Linking Adult Education Literature on Sustaining Democracy

By Alan Knox and Terry Gibson

Preface:

Adult Education literature has much to contribute to the sustaining of democracy. What follows are 18 topics and eight examples about ways that educators of adults in various roles and specialized associations can cooperate on behalf of enhanced democracy at local, regional, and national levels. The authors have attempted to provide links to some of the primary literature in the field of adult education as it relates to key topics.

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Part 1 Introduction:

Steve Schmidt's ADULT LEARNING February 2022, Reflections column entitled OUR TIME IS NOW: How the events of 2020 will shape the field of adult education, presented the challenge. We accepted Steve's challenge, entitled OUR FUTURE IS NOW, aimed at the AAACE Commission of professors of adult education (CPAE). The Steve Schmidt article should be available online at many academic libraries. Our statement is archived on the website: https://scoc-consulting.com/knoxhoule-collection. This collection also includes a Reference list of publications, cited in website articles such as: Mapping the field of adult and continuing education: an international Compendium (2017); and Rayburn, Turko & Davis (Eds) (2017) book on Continuing professional development in medicine and healthcare.

The challenge to the field of adult and continuing education, expressed in the February ADULT LEARNING reflections; and in the April 25 website article previously noted agree that "Our future is Now". What follows are 18 topics and eight examples about ways that educators of adults in various roles and specialized associations can cooperate on behalf of enhanced democracy at local, regional, and national levels.

1. PROFESSIONAL DEVELOPMENT. This includes characteristics, privileges and responsibilities of occupations that entail substantial preparation and related features of a continuum of career-long education and enhancement, to sustain performance due to changing conditions and expectations (SEE glossary, most of the main terms have definitions in the Compendium GLOSSARY). This link is about sources, authors, dates, and actions related to university professional development, such as CPAE graduate program courses, noncredit sessions, assistance to leaders of local/regional groups and organizations, and interdisciplinary sources of content from related disciplines that provide educational opportunities for adults.

Illustrative publications include Jensen & assoc. (1964) Outlines of an emerging field; Houle (1981) Continuing learning in the professions; Tisdell & assoc. (2016) Adult education faculty and programs in North America: faculty background, work, and satisfaction; Adult Education quarterly, vol 66, no 1; Schmidt (2022) "Our time is now; events of 2020 shaping the field." Adult Learning Vol 3 no 1, reflections, pp 40-43; CPAE (1973) Committee report about graduate program initiation and revision (archived 64-page total report is available), click here. The section on building support pp 40-43 is printed below:

Building Support

> *Many of the foregoing issues relate to the building of support for the adult education graduate program. However, there are some concerns of the chairman of a graduate program that extend beyond the foregoing issues taken separately. Issue 22 was worded, "What should the chairman of a graduate program do to build and maintain faculty and administrative support for your graduate program?" This was the eighth most frequently selected issue, but almost all of the professors who did select it indicated that problems related to this issue were the most important and difficult that*

they faced. This was so for respondents from all of the programs that had been in operation for more than five years.

The basic problem was an inadequate understanding of the area of adult and continuing education by faculty members in various departments. This lack of understanding and support seemed to reflect misunderstanding, low regard for the adult education area, and concern about competition, along with lack of familiarity. Because some adult education graduate programs are not independent but depend on cooperation from several departments, this lack of understanding and support can be a big problem. Sometimes the chairman must protect the program from unwarranted outside interference. Typically, the administrative support was stronger than the faculty support. There were several references to the value of continuing support by a strong dean, By contrast, one program had experienced a series of deans who had not stayed long enough to become familiar with the adult education graduate program. Administrative support can be weakened, however, if the faculty-student ratio becomes so low that it creates financial problems.

There appear to be many activities in which a program chairman and other professors of adult education can engage, which in the aggregate can increase program support. Perhaps the most important influence on college support is one over which the chairman has limited control, and that's the performance of the students who major in adult education, If the students are very able, they tend to be viewed as a major asset in out-of-department courses, in internship assignments, and in the college generally. The admission of marginal students to raise enrollments can damage such college support. The chairman may have a bit more influence over the extent to which the professors of adult education demonstrate their varied and valued competencies by assisting or collaborating with professors in other areas, The chairman can help to create opportunities for this to occur. In the instance of both students and faculty members who enter into a relation- ship with a professor or department for the first time, care should be taken to select the persons and arrangements that are most likely to result in success.

The program chairman can increase program support by the actions that he takes regarding faculty competence. These actions occur in relation to the selection, retention, and development of professors of adult education and other staff members related to the graduate program, Three especially important areas of competence relate to teaching, research, and working with colleagues. Effective teachers attract students. Productive researchers attract grants. If the professors associated with the graduate program have these qualities, the program is likely to be perceived within the university as one with quality and integrity. The third area of competence is working with colleagues. Professors who cooperate with colleagues where they can help and who avoid unwanted interference in

the problems of others are likely to receive support from professors in other departments,

Three additional factors that contribute to strong administrative support are the production of a favorable number of instructional credit hours per professor, the attraction of some outside grants, and visibility off the campus especially by publics important to the institution. Off campus visibility can be increased through workshops and off campus courses. Both grants and outside support can provide funds for student stipends. University administrators who respect the quality of students and professors associated with the adult education area, and who see evidence of leadership regarding adult education activities within the university as well as at state, national, and even international levels, are likely to provide strong support to the area. Support is often operationally defined as money.

The building and maintenance of program support depends on a continuing flow of communications regarding the graduate program. This communication process tends to be varied and includes meetings with department chairmen, conferences with state education department staff, speaking at faculty functions, arranging for other faculty members to serve as guest lecturers in adult education courses, meeting with their courses, publicizing of adult education area activities, and publishing to reach a wider audience.

A chairman who works with the students and faculty members associated with the adult education area to provide initiative and leadership in relation to the field of adult and continuing education is likely to receive major faculty and administrative support.

Readers may also wish to read Houle (1980) *Continuing Learning in the Professions*, Chapter 2 on Professionalization; and also Wilson and Hayes *Handbook on Adult and Continuing Education* (2000) Chapter 40 on Defining the Profession authored by Imel, Brockett, and James. A century ago, the Flexner committee report resulted in rapid reorganization of a profession's standards and procedures; because prominent mentors, scholars, and practitioners recognized the need for the transformation that resulted (diffusion and adoption).

2. REFERENCE PUBLICATIONS. Educators of adults in a decentralized field of adult and continuing education are engaged in various roles as: volunteers, practitioners, scholars, and external roles outside the field of practice and scholarship; (associated with government, foundations, associations, media, and larger organizations such as universities, associations, or enterprises). Colleagues with a major interest in lifelong learning and development may be associated with a division such as: extension, human resource development, or professional development. Educators from all roles, locations, and types of provider organization in the field, vary with the types of written communications they use (handwritten notes, checklists, newsletters, journal articles, published books). Practitioners and scholars likely to be interested in professional issues

that transcend making arrangements (such as connections between educational practices and democratic vs autocratic influences) may be interested in relevant books, such as Knox & Fleming (2010) Ch.11, Professionalization of the field of adult and continuing education.2020 Handbook, Kasworm, Rose & Ross-Gordon (eds).

A separate list of publications in this Collection includes the full bibliographic references cited in this article on linking education literature and performance to democracy, and to other articles and resources in the collection: Click here. Most of the brief citations include the last name of the author or editor, date of publication, and the basic topic.

3. SELECTED LITERATURE. Academic fields of theory and practice typically include: a statement of mission, a selected literature regarding history, scope, expertise, commitment to career long continuing education, and criteria for standards of achievable best practice. Houle (1980) Continuing learning in the professions.

Cy Houle's (1992) The literature of adult education was based on Cy's comprehensive abstracts from reading English language books about learning and education of adults. Pages 60-70 on philosophy is especially relevant to this topic and article about education and democracy: Click here. The entire book is likely to be available in university libraries connected to a CPAE professional development program, and used copies are fairly inexpensive. Arrangement of abstracts for major topics in chronological order enables readers to recognize trends and connections among related concepts and examples regarding education and democracy. Also, Houle's (1996) revised edition of Design of education is a valuable resource about connections between education and democracy (personal, group, organization, institution), and have the following reprint of page 61, fig 2.1 which portrays options available within the basic system that includes learner choices.

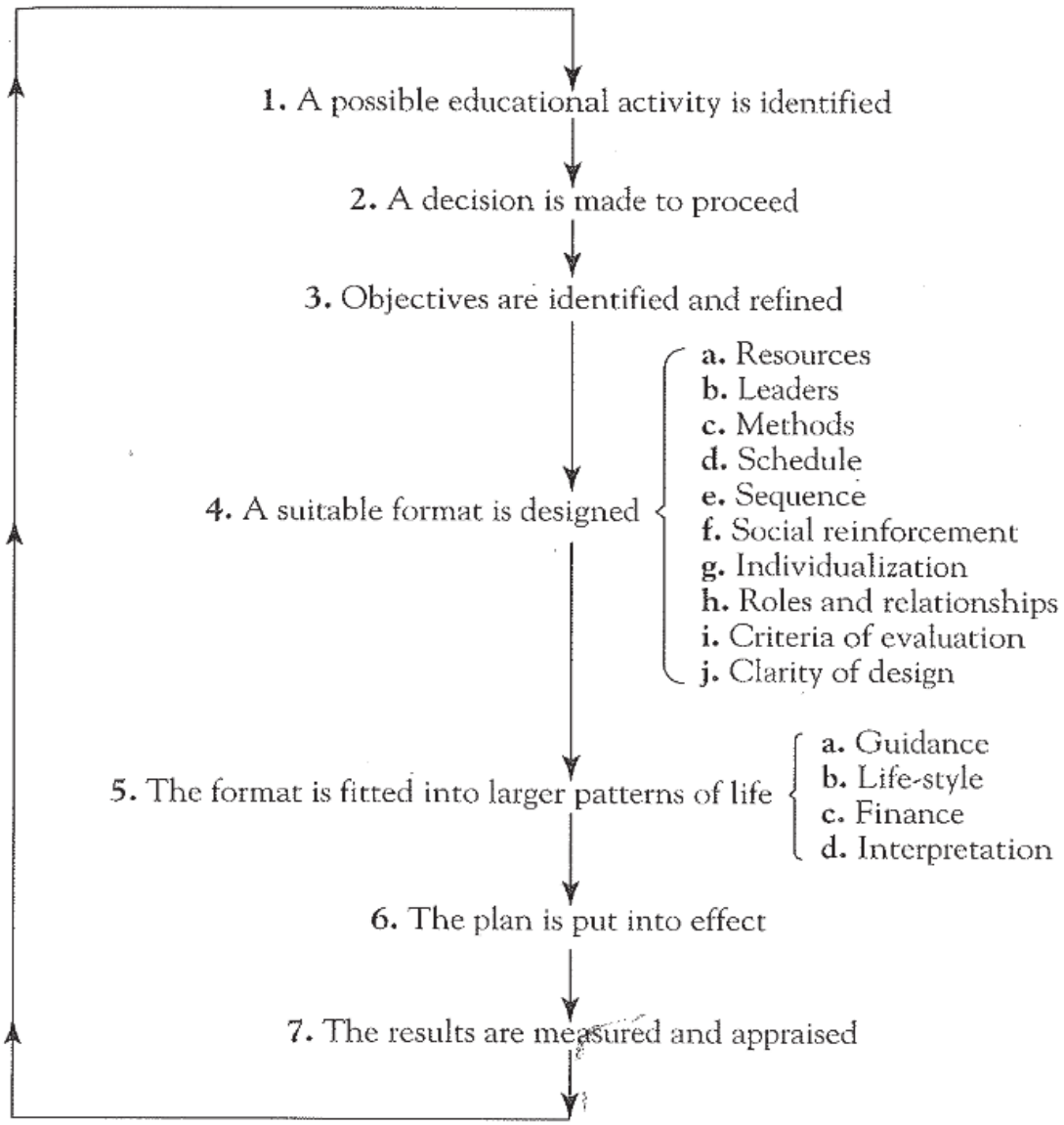

Figure 2.1. Decision Points and Components of an Adult Educational Framework.

The remainder of the introduction includes topics and connections about authors and concepts regarding education and democracy.

4. PHILOSOPHY VALUES. Elias & Merriam's (1995) revised edition of Philosophical foundations of Adult Education includes chapter 9, which is a bibliographic essay about publications on philosophy of Adult Education between 1980 and 1984. They noted that the main ideas of Dewey and the progressives (1916, democracy; 1938, experience, inquiry) continue to be influential (student centeredness, social reform, scientific method). The references from chapter 9 reflect the variety of values: Adler (1982) liberal; Belenky & Assoc (1986), women; Brockett (ed) (1988) ethics; Candy

(1991) self-direction; Carnevale & Assoc (1990) organization; Cremin (1957) transformation; Hayes (1987) teaching; Hiemstra (1988) action; Jarvis (1992) paradoxes; McKenzie (1991) worldview; Merriam (1982) practice; Mezirow & Assoc (1990) emancipatory; Tisdell (1993) feminism; Tough (1971) projects; Westbrook (1981) Dewey (1916,1938); democracy, inquiry; Wilson (1983) professionalization; Youngman (1986) socialist pedagogy. The foregoing multiple varied citations reflect perspectives that support positive connections between education of adults and democracy; in contrast to autocracy/ dictatorships which; emphasizes the many aspects of transcendent performance by educators of adults in various roles.

Additional publications related to education and democracy by Sharon Merriam include Case study (1998); Qualitative (2002) Profession and practice, with Brockett (1997); learning in adulthood, with Assoc. (1991); global issues, with associated editors (2006).

5. GLOBAL INTERNATIONAL. Various other publications include concepts and examples about national and global influences on local connections between education and democracy. Included are Ross-Gordon, Rose & Kasworm (2017) professional foundations; Alfred (2021) global agenda; and Knox (1993) global perspectives on synergistic leadership.

6. EXCHANGE LINKAGE. Havelock's (1959) Planning for change (especially the linkage model) is about mutually beneficial exchanges, which help to understand the transactional process of negotiating differing viewpoints regarding connections between education and democracy.

7. LODESTARS INFLUENCE. "I Want Many Lodestars", was the title of a (1958) CSLEA Notes & Essays series volume, based on a collection of talks and articles by John Schwertman, an early director of CSLEA. Before his early death from lightning in his backyard, John was especially engaged with three prominent continuing higher education associations. The essence of one of his prophetic observations was "educators may do their best, but the major influences are external."

The foregoing introduction and seven topics help explain concepts and procedures regarding connections between transcendent performance by various educators of adults, especially ongoing professional development and evaluation feedback from regional mentors that contributes to expertise and cooperation among local practitioners, and they emphasize connections between educator performance and democratic values.

The next two parts (active learning procedures and regional provider assistance) include four case examples, with each combing precepts and illustrations, with implications for educators of adults in other regions and national settings. Part 4 contains conclusions about future directions, including reminders of past publications, for current excellent leadership, especially the importance of local engagement on behalf of public issues with national and global connections.

Part 2 Active Learning Procedures

Excellent educational programs for adults enhance learning and performance by all program stakeholders (program participants, teachers, volunteers, coordinators). Knox (2016) Improving professional learning: 12 strategies to enhance performance, describes many types of active learning sessions such as a FORUM.

8. FORUM SESSIONS. The concept and procedure of a forum is illustrated in this Collection, as a method and arrangement for a number of people to plan, interact, and evaluate for a mutually beneficial learning exchange. May 3, 2021, notes from a Forum on news/information literacy describe a group of educators, broadcasters, journalists, and researchers who are asked to join together in an exploratory forum using Zoom, to examine the challenges of communication in a polarized world, where consumers of information/news are bombarded by a barrage of 'facts' that all claim to be the truth. Archived materials are available, click here.

This article on democracy and education explores some of the complex features of active learning (such as respect for stakeholders worth and dignity, regarding standards and policies) in response to various participants and other stakeholders' experience and reasons for participation.

9. DEMOCRATIC RELATIONSHIPS. At best, democratic (vs autocratic dictatorial) values and procedures in family, group, organization, state, and national levels aspire to human relations characterized by agreement, cooperation, compassion, equity, excellence, justice, and quality, and for international relations recognize priorities for liberty, peace, and justice as desirable features of democratic societies. Compendium glossary has related concepts.

10.LEARNING PARADOXES. Peter Jarvis (1992) Paradoxes of learning: on becoming an individual in society (similar to Houle [1992] on the literature of the field); provides paradoxes and many other books regarding democracy and education. Peter described the audience and contents of paradoxes of learning, as responsive to the study of human learning from broad interdisciplinary perspectives (philosophical, sociological). He characterized chapter themes as: liberty occurring in the social context; becoming a self in society with both mind and self as socially learned; theories of learning and action with complex relationships between them; contradictions of individual and social interests; centrality of the history of human thought; personhood (authenticity, freedom, free will); and having learning, meaning and truth in the workplace; aging and changing; political aspects of learning; ramifications of all of these for teaching and education.

The following four examples illustrate connections among concepts such as adults, learning, performance, and democracy.

EXAMPLE A – Public Work. Harry Boyte's (2018) book "Awakening Democracy through Public Work: pedagogies of empowerment" provides a powerful well-documented rationale with engaging examples that highlight perspectives of various stakeholders during the past century in North America and in southern Africa. His family and friends have been part of his caravan on behalf of social justice. As a high school

student, he coordinated regional efforts with Martin Luther King and with Myles Horton regarding literacy and public access. The introduction and nine chapter titles convey the main themes: a movement for civic repair; reinventing citizen politics; education as a civic question; public work in context; building worlds, transforming lives, making history; public work abroad; the power of big ideas; tackling the empowerment gap; artisans of the public good; a democratic awakening. Chapter 9 includes compelling case examples of building foundations for a democratic awakening to be emulated elsewhere. The widespread transition of the past decade (health, employment, opportunity, governance) is a potential regional context in which four examples of participants associated with local adult education provider organizations explore connections between education and power.

EXAMPLE B – Home and School. Parker Palmer's 2011 book "Healing the heart of democracy: the courage to create a politics worthy of the human spirit" contains positive themes. The titles of the prelude and eight chapters provide multiple human interest case examples: the politics of the brokenhearted; democracies ecosystem; confessions of an accidental citizen; the heart of politics; the loom of democracy; life in the company of strangers; classrooms and congregations; safe space for deep democracy; and the unwritten history of the heart.

Sandmann & Associates (2016) explores a 20-year retrospective on community engaged action research, along with Compendium article 80, on exploring connections between context, opportunities, learning, and democracy.

Regional media during the summer included: editorials with combinations of topics, such as teacher shortages; improving state funding; able new teachers; school board attrition; PTA cooperation; effective teaching/learning technology; and community school use (similar to Myrdal [1944] virtuous cycles).

For a recent and excellent book on family literacy, see Lynch & Prins (2022).

EXAMPLE C – Humanities and Creativity. Topic 4 on philosophy and values (about Chapter 9 in Elias & Merriam [1995]) is a bibliographic essay on philosophical foundations of adult education that apply to education and democracy.

The Odyssey project by Emily Auerbach, who created and conducts a very effective humanities-oriented program for personal learning and democracy, and wrote Compendium article 14 (which was the most frequently cross-referenced in the Compendium). Odyssey participants write comments in the Odyssey Oracle newsletter, to be read by all participants. One of them wrote that "Reading the Oracle made me feel excited to start a new journey in life, a chance to be with people and complete another part of their lives." Each year many alumni take courses offered just for them but for Madison credits, at the South Madison space. "I am now one hundred percent confident that the staff is here to empower me and help me achieve my dreams."

Schuler's 2023 book on humanism provides analytic summaries from the Renaissance until the present, separate chapters contrasting perspectives various humanistic perspectives (disciples, doubters, despisers). For example, a chapter with paragraphs about supportive authors who viewed humanism as contributing to peace

and education included Batchelor (2015); Palmer (2011); Prinker (2018); and E. O. Wilson, Back from Chaos, The Atlantic (March 1988). The list of references that favor a humanistic rationale include Elias & Merriam (1995); Rakel, Golant (2018) The Compassionate Connection: The Healing Power of Empathy and Mindful Listening; Ross-Gordon, Rose & Kasworm (2016) Foundations of Adult and Continuing Education; and Sternberg (2003) Wisdom, intelligence, and creativity synthesized. Other chapters explained why advocates of humanism were concerned with despotism and violence.

EXAMPLE D – Community Priorities. Adam Smith's first book was on having ethical benefits for the total community, connected with the enterprise part of a Wealth of Nations, gives the full meaning of the enterprise. Related publications about multiple contributions include Schon (1987) about using values for critical reflection; and Sternberg's (2003) Synthesis of wisdom, intelligence, and creativity.

Skelton and Kati, *Voices of Hope* (2007) Kettering foundation report on the Jane Addams School for Democracy. The preface provided the authors perspective:

> *The crucible of this history fired our passion to change structures and practices in higher education, in public schools, and in neighborhoods, with the hope that a legacy of change will contribute to a flourishing democracy. We are now convinced that a living democracy requires the contributions and responsible actions of all people. Finding multiple ways for people to take action can have immense impact on our society's contemporary civic malaise.*
>
> *We have tackled questions of how to affect individual and collective change for nearly four decades in multiple roles - as mothers, teachers, community organizers, and members of committees and task forces at the local, state, and national levels. Our paths, though different, converged around the core belief that a small group of people can lay the foundation for a different kind of house - a structure-built brick by brick, with many hands, to seed people's passion for revitalizing our democracy. We've gathered builders with good spirit, wisdom, and many diverse talents and experiences to help construct the Jane Addams School for Democracy. In ten years, we have laid a solid foundation.*
>
> *Our intent in writing this book is to invite the reader to join us in reviving our democracy. We have seen that democratic possibility exists wherever imagination and creativity are unleashed. We show through the stories gathered in these pages that democracy will survive if we do not let our voices grow silent.*
>
> *Why does the story need to be told now? The Jane Addams School for Democracy is a concrete, practical, on-the-ground democratic effort that works. It is also an intellectual project, through which we believe important lessons can be gleaned for the broader society. Because the Jane Addams School calls people to go beyond building community within an immediate location, it opens a pathway into the public world, where people find themselves able to address deep injustices. It is in this context that people experience a collective sense of transformative power.*

Our primary approach in writing this book is to go beyond scholarly texts and well-recognized research, to draw in the voices of those who have often been written about but have seldom told their own stories. Thus, we have collected essays from participants as well as interviews and photographs of those whose work has created the Jane Addams School for Democracy.

Various publication topics are about ways to use concepts and procedures related to democracy and education, to increase lifelong learning by less affluent adults. Mezirow (1975) *Last Gamble on Education*; Darkenwald (1984) Meeting Educational Needs of Young Adults, including the chapter, *Serving the Noncollege Bound* (See archival reprint of article, click here). Horne (1985) libraries; Collins (1981) museums; Beere, Votruba & Wells (2011) public engagement; Burge, Gibson & Gibson (2011) flexible distance education; Green & Assoc (1984) health organization staff quality improvement; Korton (2006) Great Turning (earth community).

In the 1970's, a University of Illinois library school faculty member conducted workshops around the country on procedures to digitize libraries, by using a computer instead of the card catalog. Other librarians have also served as educators of adults such as the experienced woman who was president of the Adult Education Association (AEA), who had served as leader of one of the American Library Association (ALA) divisions. Also, a woman who early in her career advocated staff development for librarians, which was not a priority for ALA, then created a successful new organization for that purpose, and later was selected as Dean of a library school, and then as president of ALA.

Part 3 Regional Provider Assistance

Universities in Wisconsin and nearby states in the region can provide professional development opportunities for continuing education program coordinators, teachers, staff and volunteers. Part 3 of this article on democracy and education includes a rationale and provides examples in this era when lifelong learning is essential to help local residents deal with difficult changes.

An example (also included early in Part 2) consisted in various educators, who were invited to participate via Zoom to discuss challenges to teaching and communicating, where consumers of information news are bombarded by false 'facts' that claim to be the truth. Forum participants learn from each other about influences that help or hinder information literacy. Such active learning opportunities were widespread for much of past decades but have been resisted by adversaries with authoritarian values.

The following four examples explore important aspects: professional development; teaching perspectives; multiple stakeholders; and volunteer contributions.

EXAMPLE E – Professional Education. Two of Houle's major books are (1980) Continuing learning in the professions, and (1996) The design of education. Ron

Cervero's (1988) Effective continuing education for professionals, contains many applications, including nine guidelines listed in the table of contents.

1. The dynamics of continuing professional education.
2. Conflict over the goals of the educational process.
3. How professionals learn and acquire expertise.
4. Fostering greater participation in educational activities.
5. Differing institutional approaches to effective education.
6. Deciding when to collaborate with other educational providers.
7. Successful program development strategies.
8. Determining whether programs are worthwhile.
9. Be effective in continuing professional education.

A recent example of professional education regional assistance concerns Beth Martin (PhD, RPh, Prof. & Assistant Dean for Teaching and Learning, University of Wisconsin-Madison School of Pharmacy). Connections between her role and Compendium keywords & related articles illustrate connections with various educators of adults. Illustrative Compendium index keywords: ability, achievement, benefits, care, change, development, diverse, evaluation, feedback, health, learning, mastery, opportunities, outcomes, performance, proficiency, reasons, reflection, self-efficacy. Illustrative links to (2017) Compendium article numbers: 6. Transformative learning theory; 28. Advancing health professions education; 64 Professional journals for educators of adults; 66. Community-engaged universities; 78. Program evaluation; 79 Proficiency self-assessments.

Beth Martin's various approaches to teaching and learning are illustrated by the following: Those who educate the helping professions (university faculty, helping professionals who provide direct patient care) foster improved proficiency and performance. In pharmacy, transfer of learning to practice through proficiency self-assessment and patient use are augmented by assistance to preceptors, role models, self-efficacy emphasis, simulation, evaluation feedback, and quality improvement. Cooperation among role models can help achieve sustained benefits. Incorporating role-play, simulation and structured tools, and checklists for performance evaluation are instructional techniques that help develop self-efficacy.

Illustrative publications that provide more details, from more than a dozen full bibliographic citations in the website-article list of publication, are identified by author and publication date: Smith, Martin & assoc.(2016); Hager, Mott, Martin & Assoc. (2015), Martin, Chewing,& Assoc. (2015), Mott, Martin & Assoc. (2014), Martin & Assoc (2012), Martin & Chewing (2011), Martin & Assoc (2010), click here.

Dynamics of continuing professional education are explored in Cervero & Wilson's Working the planning table: negotiating democratically for adult, continuing, and workplace education (2006).

EXAMPLE F – Teaching Perspectives. The Pratt & Associates (2016) book entitled "Five perspectives on teaching: mapping a plurality of the good" explores for each of five teaching perspectives, ways to consider objectives, learners, teachers, and relevant values. The website collection includes an International Society for Comparative Adult Education (ISCAE) May 3, 2021 example and other useful suggestions for Forum participants, click here.

EXAMPLE G – Multiple Stakeholders. Rayburn, Turco & Davis (2017) is about professional development in healthcare, in which each chapter is focused on learning and cooperation, and various roles, which recognizes the distinctive and interconnected roles related to care, education, and patient outcomes. Forum related website resources include discussion guidelines and references to use methods for democratic versus autocratic practices. Each author's chapter explores related publications, leadership features, process and benefits for categories of orders, and major situational influences. The combination of chapters illustrates interconnections.

Many types of public and private organizations (enterprises, companies, agencies) provide learning activities for their members, and related departments. The Houle (1992) section on resources development (pp. 249-255) provides a review of content and authors, such as Marsick & Watkins (1990) and Nadler & Nadler (1990). (Victoria Marsick succeeded Jack Mezirow as chair of the Teachers College, Columbia University, Multidisciplinary Research Center and the Adult and Continuing Education graduate program.) In addition to Marsick & Watkins (1990) Informal and incidental learning in the workplace. Recent titles include Facilitating Learning Organizations (1999); Understanding Action Learning (2007); and Strategic Organizational Learning (2015). About half of the Compendium articles include content and references regarding learning activities for organizations (Green & Assoc [1984] is an example of HRD research and evaluation).

EXAMPLE H – Volunteer Contributions. Many local educational programs include volunteers. Useful publications on this topic include Oliver (1999) Study circles; Stake & Visse (2021) Paradigm of care; Vella (1994) Learn to listen; and Ilsley & Niemi (1981) Volunteers. (See archive reprints of chapter 5 on recruitment, and chapter 6 on assistance, click here.)

Many important learning activities in local neighborhoods and organizations may go beyond the organized activities by community organizations and groups (see Thomas [1991] and Tough [1979]) and many self-directed learning activities benefit from informal assistance. Findsen's (2011) global survey findings about examples of later life liberty in many countries illustrate both distinctive features related to national context. In addition, other comparative publications in recent articles explored interest and performance regarding learning by elders. Outstanding creative accomplishments by elders regarding philosophy and humanities are noteworthy, as are community and societal benefits versus personal accomplishments.

In relation to these four examples, and the article generally, evaluation and assessment concepts and procedures can apply to excellent educational activities for adults. Major publications include: Patton (2008) Utilization-focused evaluation (4th ed); Kapplinger & Assoc (eds) (2017) Cultures of program planning in adult education (see chapter 3 on evaluation); and Green & assoc. (1984) Continuing education for health profession organizations (quality elements). See also Compendium article 78 on program evaluation. NOTE: see recent website for ASTD (now Talent) regarding current examples on human resource development in enterprises, and implications for comparative analysis.

Part 4 Conclusions about Future Directions

The website https://scoc-consulting.com/knoxhoule-collection contains many publications about programs and influence in the evolving field of adult and continuing education. Following is an archival alphabetical list of publications that contain trail markers on our past, and indicators of potential future directions. Polarization conflicts (related to health, occupations, and government) has contributed to an era of unprecedented change, with potential opportunities for progress. Notes related to some items on the list suggest opportunities for educators of adults. To see an abbreviated listing of the literature for major influences, click here.

Reviewing decennial handbooks during the past century, provides a glimpse of trends; in part because most of the handbooks provided highlights of the previous decade for many separate segments of the field. For the 2000,2010 and 2020 Handbooks, a few of the final chapters by editors and authors provided future oriented conjectures

The memoirs and biographies contain distinctive perspectives about themselves, colleagues, programs, and especially societal influences. Native Americans, six nations (Onieda), Sioux (Red Fox), memoir.

An article that was prepared with assistance from members of the New York Adult Education Council, entitled *Achieving the Fifth Freedom*, explained that Norman Rockwell's four freedoms benefit from the Fifth freedom of access to lifelong learning. To see the archived article, click here. A summary of key points follows:

Imperatives for Action

Discussed below are the issues that most need to be resolved if the effectiveness of continuing education for adults is to be substantially extended. The selected issues relate to public responsibility, the undereducated, financial resources, educational leadership, effective teaching, and agency functioning. In each instance, specific actions must be taken by various individuals and groups if the issue is to be resolved. It is up to adult educators to provide and stimulate the leadership to encourage action.

1. **Public responsibility** - More adults from all occupations should be helped to greater competence in their public responsibilities as citizens.

2.**Undereducated** - A larger proportion of undereducated adults should be helped to acquire basic literacy and job skills.

3.**Financial Resources** - Those who allocate resources for adult education should be helped to understand that adult education is an investment in human resource development.

4. **Educational Leadership** - Full time positions should be established for adult education administrators who can work effectively with both the sponsoring organization and the segments of the community to be served.

5. **Effective Teaching** - Adult education agencies should help teachers facilitate individual learning.

6. **Agency Functioning** - Adult education agency policy boards should decide upon priority goals for each agency in a way that considers the agency's unique potential.

7. **Distinctive Learner** - Characteristics of individualization such as mentoring, compassionate connections, empathy, and mindful listening.

Each of the four parts of this rationale about education and democracy emphasizes paradoxical connections about diverse people and locations. The publications noted in the eight examples; and listed at the conclusion; indicate the abundant publication resources available to educators. Active learning such as a Forum, focused on public issues, can enable scholars in a region, and local practitioners who may have life experience as educators of adults, to creatively and collectively use critical judgment to pursue mutually beneficial directions.

In this era of unprecedented transitions (health, economy, government, environment, opportunity) and their conclusions about desirable future directions related to education and democracy, results in Janus-like views of past and future. Our past time and place produced publications regarding the ‘Wisconsin Idea’ during the 80’s (1978-1992). Phrases from previous histories included: experience, self-improvement, freedom, traditions of American education, and professionalization. These earlier histories were about a potential field of adult education.

Since the 1980’s, professional publications reflected increasing inclusion regarding class, race, and gender. During the 1980’s, the journal Lifelong Learning included a series of articles on future directions. However, divide and conquer polarization included unsuccessful efforts to remove reference to the Wisconsin Idea from the state constitution, but damage did occur (see Cramer [2016] Politics of resentment). This article is about regional demonstrations of leadership development forums and other active learning activities to enhance local cooperation among providers of educational opportunities for adults, as well as the spirit of Cy Houle’s talk in Milwaukee and resulting book entitled The Inquiring Mind (1961/1988) based on major concepts about links among context, democracy, performance by educators of adults, and local initiatives.

The following set of conclusions are about topics, trends, performance, and issues about democracy, and then about education of adults, followed by concepts about transactions between democracy and education and press freedoms. Historic trends include decisions, structure, constitution, compromises, omissions, deletions after deconstruction, urbanization, use of autos, difficulties during the Great Depression and World War II, postwar period, Cold War, immigration demographics, congressional inaction, recent emergence of autocratic alternatives, polarization, and current resources for preserving the essence of democracy.

11. SOURCES. In addition to many books and periodicals published during the past century (reflected in the Collection overall list of references) include content about democracy, societal and environmental context, and lifelong learning, were included in the following services: PRINT: Wisconsin State Journal, Capital Times, New York Times, New Yorker, Atlantic, Wall Street Journal. MEDIA: PBS, MSNBC, CNN, FOX, C-SPAN. Recently, popular culture articles have noted flaws in the actual functioning of government as a representative democracy. For example, Louis Menand's New Yorker article Aug. 22, 2022, pp. 65-68, "The state of America's undemocratic democracy." Also note, The New Yorker September 12, 2022, article by Adam Gopnik on "Can we find a better model of government than liberal democracy?"

12. DEMOCRACY. Structural and actual federal, state, and local laws, rules, procedures, rights, and limitations to preserve citizen and press freedoms. Historic trends: decisions, structure, constitution, compromises, omissions, deletions after deconstruction, urbanization, autos, difficulties during depression and World War II, postwar period, Cold War, immigration demographics, congressional inaction. Recent emergence of autocratic alternatives, polarization, current resources for the essence of democracy.

13. EDUCATION. History trends, Junto, schools, universities approved, accreditation, funding, curriculum for preparatory education, past century gradual increase in adult education for access by under-served adults, post-World War II expansion, new majority in higher education, increased publications, recent resistance. People from many occupations serve as educators of adults, such as health occupations, counselors, journalists, and social workers.

14. TRANSACTION. Relation between CPAE graduate programs and local adult and continuing education program opportunities; state associations, four dozen national Association for educators of adults, globalization, partisan resistance, 2000, 2010, 2020 decennial handbooks, Compendium. Beneficial transactions are fundamental for excellent democracy, education, and healthy connections between them.

15. INFLUENCES. Health, economy, employment, government, schooling, technology, local/interpersonal, interactions, communication, shared governance, electorate voting, industry, finance, military, globalization.

The book by Beere, Votruba & Wells (2011) and the AASCU (2002) on Stepping Forward as Stewards of Place, by Votruba and Assoc. provide a rationale for recent developments and future directions.

The authors of Compendium article 66 (and related publications cited at the end of their article) present basic concepts and examples. Since 2017, the four authors of article 66 have contributed to additional references, publications, and examples of community engagement. NOTE: Sandmann recently received three reports from AASCU assessment of local community suggestions about ways to enhance support and citizen engagement

16. FUTURES. Multidisciplinary, educators of adults, global, and cooperation.

17. EVALUATION. Ongoing program evaluation reports to stakeholders and use of results; Futures 2020 PLUS (click here) questions, case studies, inquiry, standards, renewal, members, mentors. Note: Green (1984) source of quality elements; Patton 2008, reference to utilization; Stake (2023) memoir.

18. Compassionate Connection. David Rakel explains that we all have the astounding ability to help others in a way that prompts their healing from within and strengthens our bonds with them, while doing emotional and physical good for ourselves in the process, click here.

Part 5 CRITICAL QUESTIONS FOR COLLEAGUES TO PONDER, GIVEN CURRENT EVENTS:

1. ENGAGE. Who are some potential people in a demonstration region/community likely to be familiar with valuable past examples or a vision of desirable future directions, for a demonstration project?

   SUGGESTED SOURCES. Motivation: Wlodkowski (2008); Self-directed: Bandura (1997), Candy (1991), Tough (1979).

2. FACILITIES. What promising facilities could be renovated for full time use (military, prison, coverage) in the coming months by displaced family (war, violence, weather)?

   SUGGESTED SOURCES. Consolidated schools, college campuses, prisons.

3. PARTICIPANTS. What family members or groups who are ready and willing to learn their future during one or more of a series of three-month terms aim to enhance learning and performance?

   SUGGESTED SOURCES. Hoggan & Hoggan (2022); Cramer (2016); resentment; Hochschild (2016) Strangers, Friedland, Shah & Cramer (2022) Battleground multiple influences; Stake & Visse (2021) Care; Rakel (2018) compassionate connection; Martin (2015) medicines, retirement village.

4. DEVELOPMENT. What shared values could enable potential participants and caring helpers to persist on behalf of rehabilitation and progress?

   SUGGESTED SOURCES. Elias & Merriam (1993) values; Sternberg (2003) Wisdom; Pratt (2016) Five; Oliver (1999) Study Circles; Palmer (2011) healing;

Cutrer, Mejicano & Assoc (2017) mastery to enhance performance, Tisdell & Assoc (2016) CPAE.

5. FACILITATION. What recognition would attract and retain able people in the region to guide talent development for potential participants teaching, counseling, mentoring them in technology-assisted virtual learning, and during a series of three-month terms?

   SUGGESTED SOURCES. Memoir examples: Millar (2014); Gardner (1981); Douglah (2012); McKenzie (1991); Houle (1992) literature; Boyte (2016) public work; Rayburn, Turco & Davis (2017) multiple stakeholders; Jarvis (1992) paradoxes; Youngman (1986) socialist.

6. ASSISTANCE. What combination of financial assistance to provider organizations in the region would be desirable and feasible in the next decade for innovation and equitable access; from sources such as foundations, government (national, state, local) similar to the best examples during the past century?

   SUGGESTED SOURCES. Matkin (1985) budgeting; compendium (2017) articles 43, 44, 45.

7. EVALUATION. What types of ongoing program evaluation and feedback to program participants is desirable to enhance opportunities?

   SUGGESTED SOURCES. Patton (2008) utilization-focused evaluation; Stake (2010) qualitative research; how things work; Green & Assoc (1984) organization quality elements.

8. EXCHANGE. What would be a desirable and feasible type of reporting among various programs and organizations within and beyond a region, such as a clearinghouse to encourage innovation, progress, and cooperation?

   SUGGESTED SOURCES. Kordalewski (1982) regional learning service; Merriam, Courtenay & Cervero (2006) Global Issues; Alfred (2021) Global agenda; Bickel & Hattrup (1995) collaboration; Collins (1981) museums; Friedland (2022) Battleground; Harman (1988) mind change; Kapplinger (2017) Cultures.

Part 6 Conclusions about Actions for Progress

This series of conclusions about linking educational publications is a prelude to action. The six lists of professional references and popular media articles can serve as website collection resources for colleagues in various regions (and related educators of adults) to select concepts and examples for your purpose.

CONCLUDING SECTION:

The following six topics are connections among democracy, environment, global, local, values, and lifelong learning that constitute the essence of democracy and education.

DEMOCRACY.

ENVIRONMENT.

GLOBAL.

LOCAL.

VALUES.

EDUCATION.

NOTE ON LINKAGE AND COALITIONS

Linkage is a central concluding concept about connections between democracy and education of adults. Adult development and learning entails active engagement and transitions such as a sense of identity between adolescence and young adulthood. A linkage model of personal and societal change entails mutually beneficial exchanges. Adults' sense of identity can include many connections (family, neighbor, citizen, refugee, tribe, occupation, association, nation, hemisphere, world).

Each person may proceed and experience a hierarchy of connections of personal importance such as role relationships (family, organization, government), regarding personal/preferred engagement (tyrannical/democratic relationships, or independent/disengaged). American educators of adults are collectively members of dozens of associations. Some may be members of two or three associations (related to content taught, participant characteristics, program procedures, publications, and administrative priorities). A result is that policymakers and the general public may view the field of adult learning and community education as diffuse and without shared priorities and standards. A priority during the current health/economic/government/global transition is to evolve some collective priorities that warrant policy support. The new Chancellor at the University of Wisconsin-Madison has expressed renewed interest in the 'Wisconsin Idea' through outreach and engagement, click here.

1. One of the themes that emerged during the past decade is the importance of coalitions. Examples of relevant publications include improving learning to enhance performance (2016); Compendium for mapping the field (2017); AAACE learning exchange contributors (2021); transition to SCOC website with hybrid examples (ISCAE Vancouver three publications); FORUM example of active learning about media literacy (2022); current manuscript entitled "Linking Adult Education Literature on Sustaining Democracy,"
2. Coalitions as temporary alliances of members (family, neighbors, tribe, organization, region, country) in common cause.
3. Encourage interested colleagues to review relevant perspectives about education and democracy and submit a brief commentary/forum article to selected association publications related to adult education helping/caring.