THE PRESIDENT
BLARES!
Blair Liddicoat

A Time to Celebrate
A Time to Mourn
If I were more of a philosopher I'd have a catchy opening for this article dealing with the way life throws us curve balls. Since I'm not, I'll just say that life is full of happy times, and those that are quite the opposite. We don't get to choose the kind of days we want but we do have to deal with them. I'm glad to use part of this newsletter article to mention an upcoming happy time and extend an official Presidential invitation to all of you to the MPAEA Conference to be held in Phoenix May 1-4, 2002. The registration form is being finalized as I write and it should appear in your mailbox soon. We also expect to post it to the association website for downloading. Those of you whose presentation proposals were accepted should have been notified during December and you are now probably figuring out just when you will have time to create your presentation. As usual, an attempt was made to select a wide variety of presentations to accommodate all the aspects of lifelong learning that association members represent.

But men and women don't live by bread alone, and you won't be in sessions the whole time you are in Phoenix. You'll want to get out some and stretch your legs. That is why the conference committee selected a hotel in the downtown area. When you are ready to leave the hotel for some exploration, you will find pretty much everything you will need within walking distance.

We've added a couple of new things this year that I would like to mention. First, we have invited all the MPAEA region State Directors of Adult Education to participate in a panel discussion at Saturday morning's brunch. They will share with us the strategies they are using to overcome them. We expect this to be a very interesting and highly informative activity. Secondly, let me remind you of the MPAEA National Adult Education Honor Society Project that is getting off the ground this year. In brief, MPAEA is encouraging ABE Programs throughout the MPAEA region to start an NAEHS charter and hold local inductions. MPAEA intends to recognize a small number of those inductees at the conference awards ceremony. For details please reread my article in the last newsletter. You will need to get started immediately in order to be ready to respond to your state association when they ask you to nominate your "best" inductees for possible further recognition at the MPAEA Conference. Again, let me know if I can assist you with this. I could go on about the conference but Miriam Kroeger, the Conference Chair, has submitted a very informational article in the newsletter. Read it for all the conference details and then COME TO PHOENIX!

Normally, the holidays at the end of the year are a season to rejoice. This year I returned to my office in January to find that was not the case. A message from Diana Lopez, MPAEA board member from New Mexico, related the sudden passing away during the holidays of Leonard Begaye, her MPAEA co-board member.

Her news
Continued page 6
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Journal of Adult Education

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The Art and Science of Lifelong Learning
May 1st-4th, 2002
Crowne Plaza Hotel
Phoenix, Arizona

MPAEA 2002 promises to be an exciting conference. The presentations cover the gamut of lifelong learning and include workshops in the areas of learning differences, cultural awareness, distance learning, partnerships, elderhostel, civics, and many, many more. Local, regional and national presenters will be sharing their thoughts and expertise on a variety of subjects.

You can start the conference off by attending the final session of an Arizona professional development activity on the GED 2002. The Division of Adult and Family Literacy Education will be wrapping up this yearlong project on the GED 2002, and MPAEA participants will be able to attend some of the workshops on Wednesday, May 1st. If you're not arriving until later on Wednesday, have no fear. Wednesday night is Adult Night at the Arizona Science Center. The center stays open until 9:00pm. You can tour the many hands-on exhibits and if you want—arrive by 6:00pm and visit the Titanic exhibit including the "Grand Staircase" so familiar from the movie. Check on your registration form if you'd be interested in the Science Center and we'll send you ticket information.

Sports more up your alley? The 2001 Major League Baseball Champions, the Arizona Diamondbacks, are in town and playing the NY Mets on Wednesday and Thursday and the Montreal Expos on Friday and Saturday nights. Let us know, and we'll get a group together.

There's plenty more, shopping, entertainment, museums,— all the information will be available in your conference packet when you arrive. Weather in Phoenix should be just fine—warm days, cool nights; short sleeves in the daytime and a light sweater for the evening.

As mentioned before, Robert McCall is our keynote speaker. Mr. McCall was officially designated by NASA to document the space program. His artwork hangs in the Smithsonian Air and Space Museum in Washington, D.C. and several other locations. Arizona is fortunate to become a home to his artwork at the Challenger Learning Center, one of 41

MPAEA WEBSITE
www.mpaea.org

Access the MPAEA listserv
mpaea-l@cebrigham.usu.edu
Challenger Centers located in the United States, Canada and Great Britain. His work “invites one to ride on a spectrum of color, brilliance, and imagination—to become part of the twisting kaleidoscope that is our ever-expanding knowledge of the universe.” Mr. McCall has been documenting the progress of mankind in the universe for over 35 years. He loves the challenge of learning and exudes a true joy in helping others learn. The Challenger Learning Center is associated with the Smithsonian and recently hosted a conference of Smithsonian scholars. The Robert McCall Art Museum will soon become an addition to the learning center. You may want to consider participating in a “space mission” on Thursday evening. Let us know; transportation and ticket arrangements need to be made.

Friday evening promises to be very special as we add some distinctive recognition to our awards. For the first time, MPAEA will honor inductees to the National Adult Education Honor Society from throughout the 8-state region. You will be able to visit with some of the members to learn what this recognition means to them. On Saturday, state directors of adult education will share their thoughts about the challenges facing adult learning and give us some ideas on how they, as state leaders, envision addressing those challenges.

There will be lots to do and lots to learn. We can’t put everything into a registration form so we encourage you to register early and check out information on what’s happening in Phoenix. A good website is www.azcentral.com. We’re looking forward to seeing you in May for the Art and Science of Lifelong Learning. Look for your registration packet in the mail, or check out the MPAEA website.

KUDOS KORNER

It is with a great deal of sadness that we acknowledge the death of one of our valued members. Leonard Begaye passed away in December.

Leonard worked at the Crownpoint Institute of Technology as an ABE/GED Director. He was currently working towards a Master’s degree at Western New Mexico University.

Traveling with his wife throughout the country was Leonard’s favorite pasttime. He also enjoyed cooking, camping, fishing, reading, and photography.

Leonard served as a member of the MPAEA Board of Directors, President of NMEA, and chaired the Conference held in Albuquerque last spring.

Leonard will be remembered for his humanity, spirituality, obvious caring for all others, and his terrific sense of humor.

Leonard’s leadership and dedication will be missed. His ability to tell a story will remain in our memories and hearts.

Is there someone you would like to recognize? Send a short biography of the person and a description of their accomplishment to Kathy Vickerman, email vickkath@isu.edu, fax (208) 282-5806.

Congratulations!

Miriam Kroeger has accepted a position with the Division of Adult Education at the Arizona Department of Education.
DYNAMIC PROGRAM IN
MPAEA REGION

Nevada Pioneers New Project

In cooperation with KLVX Channel 10, the PBS affiliate in Las Vegas, the Clark County School District Adult High School Diploma Program is launching a new approach for students to prepare for the GED 2002 Test.

A statewide license for the broadcast and duplication of the KET Series, GED Connection and Workplace Essential Skills programs has led the way for an important innovation in service delivery. In addition to the regular schedule of program broadcasting through the television cable and instructional channels of KLVX, a special Independent Study Option will be available to students through the Adult High School.

Prospective examinees will pre-test at one of the registration locations, be counseled and advised on an individual graduation plan by an Adult High School Counselor, and then be assigned to one of four regionally located centers. At the center, the student will meet with a teacher, receive a set of tapes and workbooks, and be officially enrolled in Adult High School. The student will have access to the teacher in person by phone or by email to communicate progress and/or questions. Students are free to pursue the lessons at their leisure and at times convenient to their individual schedules. Once they have completed the lessons and workbook assignments, they return to their instructor for a post-test. Should the students be successful on the post-test, they would be recommended to the test center for the actual GED Test. In addition, they receive 1/2 credit of elective courses for each module (Writing, Reading, and Mathematics) they complete successfully. These credits will count toward their Adult High School Diploma. A similar program is being developed for the Workplace Essential Skills series that will help adult students enter or re-enter the workforce in their chosen occupation.

Not only will this service delivery provide access to preparation for students who are unable because of daily life constraints to attend traditional classes but, it will offer the benefits of educational counseling and teacher-student partnership in learning.

Submitted by Julee Henson

News from Colorado

Parents as Partners

By Susan Lythgoe, Executive Director, The Learning Source for Adults and Families and
Harry A. Chan, Principal, Jamaica Elementary, Aurora Public Schools

1996 saw the beginnings of a significant demographic change in the neighborhood surrounding Jamaica Elementary School in Aurora, Colorado. Increasingly, the families enrolling children in the school spoke little or no English and were unfamiliar with the culture and school climate in the United States. In response to the growing need in the school for "something" that would bring these families into the school and make them full partners in their children's education, we began to look at their needs as a family, not just the children in isolation.

What resulted has grown into part of the national Toyota Families in Schools (TFS) project and is in three schools in the District. In this case, a partnership of the Aurora Public Schools’ Title 1 Department, The Learning Source for Adults and Families, the National Center for Family Literacy and Toyota Motor North America.

The concept builds on the traditional model of family literacy that has focused on preschool and early childhood education and expands it to work with families who have children in kindergarten through the fifth grade. The four components of family literacy—Children’s Education, Adult Education, Parent Time and Parent and Child Together (PACT) Time—are further developed to work within a traditional elementary school setting.

The premise behind the project is to bring parents or primary caregivers to school with their children and give them the basic skills they need to be actively involved with their children’s education. In this case, parents learn to speak, read and write in English. They also learn about community resources available to them. School staff teaches them about their curriculum, discipline plans and child development. Both parents and school staff become familiar and comfortable with one another. Parents help their children in the classroom weekly, and are guided to ensure they have the skills they will need to do classroom activities successfully.

The success has exceeded all expectations. Children are moving out of special English tutoring within one or two years. Both children and teachers welcome parents into the classroom daily and have developed a level of communication that was nonexistent before the program was implemented. Discipline problems within the school have decreased significantly. During parent/teacher conferences, the TFS parents have a 100% attendance rate. They are also the most active group of parents in the school, sitting on school accountability and parent/teacher committees.

Most significantly, the first group of kindergartners who participated in the program took their state 3rd grade assessment exams last year for the first time and scored proficient and higher on the test. Their success was much greater than children of similar backgrounds whose families didn’t participate in the program.
Over time, the program has become increasingly integrated into the school culture. It is supported by everyone in the school and is incorporated into all planning. New staff are quickly brought up to speed by their peers and willingly become an active part of the project. Children whose parents don’t participate in the project are bringing them into the classroom more often.

The general sense of community in the school is very exciting and very promising as we move into the last half of another school year and continue our planning for the next.

Submitted by Pat Thorpe

News from Idaho

Dr. Mark McCaslin, professor of adult education at the University of Idaho-Idaho Falls Center, is the new vice-president of the Idaho Lifelong Learning Association (ILLA). Mark coordinates all of U of I graduate programs in adult education in the eastern part of the Gem State. He will succeed current President Chuck Humphrey, Idaho State University in Pocatello, beginning in November 2002. ILLA charter member Joan Davies, coordinator of Continuing Education at the College of Southern Idaho’s Hailey Center, is a new board member, along with Kathy Lancaster, Idaho Falls. Other board members are Lois Akers, Idaho Falls, past-president; Terri Sorensen, Malad; and Scott Hays, Idaho Falls. Mary Jane Zimmerman, Idaho Falls, is secretary; Mary Kaufman, also of Idaho Falls, is treasurer. Peggy Nelson is the ILLA newsletter editor, and Marjorie Slotten is the ILLA Historian. Chris Heyer of Idaho Falls is the Webmaster. The marvellous new website address is www.Idaho-Lifelong-Learners.org. Idaho is proud of our wonderful state organization and the hard work of the board members.

Chris has been selected as coordinator of the 2002 ILLA Conference that will be held October 20-22 in Sun Valley. It promises to follow tradition and be an outstanding event.

A statewide survey assessing the extent of family literacy program help in the schools was recently completed by Idaho’s State Department of Education. While many grant-funded programs existed for children at risk in hundreds of Idaho’s K-12 schools, the most significant area found wanting was adult literacy opportunities in the same areas. This was not unexpected by the State Department Family Literacy staff as the survey was a benchmark to determine need for increased programming and staff development in the public schools. According to Family Literacy Initiative Director, Valerie Aker, "We’ll be turning to the expertise of Idaho’s Adult Education Office to use these findings to help us build capacity in school-based adult literacy programs."

Universities around Idaho are going through an agonizing process of cutting costs and preparing staff for layoffs in anticipation of one of the leanest state budgets since the Reagan administration. According to U of I President Bob Hoover, “It is disappointing in that Idaho higher education (is) not viewed as a priority by the state’s leadership.” The results of such a state budget likely will mean cutting higher education positions and programs and freezing hiring, among other bleak options.

The University of Idaho has accepted 33 doctoral students from Taiwan. Eleven are on campus in Moscow this semester, and a team of faculty traveled to Taiwan January 25th to teach two classes to the remainder. Michael Tomlin, junior MPAEA Board Member from Idaho, has been selected as one of the team and will be teaching critical thinking to the 22 Taiwanese educators. Tomlin will return well before the Conference in Phoenix and will have great stories to tell—some may actually have happened.

Submitted by Carol Hughes

News from Montana

Montana ABE Center Directors and staff were invited to apply for $1,000 professional development mini-grants sponsored by the state association, MAACE. The purpose of the mini-grants are to bring educators together to focus on an in-service interest or educational need such as instructional methodology, the adult learner, teacher mentoring, contextual teaching and learning, sharing best practices, etc. Programs from each region of the state were asked to collaborate with others from their region to apply for one of the four $1,000 mini-grants. Successful grant recipients must complete the project by June 30, 2002.

“When spider webs unite, we can tie up the lion.”

Recently, the MAACE Board of Directors mailed out a survey to its membership in order to facilitate communication and promote participation and leadership in the field. Feedback from the survey will help shape future actions and issues addressed by MAACE leadership in the pursuit of continuing organizational improvement. The survey asked for feedback on the association newsletter, conferences, and professional development activities. Members were also asked if they feel the MAACE Board of Directors adequately represents them and if they would consider a leadership role in MAACE. The evaluation tool encouraged members to make constructive suggestions concerning MAACE organizational leadership. Deadline for the questionnaires was January 25. The Board discussed the evaluation results at its annual winter meeting in February.

Submitted by Norene Peterson

FUN PHRASES

![Dice Image]
News from Nevada

Independent Study in Clark County: A Vital and Viable Option for Adult High School Diploma Students

Lack of childcare resources, varying work schedules and transportation problems are all too often heard as barriers to students completing their high school diploma. Clark County School District Adult Education continually searches for innovative ways to eliminate these barriers. Although classes are scheduled from 8:00am to 8:30pm at over 60 locations throughout the county, the program has added a new component. Eligible adults can now earn credit toward their Adult Standard Diploma using the Independent Study option. Taken as a single method of instructional delivery, or in conjunction with an existing class, students may acquire required competencies at the convenience of their own schedule.

Using past history, student circumstances and an intake interview by a licensed Adult High School Counselor, an eligible student pays a $30 refundable book deposit, meets with a trained independent study instructor, signs an agreement, receives a course outline and assignment sheet, and begins the process. Teachers check weekly on students' progress. Lessons are checked for accuracy and completeness. When the lessons are completed, the instructor administers the final test. After lessons and final tests are graded, grade and credit are issued to each student.

The program, begun in July 2001, has grown from the beginning pilot of 15 students, to an enrollment of well over 300 students. Instructors licensed in English, Social Studies, Health, Science and Mathematics monitor student progress. All courses reflect the established CCSD syllabi and final exams measure student competencies dictated by course of study guidelines.

And, lastly, the Clark County Adult High School Technology Team has been chosen to present at the Arizona Conference. This diverse group, from technology experts to neophytes, will relate to the experience of infusing technology into the Adult High School Curriculum.

Submitted by Julie Henson

Cont. from pg. 1

shocked all of us in the MPAEA family, especially those of us who had served on the board together with Leonard. I, as well as many others I'm sure, reflected back on last year's MPAEA conference in Albuquerque, a conference that owed much of its success to Leonard. He was a masterful conference leader whose mere presence at the podium proved to capture everyone's attention from the time he told his first story. As one of the many surprise recipients of a gift, I found his thoughtfulness and generosity to be unparalleled. I will forever remember Leonard when I wear the beautiful bola tie he gave me. Leonard will truly be missed by everyone who was blessed to have known him. Please read Diana Lopez's newsletter article for more about Leonard.

I find a need to close my column in this newsletter by reporting on a reality check experienced by the board this year. You will see in the newsletter an announcement by the Constitution Committee regarding a proposal to increase MPAEA membership dues. This kind of announcement is never welcomed but the board believes the time has come to do this and I would like to share with you why we have reached this conclusion. Like everyone else, the board has found its costs of doing business have gone up. In our case it is the cost for serving the membership. The following information will help explain the situation.

The association budget is always a deficit budget, requiring the use of treasury reserves to balance it. It is only because the board has not used the entire budgeted amount in prior years that the reserves have not been depleted. However, the amount of the reserves necessary to balance the annual budget has increased over the last three years from $12,645 to $17,575.

- The treasury balance has been steadily decreasing from $105,000 in 1999 to $80,000 this January.

- We have experienced increased newsletter and Journal printing costs, along with an increase in postage. This also applies to the five-year association history updates that is printed and distributed.

- The website committee is considering adding additional features to the website that would improve its functionality but would cost more to implement.

- Reimbursements for board members to attend the Summer Board Meeting have increased from $250 to $350 because of increased costs of travel. Also, the board approved limited reimbursement for Executive Committee expenses for their winter meeting.

- The State Professional Development Fund, providing state associations with $500 each year for local staff development activities, ended its three-year trial period and was made permanent by the board.

- Interest rates on association savings have dropped from 7% in December of 2000 to 2.5% in November of 2001.

- According to the most veteran member of the Executive Committee, the membership dues have not been raised since around 1990.

Taking all this into consideration the board feels a need to increase the dues in order to be able to continue to provide a high level of service to the membership. Those new rates are listed in the Constitution Committee's article. The board urges you to vote "yes" to accept this increase at the annual business meeting in Phoenix.
Five Tips to Improve Teaching

Many educators believe they do a good job and don’t see the need to invest time and energy to improve the way they teach. However, most instructors are open-minded about change that results in improvement. The following suggestions can improve teaching skills.

1. **Set Goals** Set goals that keep instruction on track. Instructors without focused goals are more apt to wander from the subject.

2. **Communicate Expectations** Carefully communicate what is expected and why. Good instructors explain what students will be studying and how it can be useful. Connect new lessons to past lessons and illustrate how they relate to everyday experiences.

3. **Understand Content** Thoroughly understand the subject matter to be taught. And, understand that students may bring misinformation to the classroom. Be prepared to clarify any misconceptions.

4. **Follow Instructional Materials** Although published materials may have faults, good instructors select materials to fit the curriculum and characteristics of their students.

5. **Accept Responsibility** Instructors who believe they are responsible for student achievement are more effective than those who believe students alone are responsible for what is learned or not learned. When a student has trouble learning, both instructor and student must assess the situation and make necessary adjustments.

*Good teaching is difficult. It involves hard work, tough choices, objective evaluations, and a great deal of energy.*

From Research in Brief

News from Wyoming

Wyoming’s ABE programs, under the jurisdiction of the Wyoming Community College Commission, have been the recipients of federal Temporary Assistance for Needy Families (TANF) funding.

Wyoming, using federal TANF funds which it had accrued in the past, made a portion of these monies available to community college ABE programs through a competitive grant process. Funds were awarded to ABE programs throughout the state for a second year beginning October 1, 2001. These funds are being used primarily to expand outreach sites and instructional hours to make programs and services more accessible to the state’s predominantly rural adult population.

With this increased funding through the Department of Family Services, and in partnership with the Department of Employment, the state has seen an increase in numbers of adults served in basic skills development (language/writing, mathematics, and reading), English as a Second Language, and GED preparation instruction. TANF funding has not only helped to increase the number of learning sites and available instructional hours, but more importantly, the number of adult students who actually receive program services.

A portion of the initial TANF funding went to purchase computers for program outreach sites, as well as instructional software programs to supplement and enhance basic skills development, English language, and GED preparation instruction.

A sizable grant to The Leadership Coalition went to purchase the complete PLATO software curriculum package, which was then made available to ABE programs across the state on an unlimited basis. TANF funding was also used to provide incentives to adult students by purchasing books and paying GED test fees for those who qualified under TANF eligibility guidelines. By providing the state’s rural adult population with greatly increased access to ABE programs and services across the state, TANF funding has dramatically increased student retention figures within the state, and as a supplement to federal ABE funding, will continue to provide adults the means to accomplish individual learning needs and educational goals.

Submitted by Rom Bushnell

More on TANF

In October of 2001, Montana’s Department of Public Health and Human Services provided funds to the Office of Public Instruction to help Adult Basic and Literacy Education programs provide more effective services to TANF clients with learning difficulties. This project seeks to:

1. acquire materials, train staff, and implement PowerPath to Adult Basic Learning in Montana’s ABLE programs;

2. create local PowerPath teams with community partners to develop a referral system and establish communication procedures on common clients and referrals;

3. build the internal capacity for Montana to carry on its own training, system support, system development, and strategic direction.

PowerPath is a comprehensive tool that offers a standardized intake screening and intervention process targeting adults with learning difficulties. The project goal is to ensure systemic changes in Montana’s community service delivery system to maximize the learning, employment, and stability of individuals who have struggled with education and work.

For more information on PowerPath, go to powerpath@aol.com, or contact Becky Bird, State ABLE director at bbird@state.mt.us.

Submitted by Margaret Girkins
Why Culturally Relevant Teaching?

“The U.S.,” said Geneva Gay, “is a diverse nation. Pluralistic people made the U.S. what it is.” However, “many of us know very little about each other.” Gay, an internationally-known expert in race relations and multicultural education, was speaking at the University of Wyoming.

According to a colleague of Gay, James Banks, we live in ethnic enclaves. This segregation limits our opportunities to learn about and have meaningful interactions among and between ethnic and cultural groups.

Gay urged educators to be critical and pay attention to issues of social injustice. “There are tremendous gaps between who teaches and who’s taught,” according to Gay. If classroom norms and learning structures are incongruous with students’ home/community cultures, then this mismatch negatively affects students’ learning experiences. Awareness of and sensitivity to cultural metaphors, language systems, and discourse patterns can significantly narrow the degree of this incongruity.

Gay continued, “As educators, our mission is success for ALL students. The achievement gap should first enrage us, and secondly, inspire us. Education is for all, not the wealthy, the resource rich, or the privileged class. To do less for certain groups is a disservice, if not a racist practice.”

To address the achievement gap, become culturally congruent, and honor the resources of diversity, educators need to be culturally relevant teachers. Culturally relevant teachers use ethnic and cultural knowledge/information to support other traditional academic content. For example, a geography lesson can utilize the regional clustering of ethnic popula-

ttions. Heroes and “heroes” of different ethnic and cultural groups can be used as exemplars embodying characteristics the teacher wants to relate to students. Teachers can better utilize their space using ethnic and cultural symbols, icons, artwork, and information.

“Every ethnic group produces its own classics. But when people in this country talk about the classics, they are talking about European classics. Ethnic literature can be used to teach any reading skill you want to teach.” Gay urged educators to “rethink the curriculum.”

The aim of all educators should be the knowledge and ability to facilitate learning for all students. Culturally relevant practice is the best hope of achieving this aim. “There is diversity in our midst,” Gay said. “It is a strength and should be cultivated.”

From the Blackboard

When Congress Returned

When Congress returned January 23 after their break the expected rhetoric over the economy, tax cuts, and economic stimulus heated up quickly. Over the break Senate Majority Leader Tom Daschle (D-SD), went on the offensive, arguing that the Bush tax cut is the major culprit in the rapidly deteriorating federal budget landscape. Bush countered that any cancellation or postponement of any part of the tax cut would amount to a tax increase and is not negotiable.

The Technology, Education and Copyright Harmonization (TEACH) Act is still awaiting action in the House Judiciary Committee. This bill represents a compromise between the education community and the owners of content on what should and should not be allowed in digital distance education.

Check out LINCS at www.nifl.gov/lines

and/or

Check out Northwest LINCS at www.nwlines.org

LINCS represents Literacy Information and Communication System. The purpose of this cutting-edge system is the following:
- To become a resource for the literacy field.
- To find literacy information more easily.
- To locate more literacy resources.
- To discuss literacy issues online.

Montana is online! Go to the Northwest LINCS site and click on Montana. Here you will find a variety of items: MAACE Newsletters, GED 2002 resources, some great lesson plans and sites for student use (denoted by the asterisk), and great how to resources. LINCS is an exciting tool that brings a multitude of resources together! Not only is Montana online but also MPAEA sister states: Idaho, Utah, and Wyoming. Check out LINCS! It's a tool you surely don't want to miss!

The Internet Equity and Education Act, like the TEACH Act, is being held up, but by the Senate rather than the House. This bill seeks to reduce or eliminate many of the financial aid regulations that have the effect of limiting aid to online students. In particular, this bill addresses the 12-hour rule (which requires students to be in a physical classroom for 12 hours per week to qualify for aid) and the 50 percent rule (which limits aid to institutions that have more than 50 percent of their courses or enrollments online). It appears that the Department of Education is about to release only the second of five annual reports on the Distance Education Demonstration Program—a five year project that relaxes these same rules in a limited number of institutions.
News from Utah

The Great Pretenders
Editorial by Gaylin Rollins

In the late 50’s, the Platters released a record entitled, *The Great Pretender*. In some ways all of us are pretenders. Shakespeare said, “All the world’s a stage, and we are the players.” As you go about your daily activities, how much of the time do you really know what you are doing and how it will impact the people with whom you work? Do you have the magic formula for success with all students? Why does something work exceptionally well with one group of students and when you use that same technique with another class, it bombs?

Those of us who have served on the UAACCE board pretend that we know what the membership wants. We hear comments from a few people and we assume that those are representative of all members. But quite frankly, we do not hear from very many of you members and we don’t really know what you want. Help us to help you in your profession!

We just concluded a very successful conference with nearly three hundred in attendance, but yet we heard that some were not satisfied with the breakout sessions that were offered. Others commented, There was nothing there for me.” What do you want?

As a recently retired adult educator who has served on the UAACCE board for seven years, I want you to know that it isn’t easy being a board member. It takes time, energy, thoughtfulness and creativity. Some of our meetings are downright boring, but others are spiced with controversy. Many times we wonder who we are kidding when we become so serious about an issue. How do the decisions of the board affect what happens down in your programs? We pretend that what we offer at conferences and at workshops are what you really want. If only you could (would) tell us. The evaluations that we received told us that yes, you really did learn something that you can use. That was our goal. Thanks for coming and, please, communicate with board members so they can quit pretending that they know.

It has been a real learning experience for me to edit this newsletter this year. Unfortunately, I am going to have to relinquish this opportunity because some of my plans for the future will not allow me to be available for the whole year. Thanks for your friendships over the years.

Remember, you are the ones who make the difference in the lives of the students you work with, if you have the patience and enthusiasm to find out who they are, where they are at the present time, and where they would like to be in the future. Then you can chart a course for them to achieve their goals.

Submitted by Roger Porter

Team Lessons from Geese

When you start to doubt the wisdom of teamwork, heed these lessons from an unlikely source—a flock of geese:

- As each bird flaps its wings, it creates an uplift for the bird following. By flying in “V” formation, the whole flock adds 71% more to its flying range than if each bird flew alone. 
  *Lesson*: Teammates who share a common direction and sense of community can get where they’re going quicker and easier when they travel on shared power.

- When the lead goose tires, it rotates back into the formation and another goose flies at the point. 
  *Lesson*: It pays to take turns doing the hard tasks and sharing the leader’s role.

- In formation, the geese from behind honk to encourage those in front to keep up their speed. 
  *Lesson*: Sometimes team members need to hear a little honking.

- Whenever a goose is sick or wounded, two geese drop out of formation to help and protect it. They stay with it until it can fly again or dies. 
  *Lesson*: Stand by one another in times of trouble.

From Team Management Briefings

**Enthusiasm is contagious. You could start an epidemic.**
Use the 5 C’s of Influence

Here are five qualities that people find most persuasive, and how you can acquire them:

1. **Credibility.** Be friendly and approachable; demonstrate experience and tolerance.

2. **Competence.** Be someone people can rely on; be consistent in your behavior; never deceive; be evenhanded in your words and actions.

3. **Confidence.** Show a winning attitude that views problems as opportunities; don’t be discouraged by obstacles and objections; display vision and vitality; know your subject matter.

4. **Creativity.** Show that you can combine known facts into new concepts or ideas; propose “what ifs;” look outside the box.

5. **Compassion.** Show a caring nature; reverse roles; clarify position; role-play solutions.

From Communication Briefings

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**GED Trivia**

What is GED? General Education Development

Needs to qualify for the test? Need to be 18 years of age or older, two forms of ID (one with an official picture).

Approximately how many adults take the GED test (in US and Canada) every year? 860,000

Is the GED accepted at colleges and universities? Yes

Do employers accept the GED certificate as equivalent to a traditional high school diploma? Yes

From the Nevada Connections

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**Section 127 of the IRS**

**Tax Free Status of Employer Tuition Aid**

Employees in the information age increasingly need skills and credentials to better perform their jobs or to make desired career changes. Employers are becoming more receptive to the ways they can help their employees achieve their educational goals.

Section 127 of the Internal Revenue Service code allows public or private employers to provide up to $5,250 per year to each employee in tax-free reimbursement for tuition, books, and fees for job-or non-job related education. Until it was made permanent in the spring of 2001, this provision had to be renewed every year and graduate course work had not been eligible since 1996.

With permanence and the inclusion of graduate course work, it will be easier for employers and employees alike to plan around Section 127 and use it more fully.

Though there is little data on the use of Section 127, it is clear that it could be used to much greater effect and represents an opportunity for CE. Continuing education professionals have an opportunity to tout this provision to employers in the context of an overall business development plan.

Section 127 can now be a part of long-term planning, allowing Continuing Education Units and employers to maximize the benefit of this powerful tool for workforce development.

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**ERIC Clearinghouse on Adult, Career, and Vocational Education Publications for ABE**

How Emancipatory is Adult Learning, 1999

Self-Directed Learning, 1999

Change: Connections to Adult Learning and Education, 2000

Welfare to Work: Considerations for Adult and Vocational Education Programs, 2000

Health and Literacy, 2000

Multiple Intelligences and Adult Education, 2000

http://www.ericacve.org

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**I’m OK—you’re not**

Do you judge co-workers’ behavior more harshly than you judge your own? Here’s one person’s humorous take on the “I’m OK—you’re not” phenomenon:

Isn’t it funny—when someone else takes a long time to do something, he’s slow. When I take a long time, I’m thorough.

—When someone else skips a task, he’s lazy. When I skip one, I’m busy.

—When someone else takes on a duty without being told, he’s overstepping his bounds. When I go ahead and do something without being told, I have initiative.

—When someone else states his opinion strongly, he’s bullheaded. When I state my opinion strongly, I’m firm.

—When someone else overlooks a few rules, he’s irresponsible. When I let a few rules slide, I’m doing my own thing.
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.rr一栋.

MPAEA Membership Application

Please select desired membership, detach form and return with dues to:

Lou Workman, Treasurer
Southern Utah University
833 Wipishani Lane
New Harmony, UT 84757

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Make checks payable to:
Mountain Plains Adult Education Association
Upcoming Events


April 17-19, 2002  University Continuing Education Association, New Designs for Learning, Toronto, Canada. For more information go to www.nucea.edu


May 8-12, 2002  Commission On Adult Basic Education, Doin' the Charleston, Charleston, South Carolina. For more information email trisha@fsdl.org