



# UPDATE

## MACAE Fall Conference to be a Humdinger!

Plans are underway to make the 2008 MACAE Fall Conference a memorable one. Nancy Herther, who has considerable experience in conference planning, is providing leadership for the Fall Conference. All the plans have not been made as of this date, but the following can be written:

- ◆ Volunteers to serve on Conference committees are needed. Several MACAE members have stepped up to the plate already. To volunteer, send an email to Nancy at <n-hert@umn.edu>
- ◆ A dynamic theme has been selected: *The Mosaic of Adult Education*.
- ◆ Exciting and informed presenters are being sought. If you want to make a presentation, send the following information to Nancy at n-hert@umn.edu>:

- Presenter name(s);
- Contact information (institution, e-mail, telephone number); and
- Title of presentation with an informative 150 word or less abstract on the subject of your presentation and how it supports the conference theme.
- ◆ An Awards Luncheon that features the Harlan Copeland Award, Lucille Fischer Honorees, the Martha Stanley Award, and the Minnesota Adult Educator of the year.
- ◆ Scholarship awards from the Hovland Staff Development Fund for conference participants who need support with conference registration. Send your request to Bella Hanson of the Awards Committee at bellahanson@comcast.net.

**The Fall Conference will celebrate adult education in its many styles, forms, issues, people and processes.**

**The deadline for submission of proposals to present is August 15 to Nancy Herther: [n-hert@umn.edu](mailto:n-hert@umn.edu).** ◆



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# MACAE Mission

*To promote professional growth and foster community among adult educators, focusing on four variables: context, content, connection, and collaboration.*

## [www.mnmacae.org](http://www.mnmacae.org)

Find information about conferences, upcoming events, awards, archived documents, and adult education job postings (and post a job you have available!).

See **MACAE award recipients**, details & photos from the Fall 07 conference

**Photos of the 2007 fall conference** can be viewed at:

<http://picasaweb.google.com/littlefatmama/MACAEFallConference2007>

## MACAE Calendar 2008

Select the link on the MACAE web page to find many interesting options for your education & interest, or use this for a direct link:

<http://mnmacae.org/toolbox.html>

**Contributors to this issue include** Leone Snyder, Teri Turner, Ben Bryant, Lynn Riskedal, Nancy Herther

All article submissions should be forwarded to Ben Bryant: [benbryant@frontiernet.net](mailto:benbryant@frontiernet.net)

### Membership information

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## MACAE Board of Directors 2008

President .....	Leone Snyder
Past President.....	Leslie Shore
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## MACAE Membership Inventory of Interest

In order to serve the membership better and to achieve your involvement in the affairs of the Association, the MACAE Board is preparing an Inventory of Membership Interests.

Please provide the following information about you and your interests in adult education:

- ◆ Your Name:
- ◆ Your Email/phone:
- ◆ Your Areas of expertise:
- ◆ Your willingness to share in these areas of interest (such as workshop leader, co-presenter at conferences, ambassador for MACAE, author of articles for Update or MACAE's journal, Praxis, or joining a Toastmaster group):

Send your resume to Nancy Herther, 407 Kingston Ave. E, Maplewood, MN 55117 or to [n-hert@umn.edu](mailto:n-hert@umn.edu).

# From the President

By Leone Snyder

I learned about the value of community at the coffee table of my Father and Mother. We lived in a small community with close ties among its families. In this community, if someone needed a tool, one could borrow it from one's neighbor. Today, if I need a tool, a ladder, for example, I am more likely to purchase one from the local hardware store. Our connections are different today, in part because of independence fostered through our resources.

That is why I find the value of an organization such as MACAE a tremendous resource in my own life.

Each time I take part in MACAE-related activities and events, I leave changed in some way. The April 24<sup>th</sup> MACAE and Vital Aging Network (VAN) "Civic Engagement and the Lifelong Learner" forum is an example of a life-changing event for me. It was an inspiring event in which experienced panelists coordinated through Janet Jacobson's efforts provided an overview of the array of options available for civic engagement in our communities.

The Forum fitted perfectly the 2008 goals of the MACAE Board. The Board's goals are:

- ◆ To increase MACAE membership.

Our theme "Each one, reach one" is inspired by Frank Laubach who developed literacy training for adults (<http://www.laubach.org>).

- ◆ To increase the diversity of constituencies served.

Diversity includes reaching out to organizations engaged in adult education. It also relates to increasing diversity of individual members who find value and community within MACAE's focus and activities.

- ◆ To identify and enhance membership services and networks.

MACAE offers many opportunities to our members for professional and personal growth. The Annual MACAE Fall Conference is a key opportunity for members to share learning experiences and to fellowship. This year the Fall Conference will be held November 6 and 7 at the University of St. Thomas, St. Paul Campus.

The 2008 Fall Conference theme is *The Mosaic of Adult Education*. This year's MACAE conference "celebrates the many styles, forms, issues, people and

processes of adult education as it is practiced and experienced throughout the lifespan". If you are interested in presenting or know someone who may be interested, our Fall Conference Chair is Nancy Herther who can be reached at [n-hert@umn.edu](mailto:n-hert@umn.edu).

The MACAE Board is continuing to enhance membership services by using technology to communicate with each of you and to allow you to communicate with each other directly through the Internet. Electronic technology supports our face-to-face interactions. Will you and I use these resources to further our professional growth? This is our challenge. Let us use MACAE's resources and services for new connections and for fellowship. Let us prove the value of interaction and cooperation through our membership in MACAE. May I count you as an engaged member and contributor to the MACAE community? ◆

## MACAE Board to Host Dinner for Past Presidents

Eloise Fredrickson, MACAE's 18<sup>th</sup> president who now resides in Arizona, hosted the first MACAE Past Presidents Dinner in 1993. Since then, the Dinner has been held annually for past presidents and current Board members. The 2008 Dinner will be held on June 9 at the Saint Paul campus of the University of St. Thomas. The group will be entertained by youth members of the Minnesota Spoken Word Association, the group *Quest for the Voice*, who will perform their own original spoken word pieces. ◆

# Minnesota Celebrates its Sesquicentennial: How Have Native Americans Fared?

By Ben Bryant

Often in history events that one group celebrates another group mourns. Minnesota's sesquicentennial may be such an event. The sesquicentennial celebrates the birth of Minnesota as the Nation's 32nd state. Some Native Americans whose ancestors freely hunted Minnesota's wildlife and fished her many lakes hundreds of years before statehood may consider the sesquicentennial to be a reminder of what they have lost.

Native Americans were the first people to inhabit what is known today as Minnesota. White men, according to The World Book Encyclopedia, came into what is now Minnesota in about 1650. Northern Minnesota at that time was home to bands of Sioux Indians. A hundred years later, Chippewa (Ojibwe) Indians forced the Sioux to move to the south and west. Spain, France, England and the United States claimed portions of Minnesota as their territory in succeeding years.

For a time, Minnesota was a part of the Northwest Territory, which the U.S. Congress created in 1787. In 1803, after claiming a part of Minnesota for France from Spain, Napoleon Bonaparte sold Minnesota to the United States as part of the Louisiana Purchase for about \$15 million.

Thomas Jefferson was President when the Louisiana Purchase was made. Eventually, all or parts of fifteen states were carved out of the land area that made up the Louisiana Purchase. Congress created the Minnesota Territory in 1849, and three years later Indians living in the territory were forced to cede their rights to millions of land west of the Mississippi River. About 4,000 non-Indians lived in the Minnesota Territory at that time. Thousands of Americans and Europeans poured into the Minnesota Territory. By 1858, there were more than 150,000 non-Indians living in the Minnesota Territory. Minnesota became the 32nd state on May 11, 1858.

Today, 150 years later, Minnesota's population has grown from 150,000 to over 5,000,000. The Native American population rate has not experienced the same growth. The 2000 Census reported an American Indian population in Minnesota of almost 55,000.

There are eleven Indian reservations in Minnesota today: White Earth, Leech Lake/Cass Lake, Red Lake,

Bois Fort (Nett Lake), Grand Portage, Fond du Lac, Mille Lacs, Upper Sioux, Lower Sioux, Shapkopee Mdewakanton, and Prairie Island

In Minnesota today there are three tribally controlled community colleges. These colleges grew out of the enactment by Congress of Public Law 95-471, the Tribally Controlled Community College Assistance Act of 1978. The National Center for Education Statistics of the U.S. Department of Education listed three tribally controlled community colleges in Minnesota in 2002:

Fond du Lac Tribal and Community College in Cloquet with an enrollment of 1,822, 98.8% American Indian;

Leech Lake Tribal College in Cass Lake with an enrollment of 244, 92.6% American Indian; and

White Earth Tribal and Community College in Mahnomen with an enrollment of 99, 74.7% American Indian.

Indian tribal councils derive a major portion of their income from casino revenues. Indian Casinos came into existence in Minnesota following President Nixon's signing into law the Indian Gaming Regulatory Act passed by Congress in 1988. Today in Minnesota there are nineteen Indian casinos. From time to time, Native Americans – Ghosts of the Past – have the temerity to appear at our celebrations to remind us of broken treaties, broken promises, and broken lives.

## Age of Technology: Follow-up to Blog Article

Robin Veal reported in the March Update how to start and use blogs. Blogging is just one facet of the Internet. Lucy Brusic wrote an article in the February 2008 issue of Practical Thinking (pages 6 and 7), the journal of Minnesota Independent Scholars Forum (MISF), that introduces another facet of the Internet. Brusic discussed the Internet as a tool of research. She wrote the following:

- ◆ Librarians say that almost all scholarly research now begins with a Google search. Search engines have changed the nature of research – from finding the

name of an obscure painter to finding the best deal on used books or checking the compatibility of computer parts. The amount of information posted on the web on all subjects is staggering; the search engines that pore through it are a valuable tool to both shoppers and scholars. The net is changing both scholarship and business models.

- ◆ A local example of the information available on the Internet is ELM (Electronic Library of Minnesota – A World of Information). This technology, available in English and Spanish to all Minnesota residents, is an online access point to more than 17,000 magazines, 15,000 electronic books, a worldwide catalog of more than 60 million records, and 340 full-text newspapers. This state-funded technology is designed to give all Minnesota residents access to accurate and convenient information ([www.mnlinkgateway.org](http://www.mnlinkgateway.org)). In this way, the Internet is more democratic than the old-fashioned research library and certainly more accessible to the casual scholar.

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*The entire February issue of Practical Thinking is devoted to technology. The entire issue is worth reading (Available for purchase: <http://www.mnindependentscholars.org/>).*

Gardening, Attending lectures, Attending formal classes, Reading, Reflecting, Caring for aging parents, Adjusting to adult children, Dealing with retirement, Adjusting to death of a spouse, Changing careers, On-the-job training, Dealing with divorce, and Becoming a grandparent.

This checklist is of special interest to me because it seems to me that MACAE pays too little attention to adults who are lifelong learners. Rather, MACAE tends to focus on adults who engage in formal adult education programs and classes. There is a “student” membership category. “Student” seems to refer, however, only to persons enrolled in college or university classes organized for persons preparing to become adult educators of one kind or another.

A cursory examination of MACAE’s membership brochure leaves the distinct impression that MACAE is an organization of adult educators. In Peters and Jarvis, *Adult Education: Evolution and Achievements in a Developing Field of Study*, published in 1991, adult education is defined as a field of university, or academic, study. Lifelong learning, on the other hand, is defined in *Wikipedia* as a process of learning by humans that starts at birth and ends at the grave. MACAE would be well served to develop a category of membership for lifelong learners. ◆

From the Editor:

## St. Paul Chapter AAUW Members Are Lifelong Learners

By Ben Bryant

Members of the St. Paul Chapter of the American Association of University Women are all lifelong learners. I had occasion to learn about some of their lifelong learning pursuits when I made a presentation at their monthly luncheon held in April. I prepared a checklist of lifelong learning activities for members to complete. The following is a partial list of lifelong learning activities in which St. Paul Chapter AAUW members engage: Spiritual activities, Learning to parent, Recreational activities, Taking up a hobby, Travel, Health, related activities, Exercise, Volunteering,

*Lifelong learning, on the other hand, is defined in Wikipedia as a process of learning by humans that starts at birth and ends at the grave.*

*MACAE would be well served to develop a category of membership for lifelong learners.*

## MACAE/VAN-Sponsored Retirement Forum a Huge Success

On April 24, 2008, the Minnesota Association for Continuing Adult Education (MACAE) and the Vital Aging Network (VAN) co-sponsored a panel discussion at the Roseville Public Library. The panel, which was moderated by Janet Jacobson, a MACAE member, examined the topic “Civic Engagement and the Lifelong Learner.” The topic was a timely one, given the size and potential impact of the Baby Boomer generation, the desire of Boomers to make a difference, and the real needs of our communities.

The program attempted to highlight the connections between lifelong learning and civic engagement. For example, in the 1920s the philosopher Eduard Lindeman

*Civic engagement includes not only public actions such as voting, supporting a political candidate, or serving on a board or commission, but also actions that connect us as individuals to each other, such as mentoring or working in a soup kitchen.*

wrote that adult education is the most reliable instrument of social activism, a view endorsed currently by the Minnesota Active Citizenship Initiative, which states that developing the capacity of citizens is the primary purpose of education. Jacobson also pointed out that there is a definite connection between a person’s level of education and his/her level of civic involvement – more education usually is linked to greater levels of civic engagement. In addition, the benefits of lifelong learning – higher levels of life satisfaction, enhanced social networks, improved physical and cognitive health, feelings of self-worth – are the same benefits received by people who are involved in their communities.

Civic engagement was defined as “citizen action that has public consequences for our communities.” Civic engagement includes not only public actions such as voting, supporting a political candidate, or serving on a board or commission, but also actions that connect us as individuals to each other, such as mentoring or working in a soup kitchen.

Jim Scheibel, the first panelist, is the former mayor of St. Paul mayor and also former Vice President of the Corporation for National and Community Service, where he served as Director of AmeriCorps, VISTA, and the National Senior Service Corps. He has been a lifelong advocate for civic engagement. Scheibel prefers to use the term “public work” which he defines as civic work toward a common good that involves learning and benefits everyone involved – volunteers, clients and society. Scheibel believes Boomers need to find civic opportunities that are hands-on, focus on real problems in our real world, are based on their passions and involve both learning and action for change.

Scheibel described the five attributes for successful civic engagement projects:

**Passion** – pick something you care deeply about so you have an emotional investment in the project.

**Build on existing skills and strengths** – start with something you are good at and grow from there.

**Seek out ‘bigger issues’** that you can believe in and have this goal to guide and encourage you along the way.

**Seek out connections**, groups and activities that weave you into the fabric of our society.

**Strive to be learning** something at every step along the way.

Scheibel also pointed out that successful programs frequently incorporate intergenerational teams and/or tie activities to spiritual growth or longing.

Scheibel believes that volunteer leaders need to be given the training to start, develop and oversee successful projects. One possibility is to create internships for older adults, especially for those who need income during their retirement. Internships provide not only opportunities for learning, but also important community connections along with a small income.

Mary Kowalski, chair of the Education Committee for the Vital Aging Network, discussed a successful VAN Venture called Environmental Force. Environmental Force began with personal interest and a desire to make a difference. For Kowalski, the spark was the Advocacy Leadership for Vital Aging (ALVA) certificate program, offered through VAN several years ago. As part of the course, she was required to complete a hands-on project. Environmental Force, now a network of 80-100 people, grew out of that project. This informal group provides opportunities for members to share their knowledge and passion about the environment and to work on projects that improve the environment for ourselves and the future.

Kris Orluck is the Senior Program Coordinator for Maple Grove Parks and Recreation and has also been in charge of revising VAN's Advocacy Leadership for Vital Aging program. She explained that ALVA is designed for adults from 45-75 "who want to learn how to address the challenges and opportunities of leadership in later life and how to apply their skills to building vital lives and vital communities." After a hiatus of several years, the course will be offered again beginning in October 2008 at several locations throughout the state. For more information see the web site at: [www.vital-aging-network.org](http://www.vital-aging-network.org) <<http://www.vital-aging-network.org/>>.

Orluck emphasized the many contributions that have resulted from this leadership program, primarily as a result of projects chosen by its graduates. Environmental Force is one; others include a book and educational program called "Mapping Your Retirement" designed to prepare older adults for the years beyond paid work; a course called "Educating Learners in Mid-Life and Beyond" that was taught at the University of Minnesota for three years; and a project that provided large print books and organized reading/discussion groups for residents of an assisted living facility.

Jacobson pointed out that recent research shows that Boomers have two major goals for the years following the end of paid employment: 1) they want to continue learning; and 2) they want to make a difference. Boomers see learning as a means to increase their ability to give back. What do Boomers learn from civic engagement activities? Boomers who are engaged in civic activities frequently learn skills that may also be used in a new career, such as volunteer or project management, negotiation, public speaking, or marketing. They will learn about community resources and leaders. They may acquire a better understanding of the role of

government and the civic process. They increase their knowledge about specific issues such as environmental or social justice issues. And they will gain a better understanding of themselves, their interests, goals, and leadership styles.

*Academic institutions today are being challenged to develop new partnerships and programs that appeal to Boomers' interests in continued learning and civic engagement.*

Civic engagement provides an opportunity for Boomers to learn in ways well-suited to their preferences. For example, most Boomers prefer hands-on learning, working on real problems and collaborating with others in small groups. Many enjoy learning across disciplines. They like to move quickly from learning to action, and seek out opportunities to practice their skills in real-life situations. Instead of traditional classes, they may prefer service learning; instead of lectures, they may prefer collaborating with partners in the "real world."

Academic institutions today are being challenged to develop new partnerships and programs that appeal to Boomers' interests in continued learning and civic engagement. Examples include leadership academies for older adults, service learning programs designed especially for older students, life planning programs that include opportunities for older adults to review their lives and consider options for continued learning and civic engagement, degree programs that include opportunities for significant social service, and Lifelong Learning Institutes that combine enrichment courses with opportunities for community-based volunteering. Developing programs and opportunities that encourage Boomers to continue their learning and to use that learning in ways that benefit the community may help Boomers to reframe how society views aging – shifting the focus from older adults as part of the problem to older adults who are part of the solution.

*- Material for this article provided by Janet Jacobson and Nancy Herther*