

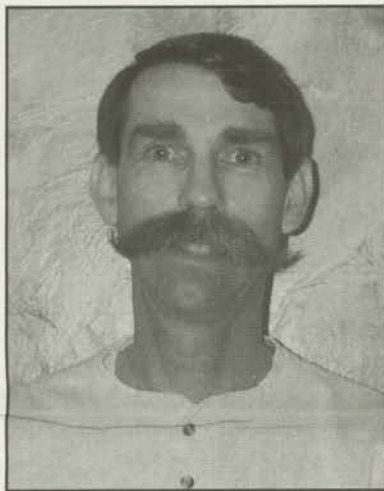
NEWSLETTER

Mountain Plains Adult Education Association

ARIZONA COLORADO IDAHO MONTANA NEVADA NEW MEXICO UTAH WYOMING

VOLUME 60, ISSUE 2

Newsletter, August, 2001



THE PRESIDENT BLARES!

Blair Liddicoat

Summer Sacrifice (or the Board Meets in Phoenix)

You might wonder why I have used the word "sacrifice" in my title. Well, if you were from most of the other MPAEA states and had to come to Phoenix in July for two days of meetings, you would probably find this noun to be quite accurate. If you still don't know what I'm talking

about, I invite you to visit Phoenix in July and see for yourself.

It was Thursday, July 5th, and the clock was approaching 5:00 in the afternoon. It was time for me to hit the road and head downtown to Phoenix. No, I wasn't going to a baseball game, although the ballpark is right downtown. I was on my way to meet your MPAEA Board who had come to Phoenix for the association's very important annual Summer Board Meetings. Since the board consists of twenty-one individuals who live in all of the eight MPAEA states, it is not reasonable to meet very often. Yes, we do hold meetings before and after the conference, and board members make good use of email to conduct board business, but every year the board views the Summer Board Meetings as crucial to the yearly operations of the association.

I arrived at the Crowne Plaza Phoenix Downtown Hotel and saw that part of the street in front was fenced off for construction. This reminded me that we had been told the hotel was undergoing some remodeling that would create a new hotel entrance, lobby, and restaurant/bar. The 2002 MPAEA Conference in Phoenix, May 1-4, will be one of the first groups to enjoy the changes.

I entered the hotel and found a large group of board members in the lounge. I joined them and offered a big "welcome to Phoenix," and mentioned that in their honor there was an evening monsoon storm blowing in. We visited with each other until it was time to walk over to the Arizona Center for our dinner reservation. As we walked in

the cooler than normal Phoenix air, I discovered that some board members had already been to the Arizona Center that afternoon. It seems they wanted to try out the shopping for you members in advance of the Phoenix Conference next May. Very considerate of them, eh?

We found our restaurant and gathered around a big table. This Thursday night group dinner, preceding two full days of meetings is always very enjoyable, and this one was no exception. I don't eat out very often so I was a bit apprehensive about choosing a restaurant. I picked several co-workers' brains and came up with Sam's Cafe. Based on board member reactions to their food, I made a successful choice. In fact, I imagine the board would agree that you might want to keep this restaurant in mind for next May when you are in town for the conference.

After our meal we took a different route to the hotel and went past the Herberger Theater with its bronze dancers out front. This is just one of the many downtown entertainment venues that will be available to you within walking distance of the

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Journal of Adult Education

Editor

Darrel Hammon, Idaho
hammonD@po.mcc.cc.mt.us

Boosting Productivity

Drive toward your goals

When you're focused, nothing stops you from reaching your goals. You shove aside obstacles and operate at peak productivity. You can maintain focus by:

Creating visual reminders. After setting your goals, write them down—everywhere. Post stickies with your goals on your bathroom mirror at home and your computer screen at work. Write them on index cards and carry them in your pocket, briefcase and day planner.

Talk it up. Raise your productivity by telling others about your goals. Ask them to hold you accountable for operating efficiently, meeting deadlines and delivering on your promises.

Solicit feedback on your productivity. Ask colleagues to tell you if you're prioritizing poorly or mistaking "busy work" for mission-critical work. Give them multiple ways to give input.

Challenge fears to eliminate them

Fear and anxiety go hand in hand. When you feel nervous or stressed, an underlying fear is usually at work. Confront that fear or it will fester. Use these techniques:

Assess fear from a distance. Pretend you're a coach, parent or counselor in an advice-giving role. Evaluate your fear from that other person's viewpoint.

Challenge your assumptions. To determine if your fear is justified, list any assumptions you make. Once you know what's holding you back, it's easier to confront it.

Talk it out. Stress can overtake you if you internalize it. Talk about your fear with a friend or mentor. A compassionate listener can help you release pent-up anxiety.

From Communication Briefings

MPAEA WEBSITE

www.mpaea.org

Access the MPAEA listserv
mpaea-l@cebrigham.usu.edu

Travel to the Ukraine

Traveling by planes, trains, automobiles and bus, Yvonne Hauwiller and her husband visited nine towns/cities in 14 days staying in hotels, a sanatorium, homes and the "sleeping wagon."

Their travels took them to a Victory Day parade that commemorates the victory over the Nazi's in World War II, to cathedrals being renovated, along paths of the ancient Greek civilization in Crimea on the Black Sea, and to the gardens of the Livardia Palace where Roosevelt, Churchill and Stalin met in 1945 to lay out the details of the Peace Accord. In the historic Khan's Palace they saw the fountain of tears made famous by Pushkin, the famed Russian poet of 1799-1837 and statues of Tolstoy, novelist and social theorist of the mid-late 1800's.

They visited the newest (three years old) and the oldest (125 years old) schools in Sevastopol; met with staff and visited classes in a private/public magnet school in Bachchesarye; marched with students and staff in the Victory Day parade in Lubny; attended a graduation of primary students into the English Language Club and met with students, staff and administration in a public school in Alexandria. Each of these schools draws students because of the quality of their instructors and excellence of curriculum, especially in English as a Foreign Language (EFL). Some schools are much better funded, but in each the staff work hard to provide the best education possible for their students.

Vocational/training schools for the trades or home study to prepare for the school exams are options for young adults to complete secondary education. Out-of-school adults study English and computers with tutors or in private programs. One teacher has an English evening school for adults in the same building that he teaches in during the day. He has developed teaching units that could be used in ESL classes for Russian-speaking students in the States. Another has written English texts and workbooks on U.S., Great Britain, and Canada for his civic education classes. Yet another has left the classroom to set up a small computer tutoring center. Technology is still very basic, but adults are returning for training that wasn't available when they were in school. Partnerships between schools, governments of Ukraine and Russia, and other foreign businesses are developing to help provide much-needed computer hardware. Finally, person-to-person exchanges such as our visit to Ukraine are providing opportunities for invaluable connections between educators from across two continents.

History, art, poetry, and religious icons abound—deserving of another visit.

Submitted by Yvonne Hauwiller, recipient of MPAEA Professional Scholarship.

News from Utah

The Utah adult educators held their summer institute in Park City on August 6-7. There were nearly 300 educators in attendance to participate in various workshops and training sessions. *Bridging the Gender Gap* was the theme of the conference, with keynote speakers and other presenters showing ways to help adult students and teachers to understand gender differences. There were several networking sessions with ESL, 21st Century Learning Centers, rural, suburban and urban districts sharing ideas about what is working and what is not working. Utah State Assistant Superintendent Gary Carlson opened our meetings with a welcome and challenged each person in attendance to improve the way we work with adult learners.

The fourth of eight GED 2002 training sessions was held at the conference with about 40 in attendance. The other sessions will be held throughout the state during the first three weeks of August and we will have trained over 150 adult educators in the changes in GED testing which will become effective January 1, 2002. Murray Meszaros and Shauna South from the state office have helped our lead trainer, Gaylin Rollins, with the training. From the evaluations that have been received, this training is very well received.

We are in the final planning stages for our annual conference which will be held in Park City on October 22-23. The conference chair is Susan Anderson. She indicated that she could still use a few more presenters to fill additional slots in the program.

We are also planning on participating with the Afterschool Alliance which initiated *Lights On Afterschool!* last year to recognize the critical importance of quality afterschool programs in the lives of children, their families and their communities. This year with continued support from JCPenney, the Alliance is proud to present *Lights On Afterschool! 2001*, a nationwide rally for afterschool programs. On October 11, more than 2,000 sites across the country will rally community support for afterschool. Parents, community and business leaders, elected officials, and the media will have an opportunity to see firsthand how afterschool programs help our children discover the heroes within themselves.

Submitted by Roger Porter

KNEE
LIGHT

HE'S

HIMSELF

News from Arizona

Arizona is gearing up to welcome MPAEA members to the Valley of the Sun in May 2002. The beginning of May is one of the most beautiful times of the year—the desert is still in bloom, and the temperatures are perfect. Rain and cold are foreign words at that time of year. (Then again, eight years ago we thought that the beginning of June would still be balmy.) Who knows but our Arizona Diamondbacks could be playing, or our Phoenix Suns might be in the playoffs. The Phoenix Coyotes may be in the hunt for the Stanley Cup. Sports-smortzch—is there any culture in Phoenix?—You bet—there's the world class Phoenix Symphony, the Herberger and Orpheum Theaters, the Phoenix Art Museum and the renown Heard Museum. All this is just a hop, skip, and a jump from the conference site—the Crowne Plaza Downtown Phoenix.

Look for the Call for Presentations in this newsletter; we'll be adding splashes of color and beakers of information throughout the coming months. We want people to know that art and science are not mutually exclusive terms and we're looking for presentation proposals that reflect the Art and Science of Lifelong Learning. Our opening keynote speaker certainly testifies to that. NASA artist, Robert McCall will be starting off the conference. Mr. McCall is also known for the artwork for Stanley Kuprick's *2001 Space Odyssey*, and recently one of only ten Challenger Learning Centers in the country, housed here in Arizona, announced expansion plans to include the McCall Art Museum. Come early, or stay longer and plan a visit to the Challenger Learning Center. Within walking distance of the hotel is the Arizona Science Museum which will be hosting a Titanic exhibition at conference time.

While we plan for the future, we in Arizona would also like to mention some past news. First, we'd like to acknowledge Jacquelyn Power for her service to the Board of MPAEA. In addition to all her work with the Equipped to the Future Project, Jackie is principal for the Blackwater Community Schools on the Gila River Indian Reservation just south of Phoenix. Jackie has put together an exemplary Family Literacy Program at Blackwater.

We want to acknowledge the Arizona recipient of the Award of Excellence, Maureen Hoyt. Maureen has been involved in Arizona adult education for almost 15 years. She's the "technology maven" for the Arizona Association for Lifelong Learning, has served as a board member and treasurer of the association, and is the President-elect for 2001-2002. Maureen has responded to Jon Randall's call for action and is spearheading AALL's response.

AALL President Claire Ludovico is making plans for our fall conference at the beginning of November. We're excited to have Richard Cooper spend time with us. We'll also be looking at how teachers are handling the new GED tests and what professional expectations we should have for ESL/ESOL teachers in K-12 and adult learning. We're planning on learning more about the impact of poverty on our students, their lives, and their learning, and on our lives, our teaching and our interactions to people in poverty and to poverty situations. If you can't wait until May to come to Arizona, then you might want to join us November 1-2.

We welcome Connie Armstrong as our new representative to the MPAEA Board and, of course, we're very proud to have the President of MPAEA, Blair Liddicoat, as a resident.

Any suggestions you have for the May conference, please get in touch with Miriam Kroeger <m6boys@qwest.net>. We look forward to hearing from you and to receiving some great presentation proposals.

Submitted by Miriam Kroeger

News from Idaho

First off, we want to bid a fond farewell to Idaho's own Darrel Hammon who has been Associate Vice-President for Extended Programs at Lewis-Clark State College. Also, he recently served as Idaho's MPAEA senior board member. In April, Darrel rightly received the prestigious 2001 MPAEA Award of Merit in Albuquerque. We Idahoans are extremely proud of Darrel and all of his work in adult education realms. He has now moved on to the Big Sky Country of Montana to serve as president of Miles Community College. He will be greatly missed, but Montana and the College are fortunate to get a man of his caliber. Darrel, it's a good thing Montana is part of MPAEA, or we wouldn't have allowed you to take this position! Darrel will continue as Editor of the Journal of Adult Education.

We welcome Mike Tomlin as our new junior board member. Dr. Tomlin is a professor in adult education and education leadership courses at the University of Idaho-Boise. He is Director of the National Instructional Leadership Center in Boise and has authored over 150 publications, as well as writing columns for two different newspapers. He is past editor of MPAEA's Journal of Adult Education. He has served as President of the Wyoming Lifelong Learning Association. Mike's background is in public school and university teaching and administration. As a speaker

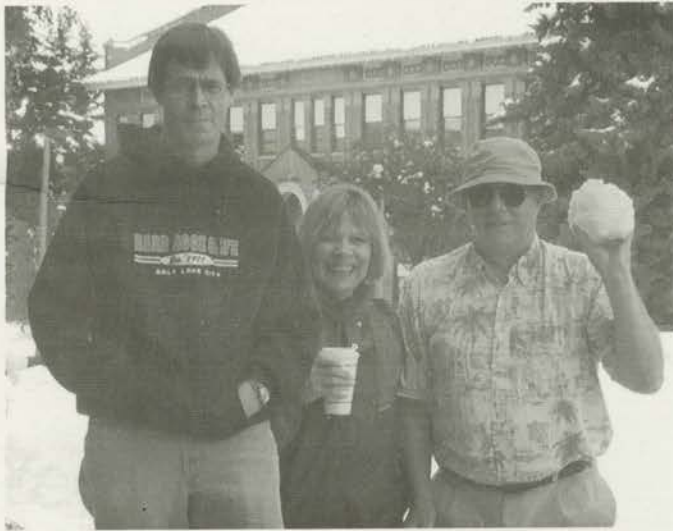
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News from Montana

Montana ABE Summer Institute

Twenty-three hard-working, pioneering ABE staff members from throughout Montana took part in the *ABE Summer Institute* in Bozeman June 11-14. Participants bravely drove over treacherous passes, wearily trudged across the snow-covered MSU campus, and even daringly endured a harsh power outage (which created several disheveled attendees) just to attend a four-day course entitled **Project Based Learning (PBL)**. Its purpose was to help instructors "design rigorous, relevant learning activities that meet multiple outcomes."

The first day, Robert Madar of Impact Consulting began by facilitating an activity in which each participant created a journey map in order to see the significant events, people and situations that had formed his/her professional life. Bob then presented information about Intelligent Behaviors by Art Costa and Bob Garmston. Costa feels that



Tom Peterson, Joani Lewandowski, Bob Borberg

"in teaching for thinking, we are not only interested in how many answers students know, but also in knowing how to behave when they DON'T know...the critical attribute of intelligent human beings is not only having information, but knowing how to act on it." Finally, Bob Madar provided an overview of project-based learning. Participants learned that with project-based learning students begin to make more of a connection between school and life. They become active learners by engaging in complex, real-world problem solving that is academically rigorous, relevant, and empowering.

Much of the remainder of the time was spent on individual groups designing and presenting projects. The projects ranged from ABE transportation issues to problems Native American inmates encounter while observing their religion at the Montana State Prison. Participants integrated skits, music, Power Point demonstrations, and student vignettes into their demonstrations. Some participants even got hands-on, project-based experience when they tried to solve another member's car problem. With car manual in hand, the "students" became active learners in the solving of a very real and crucial problem. (Fortunately, there was a Saab mechanic in Bozeman! Such is real life!)

Participants left the workshop with a better understanding of Project-Based Learning. Their goal will be to adapt and implement some of the facets of PBL into their curriculum. Once again the Montana ABE Summer Institute has proven that "you can teach an old dog new tricks." Congratulations to all of the participants! May you put your practice into action!!!

Submitted by Norene Peterson



Institute Participants in the snow, June 11-14. Yep! It can happen in Montana.

conference partners:



Arizona Association for Lifelong Learning

Presentation Selection:

Presentations will be selected by the conference committee with the assistance of professional associations collaborating with MPAEA. The committee encourages members from the Mountain Plains region as well as individuals or groups outside the region to submit proposals. We encourage members to contact presenters whose message is in keeping with the theme of The Art and Science of Lifelong Learning, and whose presentation would contribute to personal or professional growth, program development, or improvement. Presentation proposals should be received no later than October 15, 2001. Presenters will be notified of acceptance before the end of the year. All presenters must pre-register for the conference.

Presentation Guidelines:

We seek presentations from a broad spectrum of national organizations and local affiliates, as well as volunteer and community service organizations and students. We seek information that will help all conference participants foster an ongoing appreciation for lifelong learning and enable them to recognize learning opportunities in traditional and non-traditional environments. We also look for presentations which encourage lifelong learning for personal and professional growth. Presentation proposals should have the potential to attract and stimulate conference participants, be relevant to the theme of the conference, and be clear in content and presentation methods. Proposals need to be original, creative, and replicable. The presenter's experience and qualifications should be included. All presentation sessions will be 75 minutes. Please indicate the areas your presentation addresses on the proposal form.

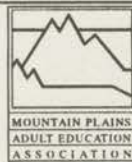
For Questions Contact Michele A. Zerr at 928-523-8254/ michele.zerr@nau.edu or Miriam Kroeger at m6boys@qwest.net

Arizona

Colorado

Idaho

Montana



Nevada

New Mexico

Utah

Wyoming

<http://www.mpaea.org>

presentation proposal form

the art and science of lifelong learning

In 2002 we come together for the annual Mountain Plains Adult Education Association Conference and to celebrate the organization's diamond 60th year. Science helps us understand how the forces of nature formed the diamond and artistry brings out its brilliance. Our learning is both scientific and artistic. We invite you to come to Phoenix to share with your colleagues the myriad ways in which art and science bring us new understandings and appreciations. Join us for "The Art and Science of Lifelong Learning" May 1-4, 2002 in Phoenix, Arizona.

- Presentation Title:
Presentation Objectives/ Content (what you want the participants to gain from your presentation/ what information you will cover):
Format: Presentation, Panel Discussion, Workshop: Room Arrangement:
Presenter(s):
Contact Name: Phone:
Mailing Address:
City: State: Zip Code:
Fax: E-Mail:

(please place a check next to your preferred method of communication)

- Preferred Day/Time: Thursday AM Thursday PM Friday AM Friday PM Saturday AM
Maximum Number of Participants: Would you be willing to repeat your presentation: yes / no
A/V Requirements: Overhead Slide Projector VCR Flip Chart(s) Computer Projected Presentation Computer Lab (Hands-on workshop)
This presentation will be most informative for those involved in (check all that apply):
Adult Basic Education/ GED/ ASE Instructional Assistance Leisure Learning Administration
Post Secondary Degree/ Certificate Programs ESL/ ESOL Technology Continuing Education
Occupational/ Vocational Programs Community Education Senior Learning
Intergenerational Teaching/ Learning K- 12 Instruction Other(please indicate):

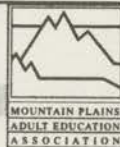
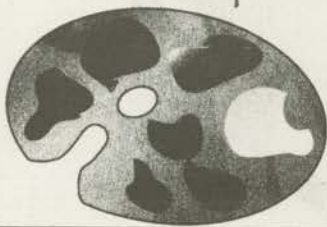
In addition to your presentation application, please include on a separate sheet: 1. a brief biography of the presenter(s), not to exceed 50 words total, and 2. an abstract of the presentation, not to exceed 50 words. This information will be used in the conference program for accepted presentations.

Proposals must be submitted by October 15, 2001 to:

Dr. Michele A. Zerr

Northern Arizona University, Graduate College
Post Office Box 4125, Flagstaff, Arizona 86011-4125

You will be advised by December 31, 2001 via e-mail, fax or letter if your presentation has been accepted.



5 Great Ways To Learn

This acronym for "LEARN" can be used to help students LEARN to LEARN:

1. L Look for levels beneath the surface. The best way to reach the deepest level of understanding of any subject matter is to gather as much information as possible. Multiply resources. Read books, listen to audio tapes, research the Internet, study biographies of people who have previously attained success. Find mentors who can help. Pick up one idea from one source, and that will help understand the information from another source. This gives an idea of how to apply what is learned, which makes the student want to learn even more. As these valuable resources are utilized, they will build upon one another to give a better answer.

2. E Explore new skills and hobbies. Don't let students shy away because they say, "I could never do that." Encourage students to give themselves a chance, they will be surprised at the things they can learn to do—and learn to do well. Join organizations, meet people, take risks, open horizons.

3. A Act. There are two courses of action: step by step or diving in. Both are valid. If a project is large and seemingly overwhelming for students, then the best way to do it is to break it down into individual steps. Learn how to do one step at a time, and put the project together at the end. This saying found inside a fortune cookie says it best: *By the mile it's a trial, by the yard it's hard, but by the inch it's a cinch.* On the other hand, there are times when diving into a project, even if not 100 percent prepared, makes more sense. Constant learning, constant action. Both are equal, both are necessary. People learn from actions, act from learning.

4. R Repetition. To perfect a skill requires practice. Repeat an action over and over until it becomes second nature. More practice means the deeper the skill becomes embedded in us. When that happens, it becomes the foundation on which to build other skills. Once reaching the point where an action can be taken without thinking, then the student is ready to learn the next step.

5 N Neutral state. The philosopher Francis Bacon said, "If a man will begin with certainties, he shall end in doubt; but if he will be content to begin with doubts, he shall end in certainties." The only way to learn is with an open mind, from a neutral point of view. Listen to what other people have to say—but don't assume that what they say is the only way. *Keep an open mind.* Encourage students to look at all sides of a topic before making up their mind.

From Focus with Farber

Defining Family Literacy: A Perspective Transformation

The federal definition of family literacy services may require a perspective transformation by some Head Start programs that have offered family-focused literacy activities for many years.

Family-focused literacy may involve the four elements of the federal definition, yet the services are not planned in a holistic way. They require little or no collaboration, integration and/or team planning. What are the key considerations in planning for family literacy services?

First, it is important to have a clear understanding of the significance of each of the four elements included in the federal definition as the first step in envisioning a successful family literacy program.

Second, consider these critical factors: integration, duration and intensity. How long (duration) and how many hours (intensity) should be allocated to each element largely will be dependent on the strengths, needs and goals of families and the partnership agreements of the families and community each program serves. There are some specific guidelines in terms of duration and intensity available in NCFL's *The Family Literacy Answer Book* (1992), *The National Report System for Adult Education* and the *National Evaluation of the Even Start Family Literacy Program* (1998).

Third, don't try to do it alone. Assessment and teamwork are vital to family literacy services; you must know your strengths and recognize the expertise of others in the field. Considerable funding, funneled through several legislative acts sharing the same federal definition of family literacy, facilitates community partnerships.

Fourth, the whole is greater than the sum of its parts. Teamwork, element integration and community collaboration are at the heart of successful family literacy services. Partners must share a common vision of family literacy services so that efforts and resource alignment are directed toward a common goal and toward the development of an integrated written plan.

From Momentum

Twenty years from now you will be more disappointed by the things that you didn't do than by the ones you did do. So throw off the bowlines. Sail away from the safe harbor. Catch the trade winds in your sails. Explore. Dream. Discover.

Mark Twain

GETTING IT RIGHT

At the Wright Elementary School and Head Start Family Literacy Program in Tucson, Arizona, the early childhood and adult education classrooms have many things in common, and something more—signs of integration. In both classrooms family photos with captions are hung artistically on the walls. In the adult education class, family trees with names of great grandparents and places of their birth also are included.

At Wright, the Head Start classroom area has markers, scraps of material and glue, colored paper and pens; the quiet area is cushioned, comfortable, and has a picture of the Grand Canyon on the wall; and the science table is covered with dried wood, stones, and bones found in the desert along with a magnifying glass to inspect them.

Classroom environments are carefully developed during the year.

At Wright, the adult education classroom has a lending library with books and magazines about health, sports and parenting, with sign-out cards that allow several months' reading with no fine; grids on the wall delineate classroom responsibilities; and student cubbies give each parent a place to leave notebooks and work yet-to-be-finished.

Children and parents study and need quiet during their day in family literacy. And parents as well as children select books for checkout, volunteer for daily classroom responsibilities, and have a private place for their work

that no one else touches. These two classrooms could be mirrors of each other, except one has bigger chairs and tables.

In both classrooms there are reminders of Interactive Parent/Child Activities (PACT Time). Language parents can use to extend play is displayed in each classroom and in the adult classroom there is a list of obstacles to a perfect PACT Time. Object words are taped to items in both classes to reinforce ESOL parents' vocabulary development and children's literacy. Gratitude journals for parents to record daily observations of what is going right for them and their families are ready for use in the adult education class.

Classroom environments are carefully developed during the year. Each classroom will change as teachers respond to their students' interests and goals, as teachers respond to one another, and as parents and children take charge of their learning.

Integration is the key to quality programming at family literacy sites. Intensity of the program is noted in the time family members spend in the program and also in the intensity of integration of the curriculum, activities and common messages at the site. When the signs of integration are obvious to observers, it means staff are working together and with families to create a learning environment that supports family success.

From Momentum

cont. from pg. 4

and workshop director, he travels nationally giving training on the subjects of change, futuring, and workplace attitudes. Mike has degrees from Southern Nazarene University, Oklahoma Central State University, and most recently, a Doctor of Education Degree in Administration from the University of Wyoming. We are glad to have Mike, with his vast experience and knowledge, join the MPAEA Board of Directors!

Mark your calendars for the ILLA/ASTD combined fall conference in Sun Valley, to be held October 21-23. The theme is *Step Up to the Plate, and Take the Challenge of Education in 2002*. This conference, designed especially for adult educators, training professionals, organization developers, university/college personnel, and continuing education educators, promises to be of tremendous benefit. Brenda Jacobsen, ASTD Special Projects Director, is in charge of this year's event. There will be the usual

half-day pre-conference meetings on Sunday, then two full days of training, synergism, and the phenomenal Sun Valley fall beauty to refresh you. ASTD/ILLA is working with some exciting enterprises for presentations: NIVO International, a subsidiary of Microsoft to address technology certification issues; Franklin-Covey; Idaho Public Television to present on workplace essential skills in the classroom; and LINCS—Northwest Literacy Resource Center—covering adult literacy across the United States.

If you are interested in presenting or know any interested vendors, contact Brenda at (208) 234-1019 or <jacobren@isu.edu>. You won't want to miss this one; it will be a winning conference!

Submitted by Carol Hughes

Continuing Education Helps Raise Level of Education

Continuing educators can take great satisfaction in being the vehicle by which many older students enter (or return to) the world of higher education.

Total higher education enrollments of students age 30 and older have grown 63 percent, to 4.3 million, from 1980 to 2000. Especially when one looks at the inroads made by women in higher education in recent decades, we see that continuing education and part-time programs have been instrumental in raising the overall level of education and productivity in the United States.

However, there is an intergenerational effect (as well as the gap between men and women) that is no less significant; and that should encourage CE practitioners to redouble their efforts to expand the accessibility of their programs to nontraditional and disadvantage students.

**CE should
concentrate on
making it "cool" to
be smart.**

It was noted by Juan Williams of National Public Radio that poor or otherwise disadvantaged children often do not achieve in school because "it isn't cool to be smart" and they have no role model in the home, extended family or community. No daily example exists to show children how academic achievement can improve lives.

One key to breaking the cycle of low emphasis on education is funding innovative programs at the elementary and secondary level to encourage underprivileged children to achieve. *Another key is to simultaneously influence two generations at once by offering courses that encourage advanced education for parents.* The children of better-educated parents are more likely to be better educated themselves. A child who grows up seeing a parent study and taking classes may be even more influenced to follow this path.

From University Continuing Education Association

CONGRATULATIONS!

Darrel Hammon has been appointed President of Miles Community College in Miles City, Montana. Darrel will be missed by Lewis-Clark College in Lewiston, Idaho. He will continue to serve as Editor of the MPAEA Journal of Adult Education

cont. from pg. 1

hotel at the Phoenix Conference. Oh yeah, the evening storm never developed, a good omen for the next two days.

At this point you must be thinking that serving on the MPAEA Board is all fun and games. Well, it is true that we try to enjoy ourselves when we have meetings, but make no mistake, this association board takes its duties and responsibilities very seriously. It understands that when you elect them to the board for a three-year term, you have high expectations of them. They know you have entrusted them to serve the needs of all the association members, for it is true that without an association membership there is no need for a board. I can personally attest that this board is committed to acting honorably, professionally, and ethically in fulfilling our obligations to the association. You see, we have the same expectations of each other as fellow board members that you do of us. We will not allow any action to occur that will harm the association. We will not let you down.

This pledge was certainly proven to be true during the next two days of meetings. For more than fourteen hours, with only brief breaks, the board discussed three full pages of agenda items and made decisions. Some of them were easy, others not so much, but all of them were made with the thought in mind of how the association can be strengthened and how the board can better serve the membership.

When the last committee report was given on Saturday around 2:45pm the gavel sounded the board's adjournment. I let out a big exhale. I had a sense the meetings had been successful. This feeling was validated by board member comments of "good job" and "we got a lot accomplished." During the meetings I had been especially pleased to hear over and over again from the board how good the hotel food was, and how excellent the hotel's service had been. We all know how important this is to a successful conference.

I thanked the board members for their diligence, patience, dedication, professionalism, and teamwork, and before wishing them a good trip home, I commented that they could visit Phoenix in July anytime they wanted to for it turned out that the high temperature on Friday had only been 89 degrees, the lowest high temperature ever recorded for a July 6th. It was clear to me that Phoenix had wanted to give them a real welcome and this was its way of doing that. We are all committed to providing you with an even better welcome next May when you all come to Phoenix for the conference, even if it means making personal sacrifices to accomplish this.

Good News for Online Ed in Copyright Act

This year Senate Judiciary Committee Member Orrin Hatch (R-UT) and Ranking Member Patrick Leahy (D-VT) introduced S.487, the Technology, Education, and Copyright Harmonization Act of 2001. S.487 is designed to implement Copyright Office recommendations which would enable remotely all educational activities permitted locally in a physical classroom to also occur in online education programs. In its essentials, this is a bill the online education community has been hoping to see for nearly three years. For the full text of the bill, go to the Thomas website listed below and type 'S487' in the upper left where there is the option of searching bills by bill number.

<http://thomas.loc.gov/home/thomas2.html>

The University of Idaho announces the hiring of Dr. Karen Norum as Assistant Professor of Adult Education and Human Resource Development. She will work at UI-Boise and serve the Boise, Idaho Falls, and Twin Falls graduate programs. According to Adult Ed/HRD Program Coordinator, Michael Tomlin, "Karen is replacing Dr. Baiyin Yang who has served us well for the last three years. Baiyin has taken a professorship at the University of Minnesota, and we wish him well. We are very pleased though, that Karen is bringing her skills and experience to this position."

Submitted by Michael Tomlin

Journal of Adult Education

The MPAEA Journal of Adult Education is a refereed journal intended to serve as a voice for the translation of theory to practice for the membership of the Mountain Plains Adult Education Association (MPAEA). It seeks to disseminate clearly written articles which have the potential of stimulating thought, discussion, and inquiry among those in the MPAEA region.

The purposes of the MPAEA Journal include the following:

1. To provide a regional forum for the discussion and debate of current and pertinent issues in the field of adult education;
2. To stimulate research into adult education;
3. To seek examples of innovative practices and procedures;
4. To feature ideas and visions regarding the future of adult education;
5. To review current literature.

Those interested in submitting manuscripts to the Journal should send three copies of the article to:
Editor, MPAEA Journal of Adult Education
Lewis-Clark State College
500 8th Avenue
Lewiston, ID 83501

For more information contact the editor at email, hammond@po.mcc.cc.mt.us or call (208) 799-2282.

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Upcoming Events

- September 13-15 National Association for Adults with Special Learning Needs, Milwaukee, WI. Contact NAASLN at www.naasln.com
- October 3-5 Wyoming Lifelong Learning Association, Casper, WY. Contact Bonnie Fullmer at (307) 268-2396 or <BFullmer@acad.cc.whecn.edu>.
- October 17-19 University Continuing Education Association Region West Conference, Riverside, CA
- October 19-21 MAACE Conference, *Commitment*Collaboration* Caring*Change: Thriving in the New Millenium*, Whitefish, Montana. Contact Margaret Girkins, <mgirkins@fvcc.cc.mt.us>.
- October 21-23 Idaho Lifelong Learning Conference, *Step Up to the Plate, and Take the Challenge of Education in 2002*, Sun Valley. Contact Lois Akers <medsol@srv.net>.
- October 22-23 UAACCE Annual Conference, Park City Marriott Hotel, Park City, Utah. Contact Susan Anderson, (801) 257-7981
- November 1-2 Arizona Association for Lifelong Learning, Phoenix, Arizona. Contact Claire Ludovico at <tjclaire@quest.net>.
- November CAEPA, Date and Location TBA. Contact Toni Gammage at <TGammage@quest.net>.