of two decades before retirement, the graduate program flourished with ample students from the US and abroad, and use of technology for hybrid courses that enabled students to participate in a smart classroom or at remote video or audio locations in the state, and using their computer to access readings, submit weekly progress reports and questions for the agenda of the weekly session, and to submit their course reports and papers. initial student
enrollments were satisfactory including international students, especially from Asia.

Each year, there were new publications to enrich perspectives of students in the program, and connections with colleagues throughout the field. Various journal articles strengthened connections with colleagues in many fields, especially related to evaluation, collaboration and international relations. In 1995, Brockett and Imel became editors-in-chief of the New Directions series.

Jost Reischmann succeeded Alex Charters to coordinate the International Society for Comparative Adult Education (ISCAE) which Alex had begun in the 1950s, with members who contributed to the world perspective project, the report for which was nearing publication in 1993. Peters and Jarvis 1991 book on the developing field included chapter 9 on leadership and administration. In 1992 Cy’s bibliographic essay on the Literature of Adult Education, allowed readers to review sections of publications on major topics. For the topics related to most of the publications noted between 1960 and 1990, there was a section of pages on related books. Examples included: handbooks; adult education as a body of knowledge and practice (pp70-77); leaders and leadership (77-81); evaluation (87-91); comparative education (91-96); adult learners (98-119); public schools (125-131); universities and colleges (131-154); cooperative extension service (155-163); public libraries (163-172); museums (172-176); voluntary associations (184-185); literacy and reading (193-214), and continuing professional education (218-225).

Sending copies of Strengthening Adult and Continuing Education: A global perspective (1993), to colleagues in various countries who had assisted with the project, was beneficial to them, their professional libraries, and book reviewers in their country. Findings were grouped by types of program providers, which helped case coordinators, article authors and other readers to recognize comparative perspectives and societal influences on programs in various countries.

Stubblefield’s publication in 1984 of a history of Adult Education in the American Experience, helped to place many parts of the evolution of the North American field in historic perspective. By coincidence, in the same year, a similar
book was published by Kett, from a social engagement perspective, but without attention to program details familiar to educators of adults.

An historic perspective can help educators to understand past trends that have implications for decisions about future directions (Rose, Article 73, Compendium, 2017). The Wisconsin Idea was a slogan about extending outreach activities from the University of Wisconsin to serve the people of the state, ever since university president Van Hise helped to form the National University Extension Association in 1916, along with prominent counterparts from other states. In 1995, the editors of a governmental reference book entitled the Wisconsin Bluebook, included an article on the Wisconsin Idea for the 21st century, co-authored with a colleague Joe Corry. It is interesting to compare predictions with what actually occurred. Two decades later a Wisconsin governor, intent on reducing state funding and prominence of the University, unsuccessfully attempted to remove reference to the Wisconsin Idea from the State Constitution.

Around retirement time, an educator of adults at one of the universities in Taiwan suggested keynoting an international conference about lifelong learning of adults. Faculty members at other universities there who had completed degrees in the CAVE department years before, responded with invitations to arrive early or remain later to spend a day or two at their university interacting with their current advisees and educators in their area; so as a result the visit to Taiwan lasted more than a week. It was an enjoyable journey by plane, train and automobile, for a progressive party in the East, from North to South.

For more than a decade a UW Professor of family medicine and cardiology, interested in prevention, directed an experimental HEART project, similar to Heartbeat Wales that had been an example in the chapter on health in the 1993 book on Strengthening Adult and Continuing Education. In addition to my helping with evaluation for the HEART project, a few years later George Mejicano, who succeeded Tom Meyer as UW director of continuing medical education, co-authored a longitudinal part of the HEART project, when we interviewed people associated with a sample of practices in the baseline experimental study, to find out what combination of characteristics were associated with persistence of a prevention orientation. One conclusion was that sustained prevention practices
depended on ongoing commitment by some minor staff members who remain employed, which supports an organizational development approach.

Evaluation for Continuing Education (2002) contains highlights from publications on procedures and use of evaluation conclusions related to many types of educational programs for adults, that was a recipient of the Houle award that year. That year, an issue of Adult Learning was focused on future directions, culminating in a decade Chairing an AAACE futures committee, so that the special issue on futures contained articles related to the future. (J: KNOX, 2002-04)

For each of the six years before gaining emeritus status, (and recently deciding to discontinue downhill skiing) there were one or two books of special interest published.

Examples:

2006 Ron Cervero who collaborated on many activities since the late 1970s when he was coordinating continuing medical education in Illinois, was a co-author with Butch Wilson on Working the Planning Table, about negotiation, and a systems perspective for program coordination.

2007 Sharon Merriam, was a doctoral student at Rutgers when Gary Darkenwald was a faculty member there, after his earlier contributions at TC for Last Gamble on Education, and the ABE Evaluation Guide, and Sharon published the third edition of Learning in Adulthood, with Caffarella and Baumgartner.

2008 Michael Quinn Patton’s Utilization Focused Evaluation provided an important emphasis on ways to increase stakeholder use of evaluation conclusions.

2009 Don Moore and Joe Green (along with Harry Gallas) were both doctoral students in the AHCE department in Illinois, who continued to work together on the large VA project and many other continuing medical education projects and publications, who were co-authors of this widely recognized article on achieving desired results.

2010 Bob Stake, from both Nebraska and Illinois, used qualitative case studies in his book on qualitative research to explain how things work. The 1998 Stake Symposium publication with 250 participants related to his retirement, was a
testament to his contributions and legacy to the educational evaluation field in general, and an inspiring example of multiple cascades of learning. (Davis, 1998) The result is a collective memoir).

2011 Jim Votruba who directed the extension credit course program at the University of Illinois CEPS office, and edited the New Directions sourcebook 9 on Obtaining External Support, served for a decade as President of the University of Northern Kentucky, when with colleagues Beere and Wells, they conducted a major example of organizational change reported in their book Becoming an Engaged Campus: A practical guide for institutional public engagement. In a recent conversation, we concurred that emphasis, concepts and procedures from an adult and continuing education perspective is a key to reform of preparatory higher education for young full-time students.

2012 Larry Daloz’s revised (2nd) edition of his book about the mentor role continues to provide valuable insights to use and share, which provided encouragement and suggestions as his consulting editor, who helped him revise his original draft which was not approved by the publisher.

[NOTE about other activities such as: family, painting and recreation, the move north shortened the drive to outdoor recreation in Wisconsin, and increased new paintings with Wisconsin subject matter. Exhibitions in Madison and in northern Wisconsin combined retrospectives with Wisconsin and international subjects. The younger generation was completing college, creating their own families which added grandchildren, and a few years later included family reunions to celebrate 50th birthdays, with members traveling from locations throughout the US and other countries. Building a rustic cabin on an island in northern Wisconsin provided several benefits: allowing enjoyment of camping without tenting arrangements, pleasure from construction projects, location for a family reunion, and being visitors in the domains of loons, otters, beavers, turtles, and our nest of fledgling bald eagles; and international travel which peaked during the 1980s.]

As selection of a time for retirement approached, there was reflection about expectations three decades before, regarding the graduate program. There was also appreciation for recognizing unanticipated opportunities regarding global perspectives. Continued emphasis on program evaluation included a
revision of the evaluation course to serve students in all specialties in the helping professions.

The following lines recap the Madison years until retirement.

Multiple continuing and vocational education,

faculty members with Wisconsin Idea extension connections;

provided an attractive appointment opportunity,

to succeed Burt who was retiring,

with joint appointments in the colleges of agriculture and education,

which along with home economics, where the colleges that shared faculty.

Experienced administrative concerns about joint financing of CAVE,

Which led to devolution of faculty appointments to other departments.

There was also a good fit with manuscripts

regarding international connections, associations and conferences;

for a world perspectives project, including an eight-month global trip.

Many CAVE students from various countries, and types of provider organizations,

enjoyed connections with peers, and faculty members with distinctive specialties,

such as the 1982 article in AEQ; on University professional development;

Along with evaluation for the HEART study, regarding family medicine prevention practices.

Emeritus

The seven emeritus years were a combination of: transitions from a declining graduate program; to an increasing focus on creation and use of publications, along with connections among associations of educators of adults
related to various countries and types of provider organizations. The retirement process occurred during 2012, about 15 years later than might have occurred if the mandatory retirement age of 65 had not been discontinued a generation earlier. The retirement process began in late 2011. The remainder of the process leading to emeritus status occurred half a year later. A school of education event recognized faculty members of the Department of Educational Leadership and Policy Analysis (ELPA) who were retiring that year, and with notification that emeritus status had been granted. The University had been gradually formalizing guidelines to limit retired faculty members from supervising doctoral students and chairing the oral defense of advisees, but provided for hiring of a retiree to teach a specific course. (Full-time elder faculty members would have reduced justifications for hiring new faculty members.)

The departmental retirement event was similar to a symposium for each of us. For the CAVE related retiree, there were three presenters. They were Boyd Rossing from the CAVE faculty, Barbara Daley from UW-Milwaukee who was part of many past collaborative activities, and Karen Watkins from the University of Georgia graduate program, who was also active in national association projects and activities. One theme from the CAVE activities was uses of qualitative inquiry and attention to contextual influences using a systemic model to explain effective teaching/learning transactions by educators of adults to enhance performance. (Barker, 1968; Katz & Kahn, 1966).

Collective learning by program stakeholders is important generally in the helping professions: such as teaching, health, library, counseling, journalism, family medicine, and community development. Related publications about collective learning to enhance performance, are included in the (2000) book on evaluation, the (2011) article on creativity; the (2011) book on engaged universities by Beere, Votruba & Wells, the (2012) book by Daloz, on mentoring; and basic concepts and a syllabus example in the evaluation chapter of the book edited by Kapplinger, Robak & associates (2017) related to an international conference. A bibliographic essay in the (2017) book on Improving Professional Learning, was intended for use by educators of adults. Copies were available at the fall 2015 AAACE annual conference to launch plans for Mapping the field of adult and continuing education: An international Compendium (2017).
Planning and creating the Compendium by the three core editor team members and a graduate student (Knox, Concercao, Martin, and Samuel) began by creating a Compendium website, which included a brief explanation of purpose and scope, and an invitation for educators of adults from any place in the world to submit a proposal to author an article. In preparation there were two independent literature reviews to prepare the original content matrix.

Opportunities and procedures for potential Compendium authors and consulting editors were widely publicized through various association publications. Procedures included criteria for reviewing proposals to author an article, including purpose, length, concepts, examples, intended results, and illustrative publications. The core editorial team members reviewed all proposed articles, selected those to include in each of the four volumes, and arranged for consulting editors for each of the four volumes to assist authors. During the first year, 80 articles in English were drafted and revised, which were grouped in from 7-18 sections in each of the four volumes, that paralleled the four parts of the original matrix. During the second year the four volume Compendium was published and available in print, digital and Library editions by Stylus publishers and the American Association for Adult and Continuing Education.

During the second year when the Compendium was in production, more than a dozen article authors and educators of adults from various associations began interacting in a virtual seminar to prepare a manuscript, drafts of which were exchanged and then it was available on a website. This brief manuscript about the praxis between learning and action, now entitled Learning and Performance, recognizes that there are various teaching/learning transactions. A 2016 revised edition by Pratt and Smulders about five perspectives on teaching, explained all five of them. In formal preparatory secondary and higher education for full-time students, and for much of adult and continuing education worldwide, a widespread perspective is a teacher transmitting knowledge to largely passive students. By contrast, a Learning and Performance rationale is responsive to various program stakeholder learners, through interactive learning, focused on enhanced performance. A learning and performance rationale is similar to quality improvement, but in addition to improved work roles, enhancements can occur with the focus on person, family,
group, community and national activities. Learning by all program stakeholders is central to collective enhanced performance.

Additional items on the AAACE Compendium-related website, available to educators of adults from various partner associations, are also intended to encourage colleagues to use the Compendium and related publications. The additional items include: reflections and comments in the 2019 quarterly Adult Learning reflection series; and an explanation about uses of a Stylus library edition to encourage connections among archival materials, graduate programs for educators of adults, and colleagues associated with organizations in the region who provide learning activities for adults.

The vitality of graduate programs for educators of adults is associated with policy and financial support; connections with various professional associations, and enhanced performance by teams of scholars and practitioners. Some expectations related to the transition from Urbana to Madison were modified as a result of unanticipated external influences. One result of the devolution of CAVE as an inter-college department, was personal reflections on ways in which graduate programs at various universities might reduce such risks and enhance the vitality of the graduate program.

The basic implications for sustained vitality seem to apply regardless of country, region, public or private university of any size, one or more professors of adult education in a larger department or college with multiple specialties, inclusion of course and degree opportunities in a combined department that includes higher education, vocational education, or counseling; and reporting to a college dean of a school of education, agriculture, or professional studies; or deans or directors in multiple schools, or divisions.

Following are the main conclusions

1. REPORTING - transmitting, discussing, and archiving periodic print, digital and oral reports to deans or other people whose policy, financial or other types of support are important for continued program vitality.
   a. Provision of summary information to related administrators and faculty members familiar with the graduate program, and associated with the main administrator, such as an associate dean, can strengthen ongoing
cooperation and feedback. [See New Directions No.9 (J:Knox,1981d) for details.

b. Recognize the importance of both social and economic capital, including broader public and policy support and financial aspects such as indirect funds from external grants.

c. Also, provide information as appropriate to institutional level leaders about program mission, accomplishments, and connections; including both statistical information and examples that leaders can use when explaining why, and ways in which, the program is of value.

d. Because outreach and collaboration features of vital graduate programs are related to attraction and assistance to graduate students and inquiry partners, and related to various regional providers of educational opportunities for adults connected with the helping professions; two-way reporting and feedback is mutually beneficial for all aspects of the program mission, and progress by graduate students and faculty members.

e. Exchange of information about connections are also desirable regarding priorities of related policymakers from government, foundations, and associations.

2. COLLEGIAL- regardless of formal organizational arrangements; graduate program faculty members can nurture mutually beneficial exchanges with associates in other departments and organizations, such as for inquiry projects, assistance and exchange for courses that benefit students, and cooperation related to professional associations.(This was illustrated for many decades by: individual professors of adult education in separate departments at Teachers College and University of Chicago; and active adult education councils and local associations of educators of adults.)

3. SWOT- periodic strategic planning and analysis of strengths, weaknesses, opportunities, and threats regarding a graduate program (with one or more faculty members,(regardless of organizational arrangements) can enhance contributions to program vitality (recognize that there may be some faculty members and administrators who may resent or envy the existence or activities of a graduate program for practitioners and scholars as educators of adults associated with schools, community colleges, universities, enterprises, faith communities, community organizations, professional
associations, and voluntary organizations; with a broad mission, overlapping specialties, and multiple sources of funding). Generic graduate programs for educators can emphasize basic topics, which are important to encourage exchange and collaboration.

NOTE: A report to the AEA commission of professors of adult education (J: Knox, 1972d) was based on a survey of CPAE members by a committee for discussion at the annual 1972 conference. A similar report about Canadian graduate programs by Tom Sork at UBC was shared and discussed, as part of the total CPAE meeting agenda; regarding past trends about increasing numbers of graduate programs, increasing federal and state funding; expanding separate professional associations for educators of adults; and implications for potential future directions. [COMMENT: in retrospect, I now regret that I did not reread our working paper for the 1972 CPAE meeting, in preparation for leadership a decade later, given my high expectations, but was unaware of potential risks, when I joined and helped to chair the faculty of the CAVE department at the University of Wisconsin.]

In addition to graduate programs, professional associations, and other organizations that influence professional development for educators of adults; SWOT analysis, strategic planning, and consideration of alternative futures and external influences, are important considerations for the vitality of the various organizations that provide learning opportunities for adults and for their related professional associations.

As Cy Houle reported in Continuing learning in the professions (1980) that each profession includes career long professional development of members as central to its mission; and during the past four decades this has become more central and widespread as a result of increasing rates of change, emphasis on quality improvement, and interprofessional education and performance. Six decades ago, a CSLEA Notes and Essays report entitled Forms and forces in university adult education, by Jim Carey (1961), predicted a trend in which universities would resist, then accommodate, and then incorporate lifelong learning in their mission. In recent decades, university mission statements have included: creation, preservation, transmission, and use of, knowledge, wisdom and proficiencies. There are current policy recommendations for reform of higher
education by inclusion of concepts, procedures, and examples from adult and continuing education by embracing the mission as well as a slogan of lifelong learning. The international Compendium contains many relevant articles. Recent developments related to the University of Wisconsin-Madison Teaching Academy are instructive. Each of the helping professions (teaching, health, counseling, social work, community development), and especially combinations of health professions (prevention, patient oriented, coordinated care, interprofessional, quality improvement, associations, journals; are devoting time and resources for innovative and sustained examples, briefly described in the AAACE website Compendium article on a Learning and Performance rationale.

For older educators of adults who are no longer actively involved in full-time teaching and administrative roles, there are many opportunities in retirement communities, faith communities, and voluntary associations; to be part of life wide and life deep learning activities. Examples abound in professional journals and especially in popular media such as newspapers, magazines, radio, movies, and television; including books by authors such as: Parmer (2018) On the Brink of Everything: Grace, gravity & getting old; Rohr (2011) Falling upward: A spirituality for the two halves of life; and Miller (2014) Bridging campus and community. Cy’s bibliographic essay (1992) and related books served as his memoir.

My reflections based on observing, evaluating and writing about various examples of adult learning activities, plus the collaborative process of creating the Compendium, providing items for the AAACE website to encourage use of the Compendium, and interacting with colleagues, mentors and various publications; and preparing this memoir, have contributed to understanding the following five topics for consideration by educators of adults.

1. SHARED INTENTIONS- effective educators seek an alignment between interests and intentions of program participants, in relation to the program purposes of other stakeholders such as: instructor, discussion leader, program coordinator, and specialists for media and evaluation. Excellent programs are collective achievements.

2. INTERACTIVE PROCESS- the procedures for excellent educational activities for adults, focused on common concerns and problem solving (such as group,
organization, and community development) typically entail participants seeking
deeper meanings, complementary relationships, and potential directions; through
helpful connections with other participants and resource persons who can
provide simulated solutions from a participant’s perspective, along with reciprocal
feedback.

3. ENHANCED PERFORMANCE—many adult learners want to transcend being
recipients of education, by becoming users of educational opportunities in active
searches for meaning and enhanced quality of life and performance, in family,
work, and community roles that can multiply learning cascades.

4. WIDE ACCESS—transcendent educators of adults seek to provide ready access
by a wide variety of adults to responsive learning activities; by provision through
familiar settings, technology, and co-sponsorship for learning activities that are
aligned with participant experience and interests, and reduction of unnecessary
financial, social, and transportation barriers to participation. Clientele analysis
and ongoing formative evaluation feedback can enable educators with participant
rapport to facilitate personal and social change.

5. MULTIPLE INFLUENCES—effective educators of adults are available through local
groups and regional media, thanks to multiple providers and collaboration, to
adults in every community and walk of life. After generations of progress and
social change to reduce barriers to adult learning and quality of life. During the
past decade, increased turbulence and polarization have contributed to wicked
problems that confound progress; which call for enhanced proficiencies and
collaboration. (Michelson, 2019; Brooks and associates, 2019).

The seven emeritus years were a combination of transition from a declining
graduate program at the University of Wisconsin-Madison, to an increasing focus
on AAACE creation and use of publications and connections among associations of
educators related to various countries and types of provider organizations.

[NOTE—there were few major changes in other activities such as family,
painting and recreation; except additional grandchildren, fewer new paintings,
physical activities to maintain health instead of having fun, and moving into easy
living in an independent living retirement village.]
The following lines recap the emeritus years

The retirement years between 2012 and 2020,
  reflected the gradual non-replacement of retirees,
  by CAVE program faculty members, and a decline,
  in course enrollments by educators of adults,
  while enrollments by students from related programs continued,
  and some faculty contributions enlarged.

Publication of Cy’s 1992 book on the literature of Adult Education,
  and the 1993 world perspective book,
  on strengthening adult and continuing education,
  along with serving between 1997 –2006 as the evaluator of,
  the Kellogg foundation supported, Houle scholars program,
  from the Americas and Africa which sustained,
  a focus on publications and global perspectives.

12 strategies for Improving Professional Learning (2016),
  was written for educators of adults, including a bibliographic essay,
  with a review of major publications between 1991 –2015,

The 2015 launch of plans by AAACE and Stylus,
  to publish an International Compendium,
  to map the literature of the field, entailed a website,
  to encourage scholars and practitioners worldwide,
  to submit proposals to help edit or author,
  80 representative articles for an accessible hybrid publication.
The Compendium publication two years later in 2017,
was followed by a two-year effort to encourage its use;
with an Association website, bi-monthly virtual forum series,
of -hour zoom sessions,
to discuss an article with a Compendium author,
and arrangements to use a library edition for collaboration.

A website article on Learning and Performance, and related items,
explored the importance of association partners;
cooperating on use of mentors and publications,
to enhance use of concepts
and examples, to assist adult learners to enable
lifelong, life wide and life deep learning,
to enhance learner performance in life roles,
such as: person, family, work, and community;
in a world that seems to be increasingly turbulent and polarized,
when cascades of learning for collective action seems central.

EPILOGUE

This professional memoir about colleagues who have enriched my cascades of learning, recounts my narrative from recent reflections about personal experiences and collegial connections that enhanced the journey. This narrative was similar to a trip report, regarding transitions and connections that helped fashion the itinerary.

Similar to the prelude and postlude for a musical performance; this epilogue for my narrative about helping adults learn as a type of performing art
and science, includes the following comments from my reflections about preparing and using the memoir. Perhaps each of my conclusions about reasons and results related to sharing this memoir, can also serve as a question for your consideration as a reflective practitioner and scholar among educators of adults

1. OPPORTUNITY- fortunately, the post retirement years as an emeritus professor allowed be an opportunity to help create the Compendium and review many related publications that educators of adults can use to enhance their performance. How can you use some of these resources to enhance your practice?

2. REVIEW- rereading adult development and learning (1977) was a reminder of what I had gained from publications and interactions with students in a series of courses about the adult life cycle during the preceding two decades; and to appreciate the additional publications and contributions during these succeeding four decades that are available now to educators of adults in the helping professions. What publications are available to you as classic sources to share with your colleagues and program stakeholders?

3. EXAMPLES- combinations of concepts and examples from reflective experience, simulations, and publications can help educators formulate scripts to guide effective and innovative performances that transcend mainly making arrangements. Michelson,2019) What oral and written examples from your performance will you share with colleagues?

4. SYSTEMIC- for three decades, colleagues have used open systems concepts such as Katz & Kahn (1966) to inform program development, evaluation, and proposals for external support; by explaining connections among resources, procedures, outcomes, contextual influences and ongoing evaluation feedback. How are you using open systems concepts to explain increasingly complex issues, that have multiple influences?

5. PROFICIENCY- all three taxonomic and interrelated aspects of educational objectives (knowledge, skills, predispositions) are important regarding learner’s past experience and enhanced future performance related to program participants and stakeholders.(Bloom,1956) Why is it important to include feelings, attitudes, emotions, values, vision, standards, judgments, and other aspects of the affective domain, for planning, conducting, coordinating and evaluating effective educational programs for adults?
6. **CHANGE**- social psychological concepts about personal and group change, such as force-field analysis (Lewin, 1948), help explain combinations of positive and negative influences. When might this concept be useful to induce and sustain quality improvement?

7. **GLOBAL**- comparative analysis of international and regional educational programs for adults can contribute to increased responsiveness and effectiveness for local learning opportunities for adults. What program characteristics and societal influences help or hinder program vitality and sustainability?

8. **VALUES**- for many of the prominent educators of adults during the past century, a central motive has been a philosophical sense of mission regarding societal priorities, access and opportunities, especially for people who are underrepresented regarding educational attainment. (Lindemann, 1926, 1990; Horton, Kohl & Kohl, 1990; Merriam, 1984.) Such values have been prominent for assistance by foundations such as: Carnegie for AAAE; Ford (FAE) for AEA and CSLEA humanities focus; Kellogg for conference centers and health; and Mott for community education. What enduring sense of mission and related resources have been prominent for you and your mentors and role models?

9. **LINEAGE**- in many faith traditions and professional fields, a sequence of exemplars and role models contributes to an invisible college in which a mentor for one or more colleagues continues for a cascade of learning similar to a relay race in which seminal publications and oral communications are inspirational. Cy Houle was a prime exemplar for me, Malcolm Knowles, Thurman White, Alex Charters, Paul Miller and Ron Cervero. John Gardner’s (Self Renewal, 1981) lineage includes Paul Miller and Jim Votruba. Who have been exemplars for you, who have you mentored, and what has contributed to initiating and sustaining this sequence?

10. **CONTEXT**- major events and trends can interact with personal readiness or organizational transitions to accelerate renewal (Gardner, 1981). Societal and organizational trends can interact with personal performance to sustain a lineage. Modest shifts can be a tipping point to precipitate a change in direction (Gladwell, 2002; Ray and Anderson, 2000). Our current conditions of polarization and turbulence, after a century of progress toward a learning
society, have entailed a few years of shifting gears into reverse. Perhaps an emerging mission of local opportunities for educators of adults is on behalf of a new enlightenment. The Learning and Performance rationale article, and other items on the AAACE website, contains some suggestions. (Brooks and Associates, 2019). As you reflect on recent societal and professional trends regarding renewal and liberation, what are the implications for your future directions?

I am heartened by the relevance of the rationale by a former student, composed during the decade before his mid-life expiration date, regarding learning and life during retirement. Nelson and Bowles(2010 ). Richard Bowles, in his preface likens life cycle stages to four movements of a symphony. John Nelson’s retirement model has three overlapping dimensions: prosperity, health, and happiness. The past four years in an independent living retirement community, has provided me with many case examples of friends for many decades and new friends during the previous month.

During the 1953 concluding session at University College about aging, another panelist, Ray Kuhlen, commenting on my early experience in his course on development and aging, and my conducting Silver Whistle sessions for retirees; Ray’s speculation was about my future; but that future is now. Being in the now is a theme in conversations with friends and neighbors and in reading about discovery and engagement. Such explorations can also occur during reading, discussion and retreats about growing older and becoming wiser. (Palmer, 2018).

Focusing narrowly on a professional memoir is unusual because lifelong learning is also about life wide and life deep learning. Learning and performance in life roles regarding work, is connected with other life roles such as family, recreation, faith community, and society at local, state, national and international levels. In my cascade of learning, mentors and their mentors and protégés have voices and images and publications from the past; and implications for the future; but thanks to their sharing of parts of their legacy with me, they are a present resource. Simulations can enable us to explore connections and alternative futures.
A seven generation view of planning, attributed to Native American traditions, is a useful metaphor for a professional memoir by someone in the middle of seven generations from interactions with two great grandmothers, to three great-grand-children). Publications during the past century can trigger insights about earlier events and predictions to compare with actual results. Conversations and publications by CSLEA staff and authors from the mid-50s to the mid-60s thanks to FAE subsidy of a humanities-oriented Center, have a liberation theme. John Schwertman’s (1954) publication, I Want Many Lodestars, continues to be relevant today. Jim Carey’s Forms and Forces in University Adult Education was prophetic regarding university resistance, then accommodation, and then potential incorporation of adult and continuing education concepts and procedures. Cascades of learning continue beyond passing a baton from mentor to protégé. Memoirs, autobiographies, oral histories or reminiscences, can occur at formal ceremonies or casual encounters. My 1946 summer scout camp encounter with chief Red Fox at his age 75, took one quarter of a century to read the rest of the story (1971) about his interactions with indigenous and American/international cultures.

My early association with Mohammad Douglah during his graduate study in Continuing And Vocational Education at the University of Wisconsin, with Pat Boyle as his advisor, and his assistance to Wilson Thiede on the Association journal; after which he returned to Iraq, and years later rejoined as a colleague in CAVE when he returned to the US, as recounted in his 2013 memoir.

During the 1940s on an Adirondack scout trip between Racquette and Blue Mountain Lakes, I canoed along the Marion River, past an estate above Eagle Lake and noticed an abandoned narrow gauge railroad bed from earlier in the century, along the portage. In the 1950s, I met Harold Hochschild who had retired as head of an international corporation, and moved from New York City to live at Eagles Nest. He helped create the Adirondack Museum near Middlebrook on Blue Mountain Lake, and his book about the history of the local Township contained stories about the area that I could share when I welcomed visitors to Sagamore and Minnowbrook. When I read a 1986 memoir (Half the Way Home) by his son Adam, who created Mother Jones, I learned the rest of the story about Eagles Nest. His January, 2020, pp 90-99, Atlantic essay on museums, provides a counterpoint. [Adam’s
wife published a prescient book on the politics of resentment based on her social science fieldwork in southern states, which paralleled conclusions from a concurrent book based on fieldwork in northern small towns, by a University of Wisconsin political scientist.

Just before serving as a visiting staff member at CSLEA in 1960, they published John Schwertman’s Notes & Essays from his brilliant and prophetic talks before his four year career with CSLEA which was terminated by a lightning bolt. Although his experiences and interests were focused on continuing higher education and liberal studies, each essay was reflective about past trends in the field and perspectives about future directions. He appreciated important but modest contributions to policymaking by continuing educators of adults, amid powerful social, political and economic forces. This is a major reason for active community and societal engagement with all types of educational opportunities for adults. Thurman White’s memoir in (         ) recounts his perspectives on active engagement with various aspects of Oklahoma. Alex Charters was one of his Cy’s other prominent advisees at the University of Chicago, and my early association with Alex and Cy introduced me to Thurman, related to his leadership in several national associations, Nebraska and Oklahoma began their Kellogg supported continuing education centers about the same time, along with the early center at Michigan State University, which included staff members with similar responsibilities for evaluation and staff development. As other continuing education conference centers were started at Chicago and University of Georgia, there were joint meetings; which strengthened connections. Serving on University of Oklahoma advisory committees increased further connections, with Thurman along with cooperation on behalf of the Adult Education Foundation to support the annual Houle award, and beginning the international adult and continuing education Hall of Fame. Dick Videbeck became a colleague in 1960 at the University of Nebraska and we continued our collaboration through his career and retirement at each stage of my career in Lincoln, New York, Urbana and beyond. Our collaborative teaching and research publications document a mutually beneficial friendship and learning cascade.
When Malcolm Knowles was administrator of the YMCA in Chicago and Cy Houle was administrator of the University of Chicago center in the loop, they were counterparts and colleagues leading complementary provider organizations. When Malcolm was completing the manuscript for Modern practice of adult education, he discovered the term Andragogy from participation in a CSLEA Exeter conference that Dusan Savicevic also attended. Malcolm’s autobiography in 1989 recounts the many influences on his career including: association with Edward Lindemann, being first executive director of AEA, publications, and professor at Boston University, and at North Carolina State University. John Henschke and Marcy Boucovaalis assembled extensive information about Malcolm and Andragogy.

After World War II, Alex Charters interest in history encourage him to complete doctoral study with Cy, and to then become a Dean of University College at Syracuse University. Alex’s early Canadian experience and his association with Roby Kidd, who was also from Canada and subsequently director of the International Council on Adult Education. Alex was engaged early with comparative education which became ISCAE, and after many decades he was succeeded by Jost Reischmann.

Alex’s engagement in the broad field, contributed to a growing archive which became the Syracuse University library Charters Collection for educators of adults. Many publications and reports constitute a growing archive to which colleagues have contributed their publications and papers. Cy’s 1992 bibliographic essay on The literature of adult education, served as a capstone to his many major publications during 40 years, which together constitute his memoir, reflecting his definition of the breath and depth the field of adult and continuing education.

In UK and Europe generally, Peter Jarvis made similar contributions, which are similar to Cy Houle’s emphasis not on the personal process and use, but instead on sharing the results from more than two decades of books published between 1983 and 2006. Each of these and other prominent educators of adults served as role models and exemplars with their professional performance and publications that contributed to learning cascades beyond their advisees. Another example is Paul Miller, whose 2014 memoir refers to
books by Cy Houle (1992) and John Gardner (1981) as mentors and role models. This cascade of learning continues with Jim Votruba, for whom Paul Miller served as a mentor, and during Paul’s 90s, Jim helped to prepare Paul’s memoir for publication.

Some mentors, such as Parker Palmer, assist educators from various fields to find inspiration from their books (Palmer: 1998, 2000, 2011, 2018). An example of a mutually beneficial exchange, is Jack Mesirow whose writing about critical reflection, perspective transformation, and emancipatory learning, inspired Pat Cranston (2016) to publish a series of books applying such concepts to educators in various roles, including Compendium article 6 with Ed Taylor on transformative learning theory (which was her final publication).

A robust example of a cascade of learning is provided by symposium proceedings, edited by Rita Davis (1998), in which 250 of Bob Stake’s colleagues who participated, contributed a collective memoir for him regarding the contributions to their careers in the educational evaluation field, thanks to Bob’s leadership.

Recent advice by University leaders about desirable future directions included increased inclusion of an adult and continuing education rationale for improvement of higher education. About one third of Compendium articles were pertinent: 1, 6, 8, 10, 11, 12, 14, 15, 16, 19, 21, 23, 25, 26, 27, 39, 40, 44, 49, 57, 58, 60, 62, 65, 66, 67, 70, 76, 78, 79, 80. Reflection on each of these articles suggest various mutually beneficial relationships between typical university degree programs, and many types of educational programs for adults.

The AAACE website related to the Compendium, contains items about various uses of the Compendium and related publications, including the Stylus Compendium Library edition to facilitate connections among archival materials and related library collections, cooperation among libraries, and encouraging educators of adults to use publications to enhance learner performance. These transcendent educators used oral and print communications to assist program stakeholders and adult participants. As a website article on a Learning and Performance rationale explains, in the coming years the field can be a force for
good in a turbulent world by continuing to assist adults from all locations and walks of life to learn their future

Educators of adults usually focus on local learners, their provider organization, and their service area. However transcendence beyond local arrangements can also include organizational and community influences and global perspectives. In the United States, many educators of adults and some stakeholders in various provider organizations (educational institutions, cultural organizations, faith communities, enterprises or nonprofit organizations) belong to a professional association composed of educators of adults with similar priorities regarding purposes, methods, and participant characteristics. Stakeholders in each local provider organization vary regarding oral, print and digital communication and familiarity with publications and past professional contributors. The resulting diversity is a distinctive feature of a broad field of adult and continuing education. This variety is also a challenge to achieving a shared vision: as reflected in an increasing number of specialized associations and related journals.

Half a century ago, the Commission of Professors of Adult Education (CPAE) embraced a mission for increased access by adult learners to further educational opportunities. (Sources include: biennial handbooks since Rowden (1934), histories such as Stubblefield, (1994); foundations such as Ross Gordon, Rose, Kasworm, (2017); and most recently the Compendium with 80 articles edited by Knox, Conceiao & Martin, (2017) and noted by article numbers in this section. Members of AAACE and especially CPAE have been the main contributors and users of publications with this perspective on a broad field of adult and continuing education. Chapter 11 on professionalization with Fleming as co-author in the 2015 handbook, with its past reference to a CAO Commission of Affiliate Organizations, and a future perspective on cooperation with national and global partner associations, which provided this collaborative perspective (Compendium article 30).

During 2017-2020, the AAACE website has served members of AAACE and of partner associations, by inclusion of items of interest to transcendent educators of adults. The phrase LEARNING EXCHANGE for this website
emphasizes open access, which can also assist educators achieve regional cooperation to obtain enhanced resources and sustained graduate program leadership. This title is in an Homage to the movement during the 1970s (such as a learning exchange in Evanston, Illinois; [Regional Learning Service Kordalewski, 1982]; educational brokering [Heffernan, et al., 1976]; link [Cross, 1978]; summarized by [Houle, 1992, pp.81-87]. The WK Kellogg foundation subsequently funded public library learning exchange pilot projects. The 2017 Compendium article 52 by Holst is on collaborative movements.

The membership and vitality of AAACE depends on grassroots inclusion of educators of adults in graduate programs in each region. This regional engagement entails collaboration with stakeholders in local, state, national and global organizations, as well as university faculty members and staff from helping professions in related disciplines and fields who recognize mutually beneficial exchanges among educators who transcend mainly making local arrangements, appreciate shifting external influences, use of futures forecasting, and other ways to understand societal influences, and ways to reduce potential threats. [SEE the Learning and Performance rationale article on the AAACE website) Such internal collaboration and a cascade of professional learning, includes various mentor perspectives regarding transmission, interaction, and enhanced performance. (Houle, 1980).

Four general themes emerged from personal reflections about past memoir stages, activities, publications and connections. The four themes are: shared purpose, reciprocal process, societal context, and learning cascades. The following set of four theme summaries are suggested as a conclusion regarding future directions for personal, provider, and association leadership by educators of adults.

SHARED PURPOSE- during the past century, prominent publications, personal reflections, and memoirs by educators of adults, have emphasized that in a democracy, excellent educational programs seek achievement of alignment between personal values and program purposes. Alignments and appreciation of shared purposes and other systemic connections will allow rising above flawed simplistic explanations, toward sustained enhancement.
RECIPROCAL PROCESS- effective educators of adults throughout the helping professions, life wide access for varied adults, interactive learning opportunities, and enhanced performance

SOCIETAL CONTEXT- educators who transcend local arrangements, appreciate shifting external influences, by using futures forecasting to recognize potential threats and create opportunities for collaboration.

LEARNING CASCADES- lineages of mentors and major publications can enhance ongoing learning by participants and other program stakeholders as an ongoing major program outcome. Examples of learning cascades include: inspiring role models, accessible publications, ongoing evaluation feedback.

Half a century ago, educators of adults in AEA based their democratic movement on social philosophy with roots in 1776 Scottish enlightenment publications that combined Adam Smith’s Wealth of Nations, with his previous 1759 Theory of Moral Sentiments. These classic publications clarified the interdependence of affluence built on competition and regulation; which also reflects community wide conscience and care. Contemporary Scandinavian examples of mixed and open systems explanations, suggest potential directions for a new enlightenment movement by educators of adults; which reflect US farewell advice and constitutional provisions from three centuries ago.

The following lines recap the epilogue

ALLEGORICAL REMINANTS FOR PHOENIX FUTURES (2020 and beyond)

An upbeat view of the New Year, is for selection of fragments, from the recent past,

to be replaced, by an allegorical vision,

for our collective future, by educators of adults.

This past as prologue vision, reflects various past ways to assist,
Educators of adults, in helping professions;

with mentoring, inquiry, publications, and graduate programs.

During half a century, a dozen local graduate programs; expanded, changed, contracted and expired;

responding to influences such as: demographics, economics, organizations, foundations;

leaders vision and examples, who helped shape past and future, of increasing publications, organizations, and associations, which prompts this allegory on future directions.

Imagine a former or shrinking graduate program,

at a university authorized by Lincoln,

with a rural and urban development mission,

access to learning opportunities,

effective preparation of helping professionals,

guiding cascades of active learning and enhanced performance, in personal, family, work and community roles.

Program renewal can benefit from past, current, future resources;

combined with mutually beneficial exchanges.

This legacy of human and financial resources includes:

institutional, governmental, and foundation funds;

for facilities, equipment, and personnel funding;

and faculty, adjuncts, staff, and student assistants.

A tradition of institutional experience with regional collaboration;

regarding technology and distance learning;

can inform ongoing cooperation and vitality.
Previous administrators, mentors, volunteers, and students; can contribute to publications and assistance; to attract a future senior faculty member and student.

The combination of such past and current assets, can support a legacy and sufficient endowment, for at least one attractive senior faculty role.

The history and literature of the field, illustrates some productive and enduring programs, in which one able professor, helped sustain, modest, valuable, contributions of time and talents, from able colleagues, in related helping professions, for inquiry, mentoring, courses and practica, current technology in hybrid courses; with connections among university libraries, connecting regional and national archives, formal learning exchanges, to establish and sustain, graduate study and inquiry, in locale or region.

Such cooperation also contributes to local interactions; with program provider organizations, and grassroots support for professional associations.

The 10 preceding epilogue questions, can spur memoir readers about four themes: purpose, process, context, learning cascade.