

CASCADES OF LEARNING: A PROFESSIONAL MEMOIR

By Alan Knox

INTRODUCTION

Conversations are my preferred style of learning exchanges. Such beneficial conversational exchanges entail specific people, places, purposes, and processes.

Sharing examples from my Cascade of Learning during the past nine decades, illustrates concepts and metaphors such as: narrative, path, transaction, wide, deep and mentors.

I hope that my reflections about exchanges with mentors and role models, encourages you to reflect on your own lifelong, wide, and deep learning activities. Life wide learning occurs in all life roles not just in school; but especially in a person's family, work, recreation, organizations, and community. Life deep learning at its best goes beyond just reacting to life, but by reflecting on purposes, benefits, influences, assumptions, meanings, and values. Reflecting on past intentions, opportunities, barriers, and benefits of learning; helps to reinforce desirable knowledge, skills, and attitudes (proficiencies) that can enhance our quality of life.

The metaphor "cascade of learning" for this professional memoir, indicates conversations and other transactions in a sequence of enhanced learning and progress; such as interacting with role models, mentors, teachers, students, and guides; who can provide precepts and examples that encourage participants to continue in a sequence of ongoing learning activities.

These reflections about my career path are in three parts; (1) early years in the Albany, New York area, and the college years in Syracuse; which included teaching art and coordinating educational conferences in the Adirondacks; (2) five decades between 1960 and 2010 associated with universities in Lincoln, New York City, Urbana-Champaign, and since 1981 in Madison; and (3) during my post retirement emeritus decades.

ALBANY and SYRACUSE

Growing up during the depression and World War II, helping my family to renovate our old tenant house, a mile-long walk to a rural schoolhouse in the Albany New York area, provided a contrast to the larger communities in various locations every decade or two since then.

My first two decades were focused on art. Already reading when I started ungraded primary classes, I was painting and drawing while classmates were learning to read; a rural bookmobile was a resource for self-directed study; and as an eldest child, I benefited from loving parents who were avid readers.

A lifelong love of art, music, and humanities, revolved around performances, with art teachers or early mentors, as an art student in high school, and Saturday morning art classes at the Albany Institute of History and Art. A few years later reading John Dewey's Art as experience as

an undergraduate art student at Syracuse University, I appreciated the essence of life experience as the foundation of preparatory and continuing education applied to work, play, family, and community.

During secondary school in a centralized district, and active in Boy Scout camping and mentoring by merit badge counselors, I worked one summer as a scout camp junior counselor assisting a long retired chief Red Fox (who had been part of the international Buffalo Bill Cody wild west show; and a founder of the Boy Scouts of America) who then was coordinating the camp crafts center. The following summer, I assisted the Albany YWCA program director, who coordinated the scout camp crafts center. She then arranged for me to teach my first adult education course about leather work, that Fall, as a high school junior.

Right after World War II, I was an undergraduate and master's degree art student at Syracuse University by day and moonlighted with commercial art and teaching art for learners of all ages, to supplement scholarship support. One example was teaching and coordinating a sheltered workshop in a low-income neighborhood, for participants in their 80s.

Frank Kent, who was my master's degree advisor, was also moonlighting by coordinating the art courses for University College, the University's continuing education division); who arranged for me to teach art courses there; in addition to courses that I was teaching for the Syracuse Art Museum and for the public schools.

Frank was one of my timely role models and mentors who emerged during the 1950s, because he shared personal perspectives and publications, and this continued for years.

Alex Charters was a new University College Dean who served as my supervisor as I directed three University conference centers in the Adirondacks, and as advisor for my two additional graduate degrees about lifelong learning. Alex had just completed his doctorate at the University of Chicago with Cy Houle as his advisor; whose syllabi and publications were the core of the new graduate program about lifelong learning for adults, that Alex coordinated at Syracuse, and I was his first advisee. Roby Kidd was for years an able and energetic director of the International Council on Adult Education (ICAE). Alex and Margaret Charters were also originally Canadians, and good friends for the rest of their lives. This enhanced Alex and Margaret's global perspectives, publications, and interest in archives. Cy Houle became a role model before I ever met him in person.

During the remainder of the 1950s, I experienced a career transition; with art activities becoming my avocation, and my further graduate study and employment administering conference centers became my vocation.

Coordinating conference programs included assisting planning committees to design workshops and retreats to enable participants to learn from each other and with guest experts to enhance their own performance. For example, the purpose of a national conference at the Sagamore

conference Center was on coordinating plans for the interstate highway system, to consider impacts within cities.

In the mid-50s, as chair of the Adult Education Association's committee on residential adult education, I gained much from other committee members including Myles Horton, director of Highlander folk school in Tennessee, who studied at the University of Chicago and was inspired by Scandinavian folk schools. Publications about Highlander recounted his contributions to developments regarding literacy schools and leadership for the emerging civil-rights movement with Martin Luther King Jr.; for which *We Shall Overcome* was the Highlander school song.

Cy's publications and his familiarity with the field worldwide, began to guide my own interests and activities in ways that I was unaware at the time. Alex, Cy and Myles remained colleagues, friends, and inspirations. Cy's writings are classics regarding: The literature of the field, Design of education, and Continuing learning in the professions. During early 1960, spending the winter quarter in Chicago, as a visiting associate at the Center for the Study of Liberal Education for Adults (CSLEA) and teaching a graduate course on Sociology of education, at Chautauqua institution in southwestern New York State; which provided valuable career opportunities. [The years between 1931 in 1960, recounts my student, art, teaching and coordinating roles, including mentor relationships, that illustrate conversational learning styles; many of which continued for years. [John Schwertman's early death from lightning, prompted his CSLEA colleagues to assemble and edit his brilliant and prophetic talks, entitled *I Want Many Lodestars* (1960, Schwertman, CSLEA Notes and Essays), just before my winter quarter there as a visiting staff member. [His inspiration remains!]

FACULTY and GRADUATE PROGRAMS

As indicated in my *Cascades of learning* professional memoir, mentoring and collegial cooperation continued between 1960 and 2010 at university graduate programs located in Lincoln, New York City, Urbana, and in Madison [from 1981 until retirement].

Based on my *Cascade of learning* memoir, the following highlights for each of the four locations and graduate programs, emphasize colleague connections and program influences. Even before the University of Chicago winter quarter when I was a visiting staff member at CSLEA, I became aware of increasing cooperation with an expanding number of colleagues with kindred interests, who continued to learn from each other across times and locations.

LINCOLN

The gradual transition to Lincoln began almost casually like a blank canvas for a sketch about possibilities. In 1990, Knute Broady, an experienced University of Nebraska Extension dean, discussed with Alex Charters, a position as director of studies and training for the WK Kellogg assisted Nebraska Center for Continuing Education. The associate professor position as director of studies and training for the Nebraska Center, was connected to departments of educational psychology, school administration, and sociology. Knute's long experience as Professor of school administration, helped guide departmental appointments, course arrangements, and

facilities for a research and evaluation center. Bob Stake, who became a career long friend and colleague, was an educational psychology faculty member with a focus on educational program evaluation, who suggested that I contact two of his recent advisees, who were soon active in the studies and training effort. One was Doug Sjogren, who co-authored many publications, served as lead author for an experimental study of adult learning, helped with assessing preparation of participants in an early Peace Corps program to Columbia, and continued collaboration when each of us moved to other universities. Another of Bob's former advisees was Arden Grotelueschen, who was a major contributor to many important projects and co-authored some of our publications at three universities during the next two decades.

Bob Stake and I had many shared interests from the outset, including: educational evaluation, Ed Psych department, faith congregation, and multiple children. I was beginning to work with some of Bob's former doctoral advisees; as colleagues and team members.

Jack Mezirow invited Cy and myself from the United States to a meeting in Mexico City about international cooperation throughout North and South America by educators of adults. Jack did so as a staff member in the Latin America office of USAID. I had not met Jack before but was pleased to welcome him a few years later as a colleague at Teachers College (TC).

Dick Videbeck, a sociology department faculty member, was most closely aligned with the multi-departmental graduate program and the research center. Our association continued in various locations and projects for the remainder of his career. We participated in the Midwest Council for Social Research on Aging, which was related to several of our joint publications. A brief 2014 history by Michael Hill includes the office of adult education research, which became the Bureau of Sociological Research, and covers the years between 1964 and 2014. The most ambitious project during the five years in Lincoln was a baseline study of one-hour interviews throughout the state with 1500 representative adults between 21 and 69 years of age, with the results reported to the people who were interviewed (*Living in Nebraska, 1964*). The baseline study data were used for dozens of research articles for years afterwards.

Cy was a long-term advisor to the WK Kellogg foundation; which had assisted establishment of university continuing education centers at Michigan State, Nebraska, and soon Oklahoma, Georgia, and Chicago. A project assistant who preceded me regarding program evaluation at Syracuse, was currently in an evaluation role at Michigan State [similar to my new position at Nebraska]. Before the Kellogg Center at Oklahoma opened, Cy arranged meetings at one of the centers once or twice a year, to cooperate, share experience, and enhance our planning.

Availability of Kellogg Foundation support enabled increased graduate student admissions to the program from various states and countries. Nebraska educators of adults welcomed opportunities to participate in courses and research projects. Faculty members in various university professional fields began joint projects with the office of adult education research. Joint research projects by members of the Adult Education Research Conference (begun in the mid-1950s), along with the *Living in Nebraska* baseline study data, enriched projects by

program faculty and students. There was substantial complementarity between: Nebraska Center conferences, graduate program courses, research center projects, and educators of adults in the state and region.

NEW YORK CITY

In contrast to a new adult education graduate program and research center at the University of Nebraska, the Institute of adult education at Teachers College (TC), Columbia University in New York City; was multi-departmental, and one of the first doctoral programs in the field. It was established with Carnegie foundation assistance three decades before my professional decision in 1965 to accept a professorial position as director of the TC graduate program and research Institute. During the previous five years, Teachers College (TC) faculty members retired from various departments, after years of teaching courses in related departments. It was expected that the incoming director of an Adult Education Research Center and member of the Department of Higher and Continuing Education would lead this transition.

Cy and Russ Kleis [who was Jim Votruba's doctoral advisor] at Michigan State were members of a AEA Commission of Professors of Adult Education, committee on program initiation and revision, who contributed to a 64-page report on development of adult education graduate programs (CPAE,1973) published by AEA. Tom Sork at UBC prepared a similar report for graduate programs in Canada. Responses by CPAE members to a survey about trends, issues and procedures related to initiating and terminating graduate programs; contributed to preparing a prophetic report. [The 1973 report and preceding CPAE meeting to discuss it occurred soon after the move to Urbana; so provided a personal opportunity to reflect on experiences with two graduate programs before the move, and two coming up after the move. I regret that I did not revisit it afterwards.

The visibility of Teachers College publications, faculty, adult education graduate program and Institute; contributed to many opportunities and connections. Participation in several professional associations with previous and potential TC faculty, students and consultants was very beneficial. Jack Mezirow joined the program, as a major colleague and friend for the remainder of his career; and Dick Videbeck (who was then a faculty member in the Sociology department at Syracuse University) participated part time for several years.

A proposal that Arden Grotelueschen helped to prepare in Lincoln, was funded while we were at TC. The substantial multiyear budget supported a research associate position for Arden and attracted the interests of several prominent project advisors. (Havighurst, Super). The project included in-depth interviews with non-college-bound young adults in various regions, which reported examples of personal and situational influences to explain why some young adults were very active learners.

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

Many other features of the metropolitan New York City location included: helping with the UNESCO International functional literacy project; active participation in the New York City Adult Education

Council; and serving as a charter member and leader of a new Rotary international chapter of Upper Manhattan, with members from institutions on Morningside Heights, along with religious, business, and professional members from Harlem and other parts of upper Manhattan. The years at TC illustrate mutually beneficial connections among a graduate program, research center, publications, interactions with the regional community, external support, and recognition of societal influences.

Many colleagues from Lincoln and New York locations continued to cooperate at subsequent stages, and in various reciprocal and consultant roles.

URBANA-CHAMPAIGN

The decade at Urbana-Champaign included: a reunion of colleagues, initiating a new graduate program, reorganizing and leading the statewide division of continuing education and public service (CEPS), and focusing on professional development by and for educators of adults in the helping professions. My main role during the 1970s was reorganizing and directing CEPS, as a central focus. Bob and Arden's arrival in Urbana with CIRCE, adjoining my college of education office, was a welcomed bonus.

The transition from New York City to Urbana-Champaign was facilitated by opportunities in the late 1960s. Bob Stake left Lincoln to accept a position in the U of I College of Education, Center for instructional research and curriculum evaluation (CIRCE). Soon after, Arden helped complete young adult and basic education evaluation projects at TC and joined Bob in CIRCE and as assistant dean for research and outreach for the College of Education. He helped with Occasional Papers, and for graduate assistantships to enable graduate students to study university outreach by major academic units, including summaries of desirable future directions. I joined a new College of Education department of Administration, Higher and Continuing Education; and when a second position focused on continuing education of adults was posted, Jim Farmer was selected, and his wife Helen guided a FIPSE supported project on virtual Learning Exchanges. Jim Votruba became director of CEPS Extension Credit Courses, taught graduate students, and edited a new directions sourcebook number 9 about increasing internal support for continuing education.

Increasing interest in continuing professional education (Houle, 1980, Continuing learning in the professions); enhanced opportunities for faculty members and students. A major example was collaboration by the Veterans Administration Regional Medical Education Programs, and the Association of American Medical Colleges (Green and Associates, 1984). Other projects were for librarians, pharmacists, engineers, adult basic education staff, vocational education instructors, and museum educators. [In the 70's when I was director of CEPS, and active with the Illinois Library Association, Wilf Lancaster was constantly engaged in outreach nationwide, by helping to digitize public libraries. [A major outreach accomplishment!]

Cy's 1980 publication on Continuing learning in the professions, was very useful when selecting examples for my one semester sabbatical project; to visit universities in the United States and Canada for detailed interviews regarding their continuing professional education programs in

medicine, pharmacy, law, education, and social work. Each University that was included, had at least one outstanding program, and the remaining CPE programs there provided contrasts for comparative analysis. A major report finding was those outstanding directors of university continuing professional education, were very effective in their relationships with their college colleagues; and also very effective regarding interactions with members of the profession that they served.

The 1980 Handbook published by the Adult Education Association and Jossey-Bass, on Developing, Administering and Evaluating Adult Education, included contributions by program graduate students and CEPS staff members. A one semester sabbatical allowed interviews with administrators at North American university continuing professional education programs in medicine, social work, pharmacy, law and education; and the report was published in the journal Adult Education in 1982. Many of these collegial connections continued for decades. During the decade in Urbana, the administrative role for reorganization of the CEPS organization was connected with most other activities; and the sabbatical leave provided a transition to UW; instead of continuing in a full-time faculty role at U of I.

MADISON

After a decade with faculty and administrative roles at the University of Illinois; it was an easy transition to the inter-college CAVE department at the University of Wisconsin Madison. There were many opportunities for faculty members and students from Illinois and Wisconsin graduate programs to interact through national and regional association conferences, cooperative projects, and invitations to participate in workshops and summer courses, such as the Midwest Research to Practice Conference.

The CAVE inter-college department had many attractive features; with about seven faculty members, some with connections to UW Extension; including being able to teach established and additional courses for an ample number of able students from many departments, states and other countries; initiating new projects of interest to departmental faculty and students and cooperating with other educators of adults from various countries. Wisconsin Idea extension programs were well known during half a century, because many outreach staff members also had connections with various academic departments and centers throughout UW campuses.

Because of a visit to Madison for a special CAVE related activity, I was fortunate to attend the initial Distance Education conference, to begin decades of interaction with Jack Ferver, Terry and Chere Gibson and Chuck Wedemeyer, whose memoir Learning At The BackDoor, was just published, and who along with GB Childs (director of University of Nebraska correspondence study) were the preeminent research team in distance education.[Terry and I are neighbors in the Oakwood retirement village, and we continue to assist Simone Conceicao, for her SCOC site and Adult Learning Exchange.]Chere was one of my most valued colleagues throughout her career. Our values and views were very similar, and our differences were complementary.

Simone Conceicao and her other advisees valued her wise support and assistance; the essence of mutually beneficial exchanges. As Simone expressed it when hearing of her sudden death; There was much loved and will be greatly missed.

Cy was one of the University of Chicago faculty members who helped launch Jossie-Bass publishers. The Jossey-Bass quarterly *New Directions (ND) sourcebooks*, was launched with the 1979 volume on *Enhancing Proficiencies of Continuing Educators*, continued with opportunities to assist and learn from a team of able issue editors and authors every 3 months on a wide variety of topics of interest to colleagues throughout the field. Publication in 1984 by Jossie-Bass of *Continuing Education in the Health Professions (Green & 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.

During the first 6 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 own performance related to teaching. Lee Schulman, who in 1997 began serving as president of the Carnegie Foundation for the Advancement of Teaching and served as a TA consultant to our pioneering efforts at UW, and then encouraged other universities to do likewise. When Lee was a graduate student at the University of Chicago, he assisted Dan Solomon at the CSLEA Teaching Styles project; and was later associated with a university office of Continuing Medical Education in Michigan.

Cy's global publications and connections helped explore mutual interests. International travel and conferences during the mid-1980s contributed to cooperation on a *World Perspective* project, in which case coordinators from 32 countries helped arrange for 175 case descriptions prepared by local educators, about various types of educational programs for adults in their country. During 1985-86 some of the case coordinators helped to prepare systemic guidelines for all of the case descriptions, which included open system aspects such as resources, process, outcomes, evaluation, and contextual influences (Knox,1993).

Each year there were publications of Interest to students and colleagues throughout the field, especially related to evaluation, collaboration, and international relations, with a global perspective (1993). Copies of the book on *Strengthening Adult and Continuing Education*, were sent to colleagues in various countries, with findings 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.

Ron Cervero is an inspiring example of mentoring and publications for career long cascades of interactions. In the fall of 1973, as a student in the MA program in the social sciences at the University of Chicago, Ron discovered Cy Houle and his PhD program in adult education, which Ron pursued. In a 1977 seminar with Cy, students used Cy's manuscript for what would become

Cy's 1980 book, *Continuing Learning in the Professions*. This experience encouraged Ron to publish his own 1988 book, *Effective Continuing Education for Professionals*. Teaching a 1988 University of Wisconsin summer course, Ron used his new book as a text. During that year I was abroad for the world perspective project, leading to a 1993 book on global perspectives. Ron and I interacted in the Midwest research to practice conference; which Ron had helped to found in 1981, with a team from Illinois and Wisconsin.

Our interactions increased, because Ron helped to lead the WK Kellogg supported Houle Scholars faculty development program [for which I served on the participant selection committee, and as evaluator regarding participant progress during each of their two-year experiences]. The report on Global issues and adult education, included articles by faculty fellows from Latin America, southern Africa, and United States (Sharan Merriam, Brad Courtenay & Ron Cervera, eds). In addition to serving as a University of Georgia professor of adult education, and later vice chancellor for faculty development, he was a co-author of several Compendium articles on professional development; and Deputy Director Department of Medicine's Graduate Programs in Health Professions Education of the Uniformed Services University of the Health Sciences, Bethesda, MD.

Malcolm Knowles' 1987 autobiography included references to many events and colleagues over the years, and years later several of his advisees assembled many of his publications, connections, and uses in various countries. [When Malcolm was administrator of the YMCA in Chicago, and Cy was administrator of the University of Chicago center in the loop, they were counterparts and colleagues leading complementary provider organizations. 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.

Malcolm advisees such as John Henschke and Marcie Boucouvalis continued to maintain connections with his publications in various countries, as indicated in John's Compendium article 75.

Jost Reischmann succeeded Alex Charters to coordinate the International Society for Comparative Adult Education (ISCAE) which Alex had begun in the 1950s, and Jost added members who contributed to the world perspective project. Jost's leadership of ISCAE continues to the present, with board members including Tom Sork and Amy Rose.

Jost was a world perspective case coordinator as a graduate student and distributed a collection of case descriptions from Germany.

The Peters and Jarvis' 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 example; in chapter 3 on concerns of educators, the page numbers for the start of sections are: p. 77, leaders and leadership; 87, evaluation; 91, comparative education; 99 extent of participation; 101,

demographic characteristics; 104, motivation for learning. For more than a decade, Pat McBride, a UW Professor of family medicine and cardiology, interested in prevention, directed an experimental HEART project, similar to Heartbeat Wales, [which became an example in the chapter on health, from the world perspective project (1993).]

In addition to my 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. The result of the follow up was to find out that sustained practices depended on ongoing commitment by some minor staff members who remained with the practice, which supports an organizational development approach.

When Jim Votruba completed his doctorate in higher and adult education, he accepted a program administration position at the University of Illinois. During the 1970s, he directed the extension credit course program at the University of Illinois CEPS office, edited new directions number 9, and in 2011 had served for a decade as president of the University of Northern Kentucky; and published with colleagues Beere and Wells their 2011 book on organizational change, entitled *Becoming an engaged campus: a practical guide for institutional public engagement*.

Throughout the dozen or more years before retirement, all of my courses were hybrid, so that enrolled students could attend weekly evening sessions at their convenience in an equipped classroom, or by distance education; any place throughout Wisconsin or beyond. The syllabus and many basic readings were available online, so up until a few days before the class session, students sent a progress report and suggestions for the upcoming topic; and a day before class received a preliminary list of discussion topics that reflected their suggestions. An abbreviated evaluation course syllabus was included in my chapter on evaluation, in the 2016 book edited by Kapplinger & Associates. Course readings were from the book, *Evaluation for continuing education (2002)* which contains highlights from publications on procedures and use of evaluation conclusions related to many types of educational programs for adults. It was a recipient of the Houle award that year.

Except for teaching one course in the year after retirement for which there were student enrollments but no instructor; and my downhill skiing for the last time with a son and grandson; there were many activities of interest, such as: reading, writing, painting, consulting, and preparing a manuscript for a Stylus book entitled *Improving professional learning (for educators of adults)*; with copies available for the 2015 AAACE annual fall conference.

EMERITUS

Over the previous half-century, the field of adult and continuing education had become increasingly diverse. From about 1950 when Howard McCluskey was the first president of AEA, and Malcolm Knowles was the executive director; and Jensen & Associates edited the 1964 AEA book on and emerging field; the number of specialized associations for educators of adults in the US, gradually increased from about two dozen to about 50. Decennial handbooks included chapters on many parts of the field, and a few journals had readers beyond members of AEA, and AAACE; but most practitioners in the field who were members of professional association chose one or two associated with their provider organization.

During the years around retirement in 2012, I reflected on the gender proportions during my career, regarding students, faculty, administrators, colleagues, and role models. As an art student, most of the students were women, there were both male and female teachers, most university faculty members were male, as were well known artists. During my early years as a graduate student, administrator, and professor; almost all of the graduate students, colleagues, deans, and mentors were male. [I was Alex's first advisee, and his next few were also men.]

The deans to whom I reported, and the administrators who were members of the three associations I belonged to, and the CPAE members were also men, as were CSLEA staff. When I began teaching educators of adults in graduate courses, most of the students were men. Then the proportion of women educators of adults continued to increase, for graduate students, program faculty, provider organization staff, and association members.

In recent decades, most of my colleagues and role models are women. For example, since Sharon Merriam was a graduate student at Rutgers and we discussed career stages, I have read almost all of her publications, in part because as consulting editor for Jossey-Bass, I read many of the manuscripts, and students valued her publications. The Midwest research to practice conference, and the AAACE board and publications committee, contributed to my association with Amy Rose, especially regarding the Compendium, and most recently ISCAE. Simone Conceicao and Anita Samuel [editorial coordinator], along with Larry Martin and myself, were an outstanding team and learning highlight, during planning and completing the 4 volume Compendium. Other examples of female colleagues; as role models who authored Compendium articles were: 8(Chang), 14(Auerbach), 25(Gibson), 42(Modise), 63(Cordie), 69(Ho), 76(Dudka), 79(Savoy), 80 (Sandmann).

In addition to Compendium contributors, I continue to benefit from major contributions by female colleagues: Sharon Merriam (publications); Amy Rose (foundations, international); Emily Auerbach (Odyssey, University diversity); Simone Conceicao (website, region); Jean Fleming (transcendent professionalization).

In addition to co-authoring chapter 11 in the 2015 handbook, Jean referred to past references to an AEA commission of affiliate organizations; which increased interest and leadership by Leslie Cordie regarding partner associations (Compendium article 63) which contributed to the global scope of an international Compendium to map the field of adult and continuing education. Planning and creating the Compendium by the three-core editor team (Knox, Conceicao & Martin) and Samuel as a graduate student and editorial coordinator, 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 matrix.

Ching-Jung Ho (Compendium article 68) with early experience in museum education, after completing her UW doctorate as an advisee, returned to Taiwan as a professor of adult education and then department chair. Her invitation, and those of four other former advisees from Taiwan in similar positions, resulted in a series of workshops at each of their universities, during more than a week traveling from North to South of Taiwan.

As a US professor of adult education, originally from China, Q Sun explored East & West in her research and in a series of annual conference pre-sessions; which included my virtual participation.

With a 2016 copyright, the Stylus book on Improving professional learning which included a bibliographic essay that included comments on recent major publications since Houle, 1992, available in digital library and e-Editions in time for the 2015 annual conference, which included the announcement and invitation to submit proposals to author Compendium articles.

In recent years, a major public issue has been immigration and national border crossing, especially for rural refugees; which we discussed during AAACE Commission on international adult education pre-sessions.

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 7 to 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.

Another public issue that educators of adults have been addressing during the past century is social class, race and caste; including access to higher education. The Odyssey project (Compendium article 14 on the power to change lives) continues with a humanities perspective, to serve young adults from low-income neighborhoods [with a family orientation], and demonstration of a way that major universities can reduce barriers to diverse under represented students.

Toward the beginning of the second year, more than a dozen article authors and educators of adults from various associations began interacting in a virtual seminar to prepare a manuscript, which was revised during the next few years. The title is Enhancing proficiencies praxis and performance; and it is one of the articles in the Knox/Houle collection, available from this website. The bibliographic references that accompany the article on Enhancing proficiencies praxis and performance article, and the 2016 book on Improving professional learning, also pertain to this cascade of learning memoir.

In 2019 many books that were not already part of the un-digitized SU Charters Collection, and all professional papers, were donated and delivered. The recently drafted professional memoir was intended to explain the time periods, locations, and mentors associated with publications.

Later in 2019, it seemed likely that political polarization was leading toward worsening issues regarding public health and related economic conditions. In January, plans were endorsed for a series of three Sunday afternoon Hearthside Chats for people from faith communities, higher education institutions, and community organizations; during the last two Sundays in February and the first Sunday in March. Ironically, for the Spring equinox (Ides of March), the onset of the pandemic heralded reactions to a crisis, which Eastern traditions recognize as a potential opportunity.

A few former colleagues as educators of adults recognized that local lifelong, wide and deep learning was a high priority. Events in late 2020 and early 2021 began to reverse national and international priorities, and the historic scope of educational opportunities for adults in all geographic, and

demographic categories; had the potential opportunity [in the spirit of the Wisconsin idea] to enhance the capability of local residents, organizations, and communities; to use learning to deal with change, in the spirit of cooperation and grassroots democracy. [In the early years of AEA, this concept was a central value.]

During 2020, the International Society for Comparative Adult Education (ISCAE), with leadership by Jost Reischsmann, and board including Tom Sork and Amy Rose, began planning a publication, workshops, and a June 2021 Vancouver conference. A proposal with Terry Gibson, Simone Conceicao, and Dan Pratt was accepted for a June 3 session. Dan and I agreed to conduct a brief presentation and Q&A, based on website availability of three summary examples of major publications [on international comparative adult education: Gibson, 2011 distance-learning; Pratt, 2016 teaching perspectives; Knox, 1993 program coordination.] The intent was to have the three publication summaries available to session participants before, during, and after the brief session. [The three summaries and explanation will be available on the Adult Learning Exchange (ALE) website.

Another 2021 event, described and available on the ALE website, coordinated by Terry Gibson, was a 90-minute Forum for a dozen participants who discussed local issues related to media and educational institutions, regarding public use of authentic communication, misinformation, and initiatives by educators and journalists, in the interests of a democratic society.

The purpose of the SCOC ALE Knox/Houle collection is open access to several related articles that explore contributions by mentors and publications to enable educators of adults to create learning opportunities that help program stakeholders to transcend mainly making arrangements. One article is entitled Cascades of learning: a professional memoir. It is dedicated to Cy Houle and other mentor/role models. Another article is entitled Enhancing proficiencies, praxis and performance. It includes nine themes about connections between adult experience, role performance, successful learning, and enhanced performance. A third article entitled Futures 2020 Plus, is composed of 25 conclusions from each of the successive stage of the Cascades of learning professional memoir. In contrast to reflections on past experience in the Memoir, each of the futures 2020 Plus topics explores potential future directions for the next decade. The Enhancing Proficiencies Praxis, and Performance list of references covers citations to publications noted in each of the articles in the Knox/Houle collection; and along with the references in the 2016 Stylus book, improving professional learning; and the Stylus Compendium; the composite digitized list of publications covers most of the important publications related to the Cascades of learning professional memoir.

One hope for the future is increased regional connections by CPAE programs that assist local providers to collaboratively have more comprehensive educational opportunities for adults.

Four themes from all of the contents of the Cascades of learning professional memoir are:

- 1, Effective educators of adults (teachers, counselors, coordinators, caring professions) use transcendent personal and public concepts with examples and publications from past and current colleagues to enhance their perspectives on systemic influences, desirable programs and directions.
2. Enduring engagement in learning and enhanced performance by program participants and related stakeholders reflects attention to multiple global and local influences on contributions, connections, outcomes, and use of feedback regarding process and resulting performance.

3. Continued program and participant progress entails access and responsiveness to valued purposes and enhanced proficiencies [knowledge, skills, attitudes] and requisite resources [finances, staff, volunteers].

4. Sustained mutually beneficial exchanges benefit from program stakeholder reflection, search for meaning, and appreciation of life wide and deep learning and progress by people, groups and communities.

10/10/2021