

**The Contributions of
Alexander N. Charters
to the Field of Adult
Education**

by

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THE ACADEMIC INSTITUTE FOR EDUCATORS OF ADULTS (A.I.E.A.)
THE OFFICE OF PROFESSIONAL DEVELOPMENT

SCHOOL OF EDUCATION • SYRACUSE UNIVERSITY

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Preface

I am pleased to be asked to offer some reflections that might serve to place this important biographical piece in a larger context of the history of adult and continuing education. As I complete a fifth decade of teaching and administrations (Alex Charters is truly in his seventh!), wonderful memories are among life's special gifts.

Although Dr. Charters did not introduce me to all of the sources of those memories — students and colleagues at the Rochester Institute of Technology accounted for several of them — he was responsible for many. As his research assistant in 1974-75, I got to travel to my first two continuing education conferences. At the first of these, I worked directly with Paul Sheats, already the retired Vice President for Continuing Education for the State University of California: quick, insightful, and remarkably accessible. At the same conference, sharing a similar responsibility with Paul, George Aker, a professor at Florida State University, not much older than I, I thought at the time, but wonderfully erudite, thoughtful, experienced in the field, and equally accessible.

I instantly decided I wanted to learn as much about these professional educators of adults - and their colleagues and the predecessors - as I possibly could. For a time I was one of those advocates of biographies to be authorized by the Adult Education Association of the United States, precursor to AAACE. Since as I perceived it, we stood among and on the shoulders of giants, we should be concerned that we learned about learn and from them, in part that we might share those insights with generations yet to come.

We have too few such biographies or autobiographies, Malcolm Knowles' The Making of an Adult Educator being one of the best. But most of us never know or barely remember many others: J. Roby Kidd, Howard McCluskey, Herbert Hunsaker, Lyman Bryson, Sheats himself.

Dr. Dilnawaz A. ("Sid") Siddiqui and I were fellow doctoral candidates at Syracuse University in the early 1980s. I believe he has done a marvelous service for us all in tracing the historic and intellectual makings of Alexander N. Charters, himself one of the earliest products of the University of Chicago's doctoral program in adult education, for decades headed by Cyril Houle. Dr. Siddiqui has also given a better picture of the man who is Alex Charters: memorably curious, always inventive, remarkably both spontaneous and disciplined, always true as a colleague, and a friend.

I still remember what seemed to me the strange ease of my first meeting with Alex Charters. I had phoned ahead for an appointment, and he suggested I stop by "the house" to get better acquainted. I was regaled by Alex and later that afternoon his equally erudite wife Margaret, with stories of students, colleagues (in all corners of the world, for they are both truly world citizens), adult education programs, their beloved four children, and Alex's beloved aunt and uncle, role models and professors themselves.

I envy some of you who do not know this story, for it is a marvelous one; and, significantly enough, it continues today with Dr. Charters in his mid-eighties, still envisioning what has not yet been tried in the field, still exploring in "fresh fields and pastures new." Enjoy your read.

Ronald J. Hilton, PhD

June 4, 2002

Contributions of Dr. Alexander N. Charters to the Field of Adult Education

by

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“Talent alone cannot make a writer. There must be a man (Did he mean ‘or a woman’ too?) behind the book.” Goethe

Introduction:

Adult education in the sense of continuing informal learning is as old as the human species. Flowering of rhetoric and tradition of logical discourse during the Greek period were examples of adults learning from one another in a more formal manner. The rich European ‘dark ages’ for about a millennium saw an effective implementation globally of the Quranic injunction to scientifically explore the nature within and around human life (Yousif, 1978). It was this rational and scientific attitude toward the Universe that generated scholastic tradition, which eventually led Europe to its Renaissance (Hitti, 1986, Alvi and Douglas, 1996). However, with improved resources of instructional technology and resultant explosion of knowledge in modern times, the West has taken all forms of learning to unprecedented heights. Undoubtedly, in this technical aspect, the United States of America has led the West and the rest of the world, if not purely the perspective of human liberty, fraternity, equality, and justice originally emphasized in the Quran (Azad, 1931) and later adopted by the missionaries of adult education all across the world.

A key to US leadership in the field of university adult education has been the development of graduate programs with masters and doctoral degrees in Adult Education such as the one at Syracuse University. Although this is not the first such program, it is certainly the one supplemented by the world's top-notch and most comprehensive collection of print and non-print research materials on adult education as well as by its publications program. Moreover, the benefits of these resources never remained restricted to students of Syracuse University but spread globally through its publications and visits to Syracuse by practitioners, scholars and researchers from various countries. The story of this institutional success is the story of the commendable efforts of Alexander N. Charters whose impact reaches far beyond Syracuse University.

The Rationale:

Ronald J. Hilton (1985) of the Rochester Institute of Technology, one of the beneficiaries of these resources, links "the Grand Canyon of adult education research" with Goethe's man behind the book as follows:

"So brief a description as the above necessarily leaves many omissions: the largest media collection of adult education materials, with scores of audiotapes and videotapes of remarkable persons and events in recent American adult education history more than 10,000 photographs, and everywhere, the evidence of millions of dollars, hundreds of person-years, and an abundance of caring attention to the most precious resources of any professional field--the people, the literature, the art and science, and the philosophy of it all." In a news release of the University (1980), we read that Dr. Charters was given the

Pioneer Award of the Adult Education Association, of the United States of America, in recognition of his “establishing the Library of Continuing Education at Syracuse University. Now named Syracuse University Resources for Educators of Adults, the library is the first such resource center in the United States. It enhances resource identification, processing, and evaluation; resource utilization; and resource accessibility to libraries, programs, and networks worldwide.”

Commenting on Charters special strength of unbiased recording, Knoll (1990) has extolled his “documentary competence especially demonstrated by an annotated bibliography which distinguishes itself by following the principle of objectivity.” The purpose of this document, therefore, is to analyze the personality characteristics of the “man behind the book”; significant influences on his life and career in terms of people, places, and events; and the broader societal conditions that shaped the problems and prospects for Alexander N. Charters. His contributions go far beyond collection of resources for educators of adults. He has been instrumental in establishing and governing a vast array of educational, professional, and community organizations at local, regional, national as well as international levels. Charters is still involved in advancing this resource collection venture.

In 1964, Charters convened and chaired the founders’ meeting of the Coalition of Adult Education Organizations (CAEO) to discuss a pending quarter million dollar grant. He contributed significantly to the US National Commission of UNESCO and represented it at many meetings of a number of international organizations, especially the International

Conference on Documentation. In 1969, he chaired the Galaxy Conference of practitioners and professors in the field of adult education. He was a founding board member and Treasurer of the International Congress on University Adult Education (ICUAE) from 1960 to 1971. Not only was he one of the founding members of the International Council of Adult Education, but he regularly participated in its governance in a variety of ways for many years. He has also served on the board of many national and global institutions such as Laubach Literacy International. During the period of 1975-1979, he was President of the Clearinghouse of Resources for Educators of Adults (CREA).

Charters has contributed to the field of adult education in general, and in particular to University adult education. Further, he has contributed powerfully to the comparative international adult education research, in which his accomplishments are substantial. He is the winner of community, national, and international awards in recognition of his pioneering and distinguished service to the field of adult education worldwide, including the Syracuse University William Pearson Tolley Award for Distinguished Leadership in Adult Education in 1986. He received a leadership citation from the Association of Continuing Higher Education and recognition from the Kellogg Project for building the adult research collection at Syracuse University. He also has to his credit scores of national and international consultancies in the area of curriculum development, institutional reform, and program development. Charters has traveled to about more than seventy nations, mostly to serve the cause of adult education. This record of achievement and recognition provides sufficient rationale for documenting his contributions into the

annals of the history of adult education. Before turning to specific biographical details and personality traits, I would like to mention my sources of data on the life and career of Charters, and to mention selected individuals and incidents that have influenced the evolution of his personality.

The Approach to the Subject and Sources for Data:

My association with Charters dates back several decades. I had the privilege of coauthoring with him a book on comparative adult education research (1989) and several articles. I have also worked with him on the Clearinghouse of Resources for Educators of Adults (CREA) at Syracuse University, which he established and directed for many years. He also served as chairperson of my doctoral dissertation committee at Syracuse. Besides having interviewed him on a number of occasions for this particular document, I have benefited from his numerous publications, personal notes as well as taped and published interviews with many other scholars in the field of adult education. However, my main source of data has been the voluminous adult education collections in the George A Arents Research Library at Syracuse University, which is one of the most significant parts of Charters' contributions to the field.

This document is broadly divided into two parts: the biographical and the analytical. The former is intended to set up a contextual framework for the latter. I will thus be able to relate the personality traits of my subject to specific events and experiences. I believe that these references will be meaningful only if his biographical background is known in

advance. My analysis in the second part is based on the management and leadership skills Alex Charters has taken during his life and career.

I. The Biographical Background

Byron has asked himself a rhetorical question:
“In whom are his qualities reigning still.
Except that household virtue, most uncommon,
Of constancy to a bad, ugly woman.”

Here, I wish to extend the metaphor to Charters’ wedding with and his constancy to the marginalized adult education. This sounds like a case of bigamy on Charters’ part, given his talented wife, Margaret, his life partner for more than half a century. Surely, she is the woman ‘behind the book’ to whom Goethe is referring. Informal conversations with her indicate that there has never been any jealousy between Charters’ “co-wives.” On the contrary Margaret herself has been deeply in love with education of adults. This commendable cooperation between Alex and Margaret Charters and their collective interest in the field greatly facilitated Charters’ total commitment to it. Let me attempt to trace the evolution of this commitment and his contribution to education of adults since his formative years in the face of rather a difficult early life including the harshly inclement cold winter weather of the Canadian prairies.

The Family Tradition and Early Life Experiences: Of his lifelong involvement and commitments, Charters (1992) recalls: “Adult education has been more than an influence in my life; it is my career and a major component of my entire lifestyle.” It was in 1907 that Charters’ grandfather and his father moved from the Province of Ontario across Canada to Verdant Valley, Alberta. Charters was born in this fertile valley in 1916, where

his family were the very first homesteaders. This area came to be known as the largest supplier of wheat to the entire world, and also one from which the seeds of the adult education were to spread throughout the world. Most people in this district of Alberta traced their ancestry to either England or Scotland, which they nostalgically referred to as “old country” in their daily conversations.

Charters recalls going to an elementary school across the dirt road from where they lived in Drumheller: “.. and you have to remember that Canada was part of the British Commonwealth and we studied history - we studied about geography and history of many parts of the world but particularly the British Empire which was then all over the world so we had books that I guess were printed in England and later on as I talked with people in Ghana and other parts of the Empire. they studied the same things - the same wars. Of course, the British always came out on top, but we got this idea that we were really a part of something much bigger.” This perception of his being part of something bigger and better was perhaps the early beginnings of his internationalism and global perspective.

Charters was perhaps one of the very few avid readers at the elementary school level. He would borrow even advanced history books like *The Rise and Fall of the Roman Empire* and *The Last Days of Pompeii* from a small special library maintained by the school principal, and actually read them and discussed them with older members of the family and the community. He was fortunate to have intelligent parents deeply interested in reading and inculcating a love for learning in their children. His father, Alexander Allen

Charters, was a dentistry student but could not finish the course for some reason. He spoke a smattering of several foreign languages. Despite her limited formal education, his mother was very intelligent and interested in reading. Charters also remembers how a gift subscription to National Geographic from his Uncle Wallace addressed the family's desire to learn more about people, places and things in the rest of the wide world.

His learning experiences as a young Canadian during the great depression years of the nineteen thirties perhaps led him to his "premature adulthood," without letting him fully enjoy his later childhood or adolescence in the traditional sense of these terms. He did not seem to have minded it too much, which enabled him to take everything in easy stride as Charters somehow always came to be in even greater control over his "present circumstances and future destinies." He maintained a paper route of about ten miles to deliver about twenty papers. However, this being a rich agricultural region, there was no shortage of food. General conversations at that time almost always centered around greener pastures economically, which motivated people to look beyond their own narrow niches and into other places. He recalls: I got a very positive attitude to other places and other people and I think it developed a stimulation and motivation in me to really read, travel, talk and listen to people and about ideas too." Since his father was a railroader, the family received passes to travel to places, such as Toronto, Buffalo, New York City, and Yale. Uncle Wallace taught at Yale one summer and Charters' visit there aroused in him a desire to be associated with university life and that milieu, which he believed raised people above myopic nationalism to a higher level of universalism.

Since his early childhood, Charters had been exposed to adult level debates on serious issues impacting the lives and careers of all around him at the homestead, and later in a small mining town of Drumheller, Alberta, Canada. On some Sunday afternoons, the minister, the farmers and other people of this rich, predominantly agricultural, community of Rosedale would engage themselves in heated discussions, to which his father took him with an admirable regularity. This early exposure to democratic group dynamics and conflict resolution in a civil manner provided him with a sense that immense mutual learning occurred in those debates and discussions.

Charters, however, noted:” One thing that struck me at the time was that I don’t remember many women being there, and that was rather unusual. I guess that there were some because I remember when I was in high school, the president of the Student Council was a girl. Charters was the secretary of that organization. He also recalls that some women were actively involved in all aspects of community life A lot of women had to go out during harvesting and drive the horses, or pull the hay up and this sort of thing. In any case, I don’t remember any women being at the discussions but they were very active in many other ways, politically, etc..”

He carried forward these debating skills to his junior and senior high school years as well as discussions on church affairs. His father himself had a high school education and was very instrumental in inculcating in his children, especially in Charters, a positive attitude toward life, analytical thinking and problem solving. His dad took him “to lectures and concerts as well as political and social meetings, all part of what we now call adult

education.” He learned quite early that neither by whining about adversities nor by denying the problems can one resolve them. These experiences in Alberta and later in British Columbia, where his family moved, taught him a great deal of self-reliance, dignity of labor, concern for others, and above all a relentless commitment to empowering adult learners with opportunities for continuing education.

Immediately after graduating from high school in a town in British Columbia, he took the initiative to get involved in education of adults around him, without realizing that one day this would become his very life and career. He took his first regular job with the railroad. This meant hard physical work including driving spikes (gandy dancing). The foreman, however, thought Charters was too young for all that. He was then assigned lighter but longer duty of 14 hours a day working in a cook car and later in a bunk car. Still it was a real rugged life: “We slept on boards, just plain boards. I had taken a blanket which my mother had given me. Many of these people were immigrants, people who were just trying to get along. People were good everywhere. I never had the idea that some people seemed to be inferior because of their race, nationality, or something of this kind.” All this experience taught him dignity of labor, equality of humanity, and the importance of diligence for success.

Through Frontier College as part of his summer job at a logging camp, on Sundays and evenings he taught illiterate loggers, mostly immigrants from European countries. He helped them learn English and simple arithmetic, thus enabling them to figure out for themselves the dimensions of the huge logs they cut. This certainly empowered them to

gain better control of their present circumstances by freeing them from any underpayment of their hard earned wages, and also encouraged many of them to pursue further education and training, formally and informally, to achieve still greater control on their future. Forest fires that year cut short this experience of Charters.

Another major family influence on his personality, life, and career was that of his Uncle Wallace and Aunt Jessie both of whom held doctoral degrees. Aunt Jessie was a Professor of Psychology, and she taught the first graduate program in adult education at Ohio State University, Columbus, Ohio, in 1934. If one looks carefully at the careers of Charters and his wife, Dr. Margaret Charters, one cannot help observe the fulfillment of Uncle's and Aunt's dreams in them. Although Margaret did not have much direct contact with them, the couple clearly reflects their influence. Uncle Wallace did not only inspire Charters toward a scholarly career, but also was a source of timely advice, high morale, occasional financial assistance, as well as a continuous fountain of knowledge, from whom flowed books and other scholarly materials at different stages of his life. This senior couple certainly desired to see their own research accomplishments continue beyond one generation.

Uncle Wallace was certainly ahead of his time in blazing a trail of education on the air by promoting radio as a means and method of continuing education. . Aunt Jessie was deeply involved in the field shoulder to shoulder with her husband. In this vein of attempting to gain ever greater control over his circumstances, and greatly encouraged morally and materially by Uncle Wallace, and with support from his parents Charters

proceeded to earn a college degree from the University of British Columbia, Vancouver. There he was involved in several extra-curricular activities. He was president of the Teacher Training Class of 1939, president of the International Relations Club, and Manager of the basketball team. He was involved in Student Christian Movement and fraternity activities, which took him as far as Moscow, Idaho, and Pullman, Washington. He was also delegate to a student conference, in Winnipeg, of all colleges and universities in Canada.

Even during his undergraduate years at the University, he was not sure what he wanted to do career wise, and ended up with a degree in History and English in 1938. This uncertainty was exacerbated by the common concern among the youth that the war was coming: "It was a terribly helpless feeling. It seemed hopeless. It didn't seem that there was anything you could do about it." The war did come in 1939, but the anti-war warrior did not yet enter it.

He served as teacher in the Fernie Junior-Senior High School and the Vancouver Public School System for three years (1939-1942). While at Fernie, he was involved in his own professional development by taking a first-aid course, and later military training.

Following that he went on military leave and joined the Canadian Navy as a commissioned officer, a service that lasted until 1945. He fought in World War II, and earned several awards for good performance. He never stopped learning: "We just kept hopping from Sicily to Anzio beach to beach including one at Salerno, leading up to the invasion in Normandy and all this sort of thing. It was a wonderful educational

experience.” On board the ship itself the warriors were well supplied with a lot of reading materials.

Being a marine-cum-scholar by nature, during the war he attended courses in International Relations in London, and many other British Council courses at Balliol College, Oxford, London University, and Stratford-on-Avon in the United Kingdom. It was in London that he got the idea of combining adult learning with taking lunch: “I remember at lunch time, I went over to the National Gallery and some woman there said, ‘Would you like to come over and go to a lecture at the Art Gallery tomorrow at lunch?’ and I said, ‘Sure that would be great.’ We went over and everybody brought their lunch. She brought lunch for us. It was a pretty simple fare, but it was so kind of her to do this and I got the idea of being in art classes and eating lunch.” Before that he had already attended the opera Pagliocci in Naples, and got the idea of the theater as a source of education of adults.

During the war years Charters had been dreaming of graduate studies. He toyed with the idea of enrolling at Oxford University in England, but soon resolved that that was not a place for this Canadian. Upon his return to Canada, he did another brief stint as a teacher before proceeding to the University of Chicago for his doctoral studies. Transition from war to peace is not always easy or smooth for warring parties. But young Charters was keener on books than on bullets. He was serious about doing something proactively to eliminate the factors responsible for wars in the first place. He was now looking for a good university in which to begin his graduate studies. Uncle Wallace had served for

some time as consultant with Stephens College at Columbia, Missouri. Charters visited him there to discuss the matter, who again came to his rescue and helped him decide the issue by suggesting that he see Ralph Tyler at the University of Chicago.

At the University of Chicago (1946-48): Charters remembers his very friendly meetings with Ralph Tyler and Cyril Houle, who facilitated his entry into a pioneering adult education program. There, without having to complete his Master's degree, he was allowed to start his Ph.D. studies. This fact certainly speaks volumes of the promise of the young man and the acceptability of his scholarly abilities by the stalwarts of university adult education like Cyril Houle, who later became his dissertation committee chair. Of course, Charters brought to Chicago rich experience of his having been involved in the education of adults since his early youth; a legacy of successful role models in some of his family members; and above all ugly memories of a book-loving sensitive young man who had been subjected to seeing the ugliest side of humanity at war; and who was keen on struggling for his own perception of peace through the education of adults.

Being a "foreigner" as a Canadian in Chicago, Charters went over to the International House, where he found a large number of foreigners from all over the world: "I was a foreigner and I went over there because I thought this would be a nice place to stay, where I could meet so many people from different countries." This choice of Charters' is indicative of his strong cross-cultural sensibilities, which were further reinforced by his subsequent interaction with educators of adults all over the world, especially through his

involvement in the international activities of the United Nations Educational, Scientific, and Communication Organization (UNESCO).

He reminisces about the difficult mental process of phasing himself out of war memories and into academics: “It was a great place to be, but I remember the first class I went to. I went there and I was trying to block out this war. There was peace so let’s forget about the war, and then the first course I got into in higher education this fellow talked about one of the first universities in this field was Salerno. That was one of the places I was in during the war- the beaches where we invaded. See, we went ahead and hit the beaches. Then we talked about Syracuse and Sicily and later on I ended up there on D-Day.” All this jelled together.

In the light of direct personal experiences of people and places, Charters felt he could internalize the events and their conceptual and historical implications more easily. I presume he could have also grasped the Middle Eastern influences through Salerno and Syracuse in Sicily on European Renaissance and subsequently on development of universities in the West from the 12 century onward along the lines of Islamic universities like Al-Azhar in Cairo and Qayrawan in Tunisia, established several centuries earlier. It is this broad international perspective that returning adult students can bring to the level of discussion in classes, enriching those who had been denied first hand experiences of learning about other people, places and things, by Americas’ geographical isolation.

In 1946, Charters was the only Ph.D. candidate in Adult Education at the University of Chicago. Besides the special privilege of such close interactions with seminal contributors to educational theory and practice like Ralph Tyler and Cyril Houle, Charters had through them the opportunity to be introduced to the national leaders in the field of adult education. When he was about to complete his dissertation in 1948, the University of Chicago was chosen to be the site for the annual convention of the National University Extension Association (NUEA), which brought to Chicago top academic leaders in Extension Education such as Julius Nolte (Minnesota), Adolphson (Wisconsin), Bitner (Indiana), Morton (Alabama), Ed Keller (Penn State), Bob Brown (Illinois), and many others. As assistant to Cyril Houle, the host of the convention, Charters' role there became quite noticeable as part of the welcoming team. He also got a chance to introduce the guests to the audience. Ken Bartlett, an exceptionally forward-looking Dean of the University College at Syracuse University also attended the convention (Funk, 1988). He noticed the promising young man in action and invited him to Syracuse University for interviews and later offered him a position as Assistant to the Dean of the University College. This was the start for Charters of a long and successful career in the field of adult education.

With Syracuse University (1948-1986): During his tenure at Syracuse University from 1948 to 1983, Charters held many full-time academic and administrative positions; and from 1983 to 1986 his responsibilities were part-time. Here he rose to the coveted ranks of Dean of University College (1952 -1964), Vice President for Continuing Education (1964-1973), and Acting Registrar (1972-1973). He was Professor and Area Chairman of

Adult Education in the School of Education, from 1959 until his retirement in 1983, when he became Professor Emeritus. In his part-time capacity until 1986, he was responsible for Syracuse University Resources for Educators of Adults (SUREA) and Syracuse University Publications for Continuing Education (SUPCE), as well as International Studies. Obviously, the crux of his career is this experience, and the problems and prospects faced at Syracuse, which are the focus of this section.

After his retirement from Syracuse and as Professor Emeritus, in 1987, he convened and chaired the founders' meeting of the Committee for Study and Research in Comparative Adult Education (CSRCAE), which was later renamed as the International Society for Comparative Adult Education (ISCAE) in 1992. By dint of his win-win mind-set in negotiating, he was instrumental in seeking the cooperation and collaboration of both the International Council on Adult Education (ICAE), and the International Congress of University Adult Education (ICUAE).

This can be seen in the "mission statement of the original Committee": a) to give identity to the field of Comparative Adult Education; b) to study and provide research in the field; c) to enhance the field of Comparative Adult Education; and d) to enhance the continuing interest of the two international organizations (ICAE & ICUAE) as well as strengthening linkages with other groups and associations who have a similar interest" (Charters and Morgan, 1990).

Before coming to Syracuse, even in Chicago, Charters had often heard people complaining that the universities were fast becoming moneymaking operations. The Extension Education administrators especially felt that their departments were taken advantage of and treated as sources of revenue for other areas of the university. He thus wanted to make sure that the budget was balanced and money raised, but at the same time the learners would get the best bang for their buck.

Moreover, he established and promoted the Foreign Studies Program at Syracuse University, which had an interesting beginning. The post-war period saw a sudden upsurge in American desire to travel around the world. An art teacher expressed his desire to teach Americans jewelry making and other related crafts in Mexico. Charters encouraged the idea and sponsored the trip. Students rather liked the course and it nurtured other faculty to organize trips with their students to European cities. The Dean of Maxwell School, Dr Harlan Cleveland, spurred this interest. Dr John Clarke Adams and Charters put together a residential program, based on the principle of cultural immersion, in Florence, Italy. He sent some faculty and full time students over with a view to implementing the plan, recruiting additional local families, adjunct professors and participants. The success of this program led to greater successes of others elsewhere.

One secret behind the success was practicing the principles of learners' self-direction and self-motivation. As Charters recalls, in an interview with Henschke (1987): "I can remember somebody saying, "All we can do is give you facilities, give you teachers, but you have to learn." He also realized that "mental loneliness" in the sense of concentration

and a subsequent opportunity to use or discuss the ideas read about are some of the other ingredients of effective learning. So collective learning, mutual motivation, and reinforcement through discussion or utilization of knowledge are essential parts of a sound learning climate, which Charters successfully implemented at the University College and in its programs abroad. This he was able to do with two other organizational principles: a) financial self-sufficiency; and b) top administrative support.

I have never seen Charters expressing as much aversion to anything as to “marginalization” of adult education. It is his avoidance of this negative word, or his knack of putting even problems in terms of prospects and opportunities to improve things, that he prefers to summarize his efforts in the field as “mainstreaming” of adult education. He accomplished this equally respectable status for education of adults at Syracuse University by convincing concerned authorities to treat all University College activities as part of the University in terms of course offerings, faculty hiring, and budgeting. He carried forward this message of mainstreaming of adult education beyond Syracuse into chambers of policy making at the state and federal levels, as reflected in the Mondale Lifelong Education Act of the 1970’s, and in the America 2000: American Education Project Strategy, supported by George Bush in the 1980’s. Charters is also convinced that “Over the past 25 years, adult education has moved further into the mainstream of education and lifelong learning world-wide.” He is disappointed at the fact that: “There have been few attempts even to develop a philosophy or policy in lifelong education even though the Journal of Lifelong Education does publish articles to give some focus to this area (Charters, 1992, p 84).”

Nevertheless, he noted his satisfaction in seeing adult education moving further into mainstream education as expressed by developments initiated both within adult education and in the general field of education (p 86).

The Metropolitan Committee: I briefly mentioned how his formal programming of non-formal education at the University College of Syracuse University had a tremendous impact not only on the mainstreaming of adult education in the University itself and nationally and internationally, but also how it energized neighboring educational institutions, and the community in and around Syracuse. As the saying goes, all politics is local I might add that a valid measure of sincerity of all social service efforts at national and global levels is the extent to which they also succeed at the local level. The Metropolitan Committee on Adult and Continuing Education (MCACE) seems a reliable indicator of Charters' success in impacting the local scene, as well.

This long lasting venture started with Charters' invitation in 1967 to representatives of several adult education agencies to attend an informal meeting at the Syracuse University Conference Center at Roney Lane. The initial product of a series of such periodic meetings was a directory of names, agency addresses, and other educational opportunities available to the surrounding community. The follow-up by the initiators by way of visiting each other's facilities and human and organizational resources, networking, and persistence helped all involved overcome the fear of the unknown, especially the risk of being dominated by higher and more privileged agencies and institutions. In this way,

“barriers broke down and the overriding interest of providing educational opportunities to adults took over (Charters, 1991: p. 1).”

Brevity of meetings, the informality of their structure, and participants’ focus on mutual assistance in fulfilling institutional needs as well as their own professional development turned out to be effective ingredients of success. Despite its functional expansion and increased geographic coverage including areas beyond the limits of Greater Syracuse, the representatives of member organizations kept the name and continued affectionately calling it Metro. Charters once described its purposes as follows: “a) to serve as a vehicle among administrators of adult and continuing education agencies; b) to discuss issues and problems of mutual concern in adult and continuing education; and c) to conduct activities such as the production of a directory of agencies offering educational programs for adults (p. 5).” Local media support was readily available to disseminate its diverse programs and activities, especially on the occasions when external speakers were featured at the Metro feasts and functions.

After 1989, Dr Norbert Henry , and Dr Roger Hiemstra, formerly of Syracuse University, currently Professor of Adult Education at Elmira College, have formed a committee to develop a more formal structure for adult and continuing education professional activities in the area. The new organization is now known as Central New York/Coalition of Adult and Continuing Education (CNY/CACE), which is expected to continue and expand the work initiated by Charters and his colleagues.

With the Same Gusto: The most remarkable aspect of the life and career of this octogenarian marine scholar is that he is still engaged in his own professional development as well as that of others. He has an active research agenda in his area of special interest in comparative international adult education. I was not at all surprised that he actively participated in the conference on the History of Adult Education:

Biography and Personality, at Frederick Schiller University, Jena, Germany in early September, 1996 Prior to this conference, he had provided mentorship to the organizers of the ISCAE conferences held in Bamberg, Germany in September, 1995, and the one in Radlovjica, Slovenia in September, 1998.

II. Analytical: Times, Place, and the Personality

The Times and the Place: Stubblefield and Keane (1994) have identified several evolutionary phases of the history of adult education in the United States and analyzed their salient characteristics:

- a) Rise of the literate culture and the transatlantic information network during the colonial and the post-revolutionary periods characterized by the regulated access to education;
- b) Educational aspirations and spread of occupational literacy during the periods of national struggle from antebellum through the Civil War;
- c) Beginning of institutional innovations geared to social and economic development supported by agriculture and industrial worker training, and immigrant education during the period from the end of the Civil War to the end of World War I; and
- d) Then a period of expansion of institutions to foster learning and education, growing importance of the workplace, educational initiatives guided by visions of a better society, and adult education during national emergencies, which starts during the interwar years and corresponds with the emergence of the United States as a superpower after World War II, and continues through the 1980's.

Since the 1980's the institutionalization of adult education has gone on and the field has not only addressed pressing social and civic concerns but has also come up with a national agenda.

Charters' career spans more than half a century since the end of WWII. He has been instrumental in the institutional building and organizational development efforts of the times. In a way, he was the right man at the opportune time and place. As stated earlier, immediately after WWII, he became deeply involved in and contributed to the socioeconomic revolution-taking place in America through education in general and the education of adults in particular.

According to Kulich (1992), the 1980's saw the emergence of conservative and neo-conservative economic and political policies that in turn led to social and educational policies, particularly in the States. These trends largely confined the adult education concerns to vocational upgrading, training and retraining based on the new motto: "Let the user pay." Both the professionalism and vitality of the adult education movement have since suffered a great deal. As a result, as Kulich says: "We have exchanged socially committed adult educators for people seeking careers in the field or for adult education entrepreneurs with little social commitment." The mission and movement have suffered from fragmentation into splinter groups, and no one seems to speak for the entire field.

These financially conservative trends have continued well into the twenty-first century. "Hence the passage of adult education from public a supported proposition to a self-supporting enterprise." One might ask the question whether or not one would be able to accomplish as much in the field of adult education as one did in the fifties and the sixties

when adult education was largely a governmental concern throughout the free world. Charters (1992) still remains optimistic: "I am now bullish as more nations engage in invigorating and expanding democratic movements and market economies. The mission of adult education is becoming more of a reality world-wide."

Among the positive trends, Kulich includes the facts that: a) traditional isolationism of the U.S. educators of adults is breaking down as they participate in international conferences more and more; b) the U.S. adult education journals cover developments abroad; and c) the arrogance of U.S. educators is being replaced by their greater willingness to learn from others. Charters' contribution in bringing about these positive changes, at least to the extent of the U.S., is pioneering and substantive. He has initiated and actively participated in many international conferences, and unequivocally promoted the theme of learning from each other globally through his activities in the subfield of comparative international adult education for several decades now.

"Learning from each other," the constant theme of the Charters' lives, runs like a melody in all their writings. Their report on the World Conference on Comparative Adult Education, held at the University of Ibadan, Nigeria, on 7-11 October, 1991, is quite illustrative of their humility, besides being a model for summarizing the proceedings of a professional conference (Charters and Charters, 1992): "Whatever the nature and hope of participants, everyone became knowledgeable about, and developed a deeper understanding of comparative adult education. Colleagues in developing countries and in the South gave everyone new insights and helped us all learn from each other. We have

attempted to get this report to you as soon as possible. If we have misquoted or misunderstood any participants or papers, we apologize. The Proceedings should carry the full accurate account of this fine Conference.”

There seems to be a general consensus in scientific management literature that a leader’s success is often contingent upon a mix organizational/contextual, task/technological, personal, and interpersonal factors, and above all a measure of luck. I have already hinted at the contextual variables including the opportune time and place, inherently favorable to innovative institution building, when Charters found himself in the United States after it emerged as the leader of the victorious nations in WWII, barring the Soviet bloc. Now, let me discuss how each set of these factors relates to Charters’ experiences and achievements in his career.

Contextual Factors: The American military-industrial complex had considerable money to spread around after being built and strengthened by its involvement in the WWII and with one or more wars was occurring in every decade since. It was especially justified by the Cold War anticommunist rhetoric, which subsequently took over U.S. into several military confrontations with a whole host of small third world nations. Various foundations and donor organizations were in place to feed academia, too. The baby-boom and later the 1957 Sputnik scare brought about an unprecedented expansion of formal and nonformal education and training institutions and concomitant organizations.

Technological Factors: The military also shared relatively outdated instructional technology and management techniques with business and industry, which in course of time supported academic institutions. Radio and television became more accessible to learners. Thus, Syracuse University emerged as a leading institution of the world in the area of electronic journalism. Ken Bartlett, who had interviewed Charters in Chicago for his first job with Syracuse University, was one of the key people in this discipline, especially in Public Relations. Bartlett and Charters utilized these opportunities, knowledge, skills, and the resultant upbeat attitude in elevating the heretofore marginalized activity of adult education to the level of a fully fledged and integrated academic discipline in the University College under Charters' leadership. Charters himself has been featured on a number of radio and television programs in the USA and abroad since 1950's. These programs include those of Voice of America, Voice of Kenya, and Voice of Spain.

Personal Factors: None of the five factors, mentioned above is enough to exclusively determine individual success or failure. Only a right mix of all of them can do it. The external contextual and technological factors provided Charters opportunities to apply in his professional activities the personal traits his rural and small town upbringing had lent him. These include a tough posture with an underlying Middle-Eastern Judeo-Christian-Islamic trait of humility, rather than the Roman zest for power and control over others; the hardworking nature of a logger; a positive attitude and persistent disposition against odds characteristic of families raised during the Great depression years; the drive and initiative of a practical marine; and a clarity of goal and singleness of purpose of a

missionary. An avid reader and a prolific writer, Charters may not have a special claim to original or distinct theory building in andragogy, the science of adult learning; nevertheless, he has always followed a set of adult education principles in both curricular and operational contexts of all his University College and other programs. He asserts: “While the principles of education are the same for all children, youth, and adults, the practice and teaching styles are, or should be, substantially different according to age and experience.” He is intrinsically a man of action and combines in himself both task- and people-orientations.

Charters’ acute perceptiveness has often enabled him not only to match the right people with right tasks, but also to notice a pragmatic process underlying “the consistent pursuit for ideas that worked and their evolution in a constantly changing environment.” In reminiscing about the accomplishments of the Adult Education movement during the 1968-1992 period, he says, “As in the plans in other aspects of life, it maybe that the best plans for adult education develop from ideas that wax and wane but do move forward in a changing environment. A plan is often not fully developed nor articulated until it is achieved. Planning is important and necessary. The process may be useful and thus may justify the activity and the goal (Charters 1992).” This statement of Charters’ contains all essential concepts subsumed in the construct called “planning”: dynamic goal, optimism about its attainability, active pursuit of it, strategic flexibility, and a self-evolving process until the goal is reached. One who is in instinctive possession of such insights, perception, positive attitude, and perseverance does not need any formal training in scientific management.

One of the very strong traits of Charters' personality is his ability to adapt to new and novel circumstances, an ability which accounts for his continued zest for life and adult education. He recalls his childhood exposure to small town debates on community issues in the mid and late 1920's: "It impressed on me that adults could have heated discussions, a little frightening to me as a child, and still have tea together as friends afterwards..., the consistent pursuit for ideas that worked and their evolution in a constantly changing environment was a process that in retrospect reveals more of a pattern than I was aware of at that time (1992)."

Interpersonal Factors: His characteristic people-orientation led him to acquiring public relations skills of an accomplished fund-raiser to the extent of "hustling," as he has been accused by some of his contemporaries. Interpersonal skills usually enable one to interact effectively with his peers and superiors as well as subordinates. Charters has displayed these cherished qualities in mustering cooperation from most of his colleagues, staff, and students, as well as co-professionals in whatever organizations with which he has interacted. The cooperative and collaborative relations Charters has cultivated with people at different social and economic stations are neither temporary nor businesslike. He is not only a meticulous researcher and collector of coins, stamps, and other memorabilia, but he is a treasurer of friendships and loyalties to and from families with whom he has done business throughout his professional life. Even a casual visit to his home in Syracuse will ordinarily put you through to an extra-ordinary scholar in his company. No wonder, during more than fifty years of his association with Syracuse University, he has had the support of his secretaries, staff, students, and colleagues up to

the top administrators of this institution. Vice Chancellor Finla Crawford and Chancellor Tolley greatly supported his strong, innovative, and excellent adult education programs.

Above all, these traits have stood him in good stead in winning more than one and quarter million dollars in grants from various funding agencies. He has a knack of identifying appropriate sources of funds, key people within them, finding out what kind of proposal could win, and going after them strategically and aggressively. He has been a superb team-builder and has an uncanny talent of keeping the diverse members of any group together, producing the desired results. Not only has he succeeded in forming many interdisciplinary teams of scholars to work on various projects at Syracuse University, but also he has put together working groups of global researchers to produce scholarly materials for scores of conferences and hundreds of publications now available in the adult education collections at Syracuse University referred to at the very outset of this document.

The impact of his daring initiative toward institution building was not confined to the American national scene. It is also illustrated by the way he was instrumental in developing global organizations like the International Congress of University Adult Education (ICUAE). He was a delegate to the Third International Conference of UNESCO in Tokyo. The International Conference of UNESCO met in Montreal in 1960. It was Charters himself whose mind germinated the idea of holding a mini-conference, after the Montreal meeting of those who had met there, at the Syracuse University Conference Center at Sagamore. Participants wonderingly agreed to show up at this

scenic resort in the Adirondack Mountains and thus they became the founding members of the International Congress of University Adult Education (ICUAE). We need to realize that this occurred long before the establishment of both the International Council and the International Congress of Adult Education. These courageous and significant moves were of course preceded by the trust he had earned. Charters represented ICUAE at the international meetings in Tokyo and Paris.

These accomplishments led him to the idea of establishing a beneficial linkage with UNESCO by attaining an NGO status. This entitled ICUAE to some expenses including those for interpreters at meetings, etc. Subsequently, he won a number of contracts such as the one for the International Handbook of Resources for Educators of Adults. His international contacts are solid and lasting to the extent that he is still actively engaged in sustaining healthy and friendly relationships between the USA and UNESCO. His commitment to internationalism is proven by the fact that he has been trying to mend the fences between them. He has attended several meetings in his personal capacity or as an NGO representative. Charters was the Chief Coordinator of the participation of AE professionals from U.S. in the UNESCO's fourth international Conference at Hamburg, Germany, in 1997, which this author also attended.

His advocacy for the field of adult education on the one hand, and on the other his desire to build bridges between the U.S. and the world can be illustrated by the following incident which he himself narrates: "I got a letter from the Secretary of State at that time (1970).. So that was another contact (in).. trying to support UNESCO and working with

them on the Steering Committee. Then I was also on the International Education Year Committee in U.S., with Al Ulrich, who chaired it. He was on the National Commission for International Education in 1970. I remember we were in the hotel in San Francisco and I said to him, 'You really ought to have somebody from adult education.' and he said, 'Well, we do,' and I said, 'Who?' and he said, 'You. You're just on it.' I guess all you need to do is just ask and people respond, so that was kind of an interesting thing."

Charters and the Change Process Model: Here I would like to look at Charters' career from another perspective. Charters has often talked in his writings and speeches about 'the need for adults to gain ever greater control over their own circumstances, which is precisely his definition of adult education. I have selected the change process model proposed by Prochaska, et al (1994) to be superimposed on the canvas on Charters' leadership positions and professional activities in the field of adult education and thus seek to identify relationships in order to understand any secrets of his success.

This process model for bringing about a continual change in one's life consists of nine sequential components, or practical steps: a) consciousness-raising; b) social liberation; c) emotional arousal; d) self-reevaluation; e) commitment; f) countering; g) environmental control; h) rewards; and i) helping relationships. Let us apply this model to the academic activities of the University College of Syracuse University under his deanship in the late 40's through the 1960's.

In case of the adult education activities under Charters, consciousness-raising by the College was accomplished through sharing of information through innovative diffusion and dissemination techniques. The information was not confined to the direct beneficiaries of the program offerings, the non-traditional adult learners, but it was geared to the general public as well as community leaders on the one hand, and on the other directed toward staff, faculty and families. Conference centers, new and old, at Minnowbrook, Pinebrook, and Sagamore in the nearby Adirondacks were activated for all kinds of informal meetings and fun-cum-learning activities. Theater, music, lecture series, club activities, and other creative and comprehensive programming means were tapped to the optimum for this purpose. The University Regent Theater was bought and later run as Syracuse Stage (Martel, 1985). Both the print and electronic media were utilized to publicize the innovative nonformal and informal learning opportunities available to adult learners of all varieties in the broader non-pupil sense.

The entire area of Greater Syracuse and neighboring counties exuded an air of social liberation from a variety of inhibitions, and people across the board saw for themselves fresh opportunities for upward mobility. More especially, the heretofore repressed communities also breathed in a new and healthier social climate. Adult learners were particularly motivated and emotionally aroused to perceive their own needs from different angles never visible to them earlier. This phenomenon was evidenced by the numbers of learners who flocked to the College and conference centers for both degree and non-degree programs.

Full- and part-time faculty, staff, and administrators of the College continually asked themselves the question as to what else they could do to help adult learners realize their life and career aspirations. So they were always engaged in self-reevaluation of their own performance, curricula, instructional practices, methods and materials, organizational structures and administrative styles to include even physical facilities.

Despite many other differences among the members of the team of educators of adults that Charters and his colleagues at the College had put together to develop and deliver instruction, they were flexible and tolerant of disagreement of opinions. They all had one thing in common: a belief in their ability and a commitment to make a positive change in their adult learners. And they had the unflinching support of everyone involved, especially the top administrators in pursuing this belief. This unprecedented collegial climate of the College enabled them to produce a quality program ensuring their learners' easy access to all its learning resources. Its excellence left absolutely no qualitative or quantitative difference between the academic levels of traditional and non-traditional program offerings or learning gains. This comparability of curricular content, climate and competencies brought about many policy revolutions not only in the College but in the entire University and beyond. It lent the adult learners an unforeseen self-confidence, dignity, and had a countering effect to the stigma and a learned helplessness of earlier part-time external learners attending so-called "irregular programs."

Strangely enough, whatever was happening at the University College was fostering revolutionary changes not only in various academic and administrative policies,

curricular and organizational restructuring at Syracuse University proper, but also in the feeding institutions like the secondary school system and the community colleges, as well as in the very thinking about education of adults in the surrounding communities. The College was thus empowered to enjoy greater environmental control: both internal and external. The rewards that adult learners reaped from all these policy, organizational, and structural innovations and attitudinal changes translated into a) greater public financial and moral support for adult children; b) higher motivation to advance on the part of present and potential learners; c) fewer constraints on them in a number of ways; d) sense of self-fulfillment on their part; and above all e) greater control on their own future as well as present circumstances.

Success breeds greater success. All these accomplishments helped Charters and his team at the College gain greater self-confidence. They successfully reached for better relations with larger funding agencies, which ensured faster access to smarter brains, more learning resources, and opportunities for more progressive innovations, which in turn led to higher efficiency and effectiveness.

III. In the Final Analysis:

Alexander N. Charters' contributions to the field of adult education deserve to become part of its global history. The saga of university adult education, whenever and wherever it is told, will not be complete without the episodes of the University College of Syracuse University, its innovative programming, revolutionary and lasting policy changes empowering adult learners, unprecedented research collections and other projects, and the

world-wide impact of its publications in the field. The recurring protagonist in these real stories will always be Alexander N. Charters supported by his wife, Dr Margaret Charters, at every step of the way. He will similarly be featured in a big way in any discussion of international professional associations in the field. It is quite appropriate here to talk a bit about the Kellogg Project at Syracuse University (Hinton, 1990). Despite the fact that Charters has little to do directly with it, the impact of the reputation of the S.U. Adult Education graduate program and library collections on this project can hardly be overemphasized. The two main goals of this venture as it existed in the early nineties were:

1. to process, promote research on, and provide broad access to the University's outstanding collection of adult education materials using laser disk and computer technologies; and
2. to promote information exchange through computer-mediated communications and, as appropriate, through nonelectronic means.

The major constituents of the current collections, which were part of the Kellogg Project, are: a) Kellogg Library and Archive Retrieval System (KILARS); b) Collection Processing; c) Logic Programming Software; d) Adult Education Network (ADNET); e) The Computers and the Elderly Program; f) International Information Sharing Network (IISN); g) Distance Education Program; and h) Visiting Scholars Program.

Collins (1991) charges modern adult education with overemphasizing teaching techniques like self-directed learning, and evading “serious engagement with critical, ethical, and political issues.” He suggests it subordinate “technique and technology to ethical and practical considerations through human scale, less impersonal programming and development.” He further recommends using transformative pedagogy not only as guiding principles for all education of adults, but also in all formal education institutions, the workplace, and the community. Educators of adults in our nation have also missed the ten philosophical mistakes of the modern western thought which Mortimer J. Adler (1985) has pointed out. These errors include: a) “identifying happiness with having a good time;” b) “failing to differentiate between two realms of thought, the perceptual and the conceptual, which leads to the even more egregious mistake of,” c) “denying any distinction between the human” conceptual mind and “the minds of brute animals with nothing but perceptual powers.”

This perspective is corroborated by the teleological ‘tawhidi’ perspective expounded by Muslim social scientists in their critique of the Western thought centuries ago. Al-Faruqi (1992) has reformulated the same lasting Quranic perspective in many of his works. The tawhidi paradigm is rooted in the belief in five unities. That is, oneness of the Providence, the cosmos, life, human race, and finally that of knowledge itself, which the Harvard University biologist, Edward Wilson (1998) calls ‘consilience’ It is only this inclusive comprehensive set of principles that can provide social sciences with stable metatheoretical foundations, which can serve as an alternative to the confused and chaotic situation brought about by the post-modernist constructivism and over-realism.

Finally, let me also agree with other sages who assert that the only person who knows a man most is his wife. The following statement is a summary of several of my informal interviews with Margaret about Alex:

Charters sees the mission of Adult Education as “assisting adults to obtain more control over their present circumstances and future destinies. His faith in the ultimate wisdom of the educated individual in a free environment is unlimited. His entire life has been devoted to enabling the continuing education of adults. He believes that if democracy is to survive and peace and justice achieved, then all people world-wide must continue to learn throughout their lives. His front-line experience in World War II emphasized for him the futility of trying to achieve peace through strength and reinforced his belief that peace can only be achieved through negotiations between informed and educated individuals and groups. Throughout his career he has worked to develop networks and communications between educators of adults, those who are not only continuing to learn themselves, but also from one another and promote the education of adults world-wide.”

Appendix A contains a list of Charters' major publications, copies of which can be obtained from the George Arents Research Library of Syracuse University, Syracuse, NY 13210.

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APPENDIX A

Selected Publications of Alexander N. Charters

- 1966 The Uncommon School (with Cyril O. Houle)
- 1970 Handbook of Adult Education
- 1970 Universities, Adult Education and Social Criticism (with Sidney G. Raybould)
- 1970 Professional Development in Adult and Continuing Education
- 1970 This is UC (University College)
- 1970 Research, Evaluation and Planning in Adult and Continuing Education
- 1971 Report on the 1969 Galaxy Conference of Adult Education Organizations
- 1971 Toward the Educative Society
- 1971 Toward Still Greater Professionalism (with Kenneth G. Bartlett)
- 1972 The Hill and Valley: The Story of University College at Syracuse University
Through 1964
- 1972 Agenda for Comparative Studies in Adult Education: Report from the
International Expert Meeting
- 1974 Adult Education in American Society—Some Developments, Trends and Issues
- 1975 “Preface.” Comparative Studies in Adult Education: An Anthology, by C.
Bennett, et al (Des)
- 1975 “A Rusty Person is Worse Than Rusty Iron: Adult Education and the
Development of Africa (with Lalage Bown)
- 1977 CAEO (Coalition of Adult Education Organizations) Through the Years
- 1977 Continuing Education for Educators of Adults: The Role of Research

- 1977 Adult and Continuing education Collections: A Descriptive List of Manuscript Holdings in Syracuse University Libraries
- 1977 International handbook of Resources for Educators of Adults
- 1978 Who We Are: What Some Educators of Adults Say About Their Characteristics, Competencies and Roles
- 1978 Professional Development for Educators of Adults: a Bibliography (with Donald P. Holmwood)
- 1978 Syracuse University Resources in Adult Education
- 1979 International Handbook of Resources for Educators of Adults
- 1981 Comparing Adult Education Worldwide (with Associates). San Francisco, CA: Jossey-Bass, Inc.
- 1986 A Retrospective View: Looking to the Future (with Betty J. Vaughn)
- 1986 International Handbook of Resources for Educators of Adults (with Raymond E. Dengel)
- 1986 Some Perspectives on Lifelong Education (Tolley Medal Address)
- 1987 A Primer of Adult Education (for UNESCO)
- 1988 Comparative Adult Education: An Overview. Caracas, Venezuela: Instituto Internacional de Andragogia
- 1989 Comparative Adult Education: State of the Art with Annotated Resource Guide (with Dilnawaz A. Siddiqui). Monograph on Comparative and Area Studies in Adult Education. Vancouver, Center for Continuing Education, the University of British Columbia.

- 1989 Landmarks in International Adult Education: a Comparative Analysis (with Ronald J. Hilton). London, U.K.: Routledge
- 1989 Papers on Comparative Adult Education from Sessions Organized by the Committee on Study and Research in Comparative Adult Education, at the VII World Congress of Comparative Education (with Beverly Cassara) Washington, DC: University of District of Columbia
- 1989 Report on the Context and State of Comparative Adult Education and Four Publications on Comparative Adult Education. In Papers on Comparative Adult Education. Washington, DC: University of the District of Columbia.
- 1989 Some Comments on Comparative Adult Education. In M. Lichtner (ed.), Comparative Research in Adult Education: Present Lines and Perspectives (conference papers), Frascati, Italy: Centro Europeo delle Educazione (CEDE)
- 1989 "Provision of Adult Education" in The International encyclopedia of Education; Research and Studies
- 1990 Comparative Adult Education- An Interface with Near Eastern Resources (with Dilnawaz A. Siddiqui)
- 1990 Electronic Dialogue with Alexander N. Charters on Comparative Adult Education. Shown at the University of Botswana and followed by a one-hour telephone communication (students and staff in Gabarone and Alexander N. Charters in Syracuse, NY). United States Information Service (USIS).
- 1990 Research Model Emerges from International Conference (with Margaret A. Charters)

- 1991 Comparative Adult Education. In Indian Journal of Adult Education. Vol.92. January—March & April—June.
- 1991 Comparative Adult Education, Part I. In Joseph Okadara et al, Background Papers. Comparative Studies in Adult Education- Evolution of the Field and Its Relevance for Countries of the South. University of Ibadan, Nigeria.
- 1991 Comparative Adult Education Research: A Cross-cultural Perspective (with Dilnawaz A. Siddiqui). Paper presented at the World Congress on Comparative Adult Education. Ibadan, Nigeria.
- 1991 Report of World Conference on Comparative Adult Education (with Margaret Charters), including Opening Ceremony Remarks by Alexander N. Charters, and Report of Group Meeting of the Committee for Study and Research in Comparative Adult Education (CSRCAE). University of Ibadan, Nigeria.
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