

NEWSLETTER

Mountain Plains Adult Education Association

ARIZONA COLORADO IDAHO MONTANA NEVADA NEW MEXICO UTAH WYOMING

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Newsletter, March, 2003



THE PRESIDENT'S PLACE

Yvonne Hauwiler

Since I am neither a humorist, a glib orator, nor a profound writer, it's a good thing that I can "talk to you" (the members) through this column. I like doing just that!

To begin, I want to extend my best wishes to Kathy Vickerman who is retiring on March 28th. We all should express our heartfelt thanks to Kathy for her years

of commitment to MPAEA. She is the Association's secretary, newsletter editor, the historian, and has maintained the membership database. I'll admit that she sometimes has had to be a taskmaster to "help" me meet deadlines, but I can appreciate her diligence or some things would never have gotten done. For this next year, Kathy has agreed to continue to produce the newsletter and to maintain the membership list. For this, Lou Workman, our President-elect is truly grateful. Thank you, Kathy, for a job well done!

A notice regarding the secretary's position will be included in this newsletter and posted on the website. The Association secretary attends all board meetings, conferences, and has the opportunity of attending state association meetings on behalf of the MPAEA Board. I know that Kathy has traveled to all of the eight states and values the professional development opportunities and the interactions she has had with so many adult educators. So, if this leadership prospect appeals to you, call Kathy or me for more information—We want YOU!

The website (www.mpaea.org) continues to be updated and improved by Andy Shinkle from Utah State University, with the help of a couple of graduate students. I hope many of you have taken advantage of

the information about scholarships and awards, application for membership, upcoming conference registration, etc. For those who have not yet visited the site, please do so, as it's quick, easy, and painless. I'd also recommend the NorthWest LINCS (www.nwlines.org) site to access interactive programs and activities, resources for teachers and students, and links to several of MPAEA member states' resources. Just as an example, February's update includes *New ABE Classroom Guides and Lesson Plans Page* for math, reading, and ESL. One of my ESL teachers in Bozeman uses the website for ESL students at all levels including those studying for the TOEFL. Get your students involved—they'll be excited about finding ways to meet their needs on the Internet Information Highway.

In conversations with adult educators, funding issues are often mentioned. Federal, state and local dollars are at risk of being reduced and often we're just too busy to do anything—even if

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Journal of Adult Education

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Are You a Leader?

Qualities of a true leader:

Leaders start projects by asking "What has to be done?" instead of "What do I need?"

Leaders next ask "What do I have to do to make a real contribution?" The answer best suits the leader's strengths and the needs of the project.

Leaders continually ask "What are my organization's purposes and objectives?" and "What qualifies as acceptable performance and adds to the bottom line?"

Leaders don't want to make clones of themselves. But they won't tolerate poor performance.

Leaders aren't threatened by others who have strengths they lack.

These qualities of good leadership from Peter Drucker were cited in Forbes.

Members of MPAEA depend on the leadership of the organization to adhere to the constitution, create fiscal responsibility, and provide services to the membership. The governing board of MPAEA consists of the presiding president, president-elect, past president, treasurer, secretary, and 16 board members—two elected from each state. Each position on the Board is an opportunity to serve your organization as a leader. Elections are held every year before the annual conference. Many of you have the qualifications that are expected of a great leader. *Consider becoming one for MPAEA!*

MPAEA SECRETARY NEEDED

This position is an appointment by the President, as is the Treasurer. The person holding this position must be in attendance at the post-conference board meeting, summer board meeting in July, winter board meeting and next year's pre and post-conference board meetings. Contact Lou Workman (workman@suu.edu) or Kathy Vickerman (vickkath@isu.edu) for more details. Or review the position description in the Handbook found on the MPAEA website.

MPAEA WEBSITE

www.mpaea.org

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

Cowboy UP!

Bustin' the Frontier of Lifelong Learnin'

April 23-26, 2003
Verdi, Nevada

What does "Cowboy Up" mean? What does that have to do with adult educators?

This expression has two meanings. The first use was to let those in the rodeo arena know that a cowboy was "up" on the animal and ready to exit the chute for the ride. This notified the clowns to be alert for safety, the judges to be alert to timing and let the crowd know that something exciting was about to happen.

The second use was motivational. Anytime a cowboy fell off, got hurt or faced a challenge, he was encourage by his buddies to **Cowboy Up**, and given the support to go on. How often do Adult Learners get thrown off task, face a challenge, have to meet a deadline, need a safety net or need the applause of the crowd? And, how often are Adult Educators there to support and applaud?

But, in this time of short funding, institutional change, political pressure, staff shortages and increasing demand, who supports and applauds the Adult Educators who need to be encouraged, who need to be renewed, and who need to hear the **Cowboy Up**?

The **MPAEA Conference** in Boomtown is just the place to learn, to teach, to relax—and to **Cowboy Up**.

Preparations for the MPAEA 2003 Conference in Verdi, Nevada, April 23-26 are well under way.

The conference will be held at the Boomtown Hotel and Casino, just west of Reno. The conference registration form can be accessed on the MPAEA website (see page 2). Some important contacts for questions are listed below. Watch your mail for an update concerning keynote speakers, special attractions, and an updated conference schedule. Make plans now to participate in this valuable gathering of regional Adult Educators.

For more information in the following areas, contact:

Registration	Jeanie Thibault, NAEA Treasurer Jeanie_thibault@ccsn.nevada.edu
Presenters	Terry Zutter, Program Chair tzutter@wncc.nevada.edu
Questions	Jackie Kearns, NAEA President jkerns@humboldt.k12.nv.us
Vendors	Julee Henson, President-elect NAEA jahenson@interact.ccsd.net

- ➡➡ Shuttle service will be available from the Reno Airport
- ➡➡ Room reservations can be made by calling 1-877-526-6686
Mention MPAEA for the conference rate
- ➡➡ Room charge is \$69.00 per night plus 12% room tax and a \$3.00 energy surcharge
- ➡➡ RV park will be open—reservations can be made by calling 1-877-726-6686
- ➡➡ RV parking rates are \$31.18 to \$33.20
- ➡➡ Conference registration form can be found on the MPAEA website—www.mpaea.org

News from Arizona

For the past several years, the division of the Arizona Department of Education responsible for federal programs has held an annual conference at which information and workshops regarding these programs has been disseminated to directors and teachers involved in their implementation. The Department also uses this gathering to recognize programs, schools, groups and individuals who have received honors or awards and are recognized as "Stars of Arizona Education" at a special banquet. Twelve educators involved in adult and lifelong learning were among this year's 67 honorees. Jacquelyn Power, former MPAEA board member from Arizona was recognized for her award as National BIA Elementary Principal of the Year and MPAEA Award of Excellence from Arizona; Pima Community College named Greg Hart the Administrator of the Year within its organization. Rusty Ackerman was acknowledged for his award from

"Stars of Arizona Education" recognized at special banquet.

MPAEA as Educator of the Year, as was Miriam-Kroeger for her MPAEA Award of Merit. Arizona Association for Lifelong Learning Award winners, Marie Olsen, Lynn Reed, Joan Warfield and Heidi Silver-Pacuilla were recognized; Heidi was also recognized for having received the Mary Switzer Merit Research Fellowship from the National Institute on Disability and Rehabilitation Research. Yuma, Arizona, is home to National Outstanding Tutor for LVA/Laubach, Natasha Dannenburg, as well as National Point of Light and Yuma County Hall of Fame inductee, the Yuma Reading Council, which also boasts the Heart of Yuma award winner, Bryanne Lydick-Olsen. Char Ullman from Pima College Adult Education was awarded a fellowship

from the Mexico-North Research Network of the Smithsonian Institute. Gwen Gunnell and her husband were the Grand Marshals of the 46th Annual Fort Verde Days Parade. Gwen is Director of the Camp Verde Adult Reading Program. All the honorees at the special banquet symbolized the complete circle of learning—the circle that would not be complete without our adult educators. Next fall we will work to have our National Adult Education Honor Society Outstanding Students participate in this special event.

Submitted by Miriam Kroeger

News from Idaho

Last year the Idaho Statewide Family Literacy Project (FLP) was formed, joining the efforts of Even Start, Title I-A and C, Adult Basic Education/GED, the Head Start Association, the Idaho State Library System, and other stakeholders. The intent was to form a critical core of resources for literacy and educational services to low-income adults, families, and children.

This project is guided by the Even Start principles designed to break the cycle of poverty and illiteracy by improving educational opportunities. The project seeks to integrate early childhood education, adult literacy or adult basic education, and parenting education focused on helping parents become their child's first teacher and full partners in education.

FLP is overseen by a statewide Cabinet, established in year one. The Cabinet has developed the synergy of the strengths and resources of 74 representatives of 30 organizations representing education, social service, labor, and community-based non-profits to aggressively unify, strengthen, improve, and expand family literacy across our state. For information on Idaho's FLP contact Valerie Aker, at Idaho's State Department of Education (208) 332-6902 or Mike Tomlin at University of Idaho-Boise (208) 364-4031.

Submitted by Michael Tomlin

MPAEA Constitutional Amendments Notice

The Board of Directors proposes to present amendments to the Constitution of the Mountain Plains Adult Education Association at the Annual Conference to be held in Verdi, Nevada, April 23-26, 2003.

Thanks to the diligent work of the Association Archivist researching the documents of MPAEA history, information regarding the development of the Constitution and the Standing Rules surfaced. The Board would like to make clear to the membership that the Constitution and the Standing Rules are two separate and distinct documents. Archived documents prove that a Constitution was written and approved in 1954, and the Standing Rules were written and approved in 1956.

The membership must approve all amendments or changes to the Constitution but the Board may amend the Standing Rules. Standing Rules govern the day-to-day operation of an organization. Changes to the Standing Rules allows the organization to function efficiently and respond quickly when the need arises. Members are always made aware of changes to the Standing Rules and may ask for a vote of approval.

The constitution of an organization is an official document and changes should not be made often or lightly. The Board, however, believes the proposed changes offered for approval will define and streamline the responsibilities of the Board and the membership. These changes are being proposed so that the organization can function efficiently in the 21st Century. The proposals will be listed or included in your packet so you may cast your vote at the April meeting.

Submitted by Constitution Committee Chair Miriam Kroeger

DYNAMIC PROGRAM IN MPAEA REGION

Strength in Partnerships

Ogden City School District Adult Education and the Department of Workforce Services (DWS) have been providing English for Speakers of Other Languages (ESOL) classes to businesses in our area for the last two years. A couple of years ago DWS saw the need in the Ogden area for their clients to improve their English skills in order to gain or improve employment.

**Partnership
allows Ogden
Adult
Education to
work with
businesses to
meet employee
language needs**

Ogden Adult Education applied for and received the DWS grant. As partners, DWS and Ogden Adult Education have served students at their business site for 27 businesses. Several businesses have supported classes by paying their employees while they attended class, or allowing employees to take an extended lunch to include an ESOL class.

Through this partnership, we have had a part-time community liaison that works with these businesses to meet their employee language needs and the specific vocabulary needs at each business. All businesses involved with this grant have reported positive benefits. As always, when we work together to meet the needs of a community, everyone benefits. Ogden Adult Education is very appreciative of both the monetary and creative support provided by DWS.

Submitted by Loma Prince

**“Consider the postage stamp:
Its usefulness consists of its
ability to stick to one thing
until it gets there.”**

Henry Wheeler Shaw

21st Century Community Learning Centers Forum

Thanks to Anna Wright, Site Manager at Mt. Logan Middle School in the Logan City School District and Lynne McKenna, Coordinator of the Granite School District Community Education, the 21st Century Community Learning Centers (21st CCLC) were successful last year.

The CCLC Forum committees were:

1. Advocacy/Legislative Action:

This committee advised the USOE on the new state guidelines and RFP for 21st CCLC funding, and sent Nikki Lovell as the representative to the National Community Education Association's Day on the Hill in Washington, D.C. Also, Forum members contacted legislators advocating for Utah's children.

2. Training:

This committee sponsored several successful training opportunities, including the Winter Workshop, Legislative Workshop, and the Jump Start Workshop. All workshops provided attendees with valuable information.

3. Sustainability:

This committee focused on funding and distributing new ideas for sustaining programs nearing the end of current funding through 21st CCLC or other sources. The culmination of this process was the 2003 Winter Workshop, featuring Pat Edwards, from the SC Mott Foundation and the National Center for Community Education. She provided us with an abundance of funding ideas and approaches.

In the December 2002 meeting, Carol Achziger from Logan School District's 21st CCLC was elected as the new Forum co-chair. It was decided that Lynne McKenna would remain co-chair for six months to provide continuity. A new co-chair will be elected every six months, so that one experienced chair will always serve with the new chair.

All UAACCE Community Education members are invited to become active in the Forum this year! Contact Lynne McKenna at (801) 484-5022.

Education: The Last, Best Hope

In one of his many famous comments, Abraham Lincoln referred to America as “the last, best hope, of the world.” Whether or not some may interpret that comment as chauvinistic, it seems to me fair to paraphrase it by saying that, “education is the last, best hope for a troubled world.” Understandable worries about the new wars and security challenges, the economic slump, and the often excruciatingly difficult choices forced by budget constraints on educational systems ought not obscure the many good works done every day in the American educational system.

Speaking in Chicago, Dr. Clifton Wharton reminded us of how much George Washington Carver accomplished with so little in physical and financial resources. Here was a man who was the son of slaves and could scarcely read until he was 20 years of age. A man, truly a genius, generated 325 discoveries from the “lowly” peanut, 108 applications for sweet potatoes, and 75 products from pecans.

When Wharton visited Carver's laboratory near the end of World War II, he found a small and dark room in an old building housing the most simple of laboratory equipment. And yet, Carver's incredible inventions and discoveries were fashioned with “the mightiest of human tools—his mind.” The lesson here is that investing in human capital and avoiding the disgraceful waste of potential talent are essential to making the world better for all of its men, women and children.

In Clif Wharton's words “education has always been the key for personal intellectual growth, individual opportunity, economic productivity and human progress.” “But,” he reminded us, “the opportunity for an education must be there” and it must be there for all, not just for an elite few.

C. Peter Magrath, NASULGC Newsletter

News from Utah

Utah State Office of Education Adult Education Advisory Committee

The Adult Advisory Committee's meetings throughout 2002 focused on the funding formula. The concept of the funding formula has just been accepted by the Utah State Board of Education. The amount of monies related to the census will be decreased annually until it reaches 0. If all goes well, the formula will be implemented in July 2003. More information about the funding formula will be available in the Spring of 2003.

At the Adult Advisory Committee meeting in December 2002, the committee also decided that they would next develop a process for selecting people to serve on this committee. They also granted a one-year extension to committee members whose terms ended in 2002. The committee is anxious to develop goals for 2003 that move beyond the funding formula. These meetings are open to anyone. Contact the USOE for dates and times.

The Committee extends its appreciation to Brian Olmstead for his hard work and leadership as Chair of the Adult Advisory Committee during 2002.

Submitted by Loma Prince

**Happy
St. Patrick's
Day**

News from Colorado

HB 1173

The Colorado House of Representatives Education Committee voted unanimously to approve HB 1173. The bill was authored by Rep. Fran Coleman to amend legislation enacted last year which addresses funding for adult education and family literacy in Colorado. HB 1173 further clarifies funding sources within the state, as well as changing a sunset clause written into the original act. The bill next moves to the House Appropriations Committee for approval before heading back to the full House for final approval. Congratulations go out to Susan Lythgoe and others in the adult education community for spearheading this effort.

Colorado E-Learning Portal

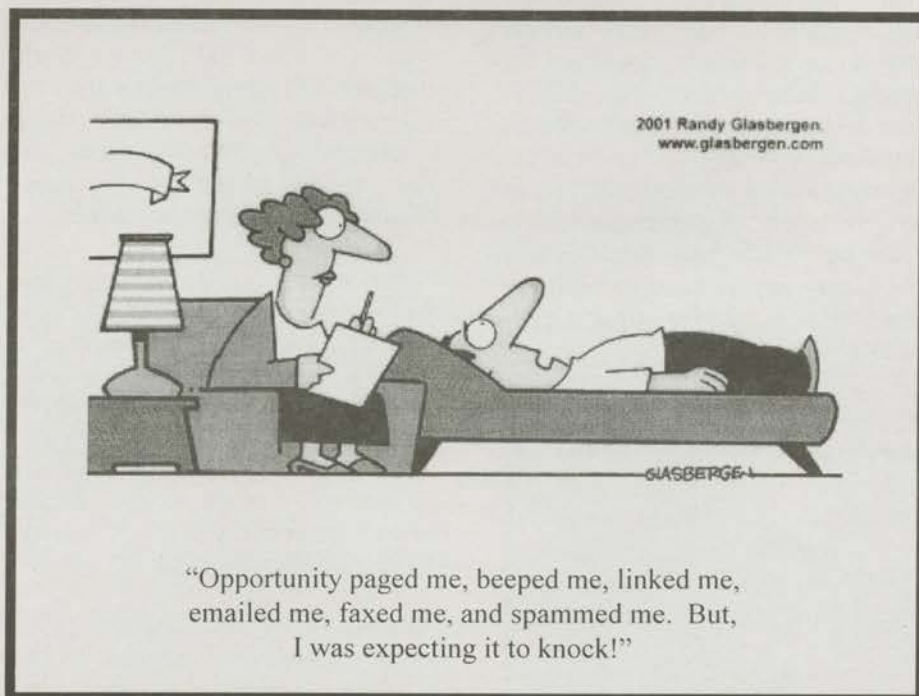
The Colorado Department of Education's Office of Adult and Family Literacy is involved in a multi-agency consortium to develop an e-learning portal to address the State's workforce development training needs. Other agencies involved include: the Department of Labor and

Employment, the Department of Human Services, Community College of Denver, Colorado Community College System, Colorado Foundation for Families and Children, and the Department of Corrections. While this collaboration is in its infancy, Phase 1 of the program is scheduled to begin in March. Doug Glynn from the Colorado Department of Education has been instrumental in the development of the program and continues to keep adult education and family literacy in the forefront of the program.

CAEPA Conference April 3-4, 2003

The Colorado Adult Education Professional Association will hold its annual spring conference on April 3-4, 2003 at the Sheraton Denver Tech Center in Denver. Topics include ESL, Math Techniques, Reading Strategies, Leadership Development, and many more. There will also be a Program Directors' meeting in conjunction with the conference for all directors in the field to meet and discuss the current issues affecting the programs.

Submitted by Cathy Calderwood



2001 Randy Glasbergen.
www.glasbergen.com

"Opportunity paged me, beeped me, linked me, emailed me, faxed me, and spammed me. But, I was expecting it to knock!"

Online Library Materials First

A new study on information-gathering habits finds that students and faculty first turn to online materials, even though they view print as a more reliable source of information. The study, conducted by Outsell for the Digital Library Federation, found that:

- ◆ Print books and journals remain the most important information resource for students, researchers, and instructors, with 97 percent of respondents using print books and journals for their work.
- ◆ Online abstracts and indexes were used by 88 percent of respondents, online databases were used by 82 percent, e-journals were used by 75 percent, and e-books by only 18 percent.
- ◆ 96 percent of those polled said

they verified online information through some other source, either an instructor or print material.

- ◆ Use of electronic resources varied from discipline to discipline. Researchers in law, business, and biology tended to rely on electronic information as much as

78 percent of the time, while researchers in the arts and humanities used online sources only 36 percent of the time.

- ◆ Almost 90 percent of researchers

**About 75%
of students
said they
used the
Internet first,
then went to
other
sources.**

said they went online first, then consulted print sources.

- ◆ About 75 percent of students said they used the Internet first, then went to a professor or librarian for assistance, and consulted print sources last.

For complete study see: Council of Library and Information Resources' Website: <http://www.clir.org/>

From Chronicle of Higher Education

**He is the best physician
who is the most ingenious
inspirer of hope.**

Samuel Taylor Coleridge

Read any Good Books Lately?

Here is a short list—maybe you can find one that is of interest to you.

ADULT LEARNING AND DEVELOPMENT: Multicultural Stories—Edited by Michael W. Galbraith
Recognizing the role of both sociocultural and psychological factors in shaping people's lives, the editor has compiled a unique anthology of culturally diverse stories and poems that illustrate six themes of adult development: identity; the importance of work; intimacy; the family life cycle; physical development, health, and aging; and learning in adulthood.

CRITICAL CROSSCURRENTS IN EDUCATION—Michael Collins

Describes the important theoretical ideas of critical pedagogy in a straightforward way and explains how sensible strategies that are consistent with these ideas can be put into practice.

FIVE PERSPECTIVES ON TEACHING IN ADULT AND HIGHER EDUCATION—Daniel D. Pratt & Associates

Each perspective is described as an interrelated set of actions, intentions, and beliefs, and then is illustrated within contexts of adult education practice.

RESEARCH PERSPECTIVE IN ADULT EDUCATION—D. Randy Garrison

Explains the canons of research practice and explicate publishing standards in adult education in order to remove some of the mystique surrounding research.

SELECTED WRITING ON PHILOSOPHY AND ADULT EDUCATION—Edited by Sharan B. Merriam

Included in this edition are selections representing critical theory, phenomenology, and feminist theory. New material has been added to the "classics" by Dewey, Lindeman, Skinner, Freire, and others.

CONNECTING WITH OLDER ADULTS: Educational Responses & Approaches—Paulette T. Beatty & Mary A. Wolf

Provides an overview of current gerontological theory and research and an overview of principles of adult education. Designed to address the needs of a wide range of practitioners and adult educators, and provide basic information and practical strategies.

MPAEA AWARDS

A Grammy or Tony nomination pale in comparison and the MPAEA Awards are as heart felt as any Oscar. At each annual conference one of the highlights is the presentation of awards. It is an honor to be selected to receive special recognition from an organization of committed adult educators representing Arizona, Colorado, Idaho, Montana, Nevada, New Mexico, Utah and Wyoming.

Students

The annual MPAEA Conference will honor outstanding adult students who have been selected for membership in the National Adult Education Honor Society (NAEHS) since March 2003. Each state can honor three outstanding students. Individual programs will be able to submit two names for consideration of their state's top honor. This is the second year that MPAEA has encouraged all programs to establish an Adult Education Honor Society Chapter. It is our belief that returning to school as an adult takes commitment, time and often a great deal of courage to become a persevering student. It is an honor for us to recognize such outstanding adults. Once a state has selected the three students to honor, a 150 word biography is to be sent to the awards chairperson Patricia Thorpe at pthorpe660@msn.com.

Others

Each year Mountain Plains Adult Education Association honors individuals who have made strong contributions to adult education in their states. This year Nevada, the conference host, will have the opportunity to honor a **Lay Leader, Legislator, Educator and Learner of the Year**. During the conference, attendees will have an opportunity to hear of each recipient's contributions and applaud their work.

Each State

An adult educator is designated from each state to receive the **Award of Excellence** for contributions to the advancement of adult education at a local or state level. This is a special time to honor the tireless contributions of those who are committed to create lifelong learning opportunities for all adults. It is a special moment when those names are read at the conference.

The Highest Honor

The highest honor that MPAEA gives at the conference is the **Award of Merit**. This person may come from any of the eight states that are a part of MPAEA and has made a significant difference in furthering adult education during this year or through several years.

Members may contact the board directors representing their state for further details. All information is due to the Awards Chairperson by March 17th.

ILL LITERACY

At one public hospital, 27% of English-speaking patients could not read their appointment slips—and 42% did not understand their prescription instructions.

Because of this, the American Medical Foundation has begun a program to counter what it calls "health illiteracy."

Fun Phrases

GET A WORD IN

CHAIR

Cont. from pg. 1

we know what to do! Because of this concern, the coordinators of the Reno Conference have included a time for a panel of politically savvy folks who will explain and discuss legislation that may affect our programs. This will be followed by roundtable discussions. The Conference committee would like each member state to ask a legislator, their state director, or the legislative chairperson of their State Association to attend and to be a part of this forum. If you know someone or you're one of these knowledgeable persons, call Julee Henson now and volunteer to be involved. (Her phone number is on the board members' list-page 2.)

As a thought for the times, I'll offer this quote:

"It was the best of times, it was the worst of times..."

Charles Dickens,

A Tale of Two Cities.

In education we may be experiencing "the best" through the opportunities that technology provides for networking, for easy access to instructional materials, for exchanges of the newest, innovative strategies for the teacher and the learners; the "worst" is seen in the tightening of funding sources, our own time constrictions, and the incredible issues that the learners bring to the classroom. As professionals we will continue to accept the challenges by learning from each other as well as from the leaders in our field. It's possible to do this by being involved as well as by taking leadership in your professional organization. Each of you has an opportunity to enhance the quality of your professional development through active membership in MPAEA. See you in Boomtown, April 23-26, 2003!

Hope your school year is going well.
Think Spring!

NCSALL—A Resource for Practice

Like many who work in adult literacy education, you may find yourself lacking time and resources. A valuable free resource exists that you might not have drawn upon, or perhaps not used as extensively as you would like: NCSALL Research.

High-quality research provides a structured way to look at practice and learn from evidence. It also gives you a sound basis for making decisions that influence program success and adult learning. Through the National Center for the Study of Adult Learning and Literacy (NCSALL)—a federally funded educational research center focused solely on adult learning—you can easily access reliable information about issues that concern educators, in print and on-line. You may wonder why some adult learners persist in their studies but others do not. Are certain professional development activities best for teachers? How can a program's impact on adult learners be measured? These are only a few of the topics NCSALL is addressing.

NCSALL research focuses solely on adult learning

NCSALL's studies are meant to be immediately useful to teachers, counselors, volunteers, staff developers, and policymakers. A variety of formats—from research briefs to comprehensive reports, as well as teaching and training materials—lets you consider research findings and their implications in the ways that meet your needs. Additional NCSALL publications—for instance, *Focus on Basics* and *The Annual Review of Adult Learning and Literacy*—contribute the voices and knowledge of both NCSALL scholars and others in the field.

Most NCSALL publications can be downloaded free of charge at <http://ncsall.gse.harvard.edu>.

News from Montana

Volunteers Make a Difference at Montana Detention Facility

When Lucy Smith became a co-director for Literacy Volunteers-Flathead County in 1992, the agency offered individual tutoring for inmates who requested assistance with GED test preparation. The challenge for the program was maintaining volunteers to respond to an "on-call" schedule.

In 1993, Lucy proposed establishing regularly scheduled LVA sessions at the jail each week. She recruited volunteers to rotate duty as session leaders. The focus of each session reflected inmates' educational needs and interests, as well as the strengths of individual volunteers. As the sessions got underway, volunteers found the needs of the men's group differed from the women's group. Most of the males in the program had a GED or high school diploma. Volunteers surveyed the women's group and developed sessions to meet their needs and interests: communication, personal skills, arts and music, creative writing, job readiness, household and parenting information. Lucy wrote a grant to finance printing and distribution of a monthly newsletter by and for women in detention, which they continue to send to women after their release from jail.

In 1995, the Juvenile Detention Center director asked LVA to consider a parallel program for youth in detention. Lucy recruited a team of volunteers and with support from the Juvenile Detention Center staff, developed educational sessions for eligible inmates. Their program sought to enhance the educational experiences of youth in jail through a wide range of activities, including arts, science, math, learning games, and reading circles. The volunteers hoped to show them the power and pleasure of using their minds; to challenge their thinking and decision making; and to serve as excellent adult role models. A start-

up grant from the Montana Board of Crime Control greatly enhanced the Juvenile Detention Center program. With this money, LVA built an in-house library at the Juvenile Detention Center, purchased educational supplies for the program and resources for tutors took advantage of additional training opportunities and defrayed LVA's expenses for this outreach.

At the Detention Commander's recommendation, Lucy attended an intensive five-day, Corrective Thinking Facilitator Training workshop in 1997 (Stanton Samenow, Truthought) and completed follow-up work to become certified as a CT facilitator. The next year, with a grant from MAACE and in partnership with the Sheriff's Department and Chemical Dependency Services, Lucy coordinated a two-day, Corrective Thinking Workshop led by David Koerner Truthought. One hundred professionals from law enforcement, justice, education and other key community fields participated. With this, they ushered Corrective Thinking into the detention programs under LVA's volunteer umbrella.

LVA volunteers continue their work in juvenile and adult detention programs in all the areas described above: literacy, corrective thinking, life skills, literature, arts and GED prep. Lucy remains a volunteer in both centers as the women's team leader and as a member of the juvenile team. Her new adventure with juvenile detention is leading a M-W-F early-risers exercise program for boys and girls. She said, "It keeps me doing push-ups and sit-ups on a regular basis!" When asked how she feels about her work, Lucy responded, "The work is always challenging, and often threatens to break our hearts. Sometimes we know we have made a positive difference because we hear that from an inmate or a former inmate. Regardless, we always know we have done everything in our power to lend a hand and that is a fine reward in itself."

Submitted by Donna Bakke

U.S. prepares to reenter UNESCO

The United States has begun the process of rejoining the United Nations Educational, Scientific and Cultural Organization (UNESCO). It has not been a member of UNESCO since 1984. President Bush announced that the U.S. would return to UNESCO in a September 2002 speech.

Congress must still appropriate approximately \$50 million to establish the UNESCO national commission in the U.S. and establish a diplomatic mission in Paris. The U.S. Department of Education will also have an attache in Paris, where UNESCO is headquartered.

International Education

The Immigration and Naturalization Service (INS) plans to issue final rules for J-visas and requirements for participation in the Student and Exchange Visitor Information System (SEVIS). The mandatory date for institutional compliance was January 30, 2003.

The American Council on Education organized a series of regional meetings on SEVIS early in 2003. INS officials attended these meetings to answer both technical and nontechnical questions about the new system.

New Visas for Canadian, Mexican Commuter Students

Congress passed a bill that would create two new classes of visas for some Canadian and Mexican citizens who commute to study in the United States and attend school part-time. In the past, part-time students had permission to take courses using a B visa for nonimmigrant tourists, though the law technically prohibits part-time study by foreign nationals at U.S. institutions. But since the terror attacks in 2002 the INS has been following the letter of the law, which has restricted the entry of these students. The new law will create F-3 visas for full- and part-time vocational students. The INS will monitor both new visas through SEVIS.

From Infocus

Research on Adult Reading

Consistent with the focus on leaving no child behind, there is an increased interest in what works for teaching adults to read. Judith Alamprese, Principal Associate at Abt Associates, is heading up a study of reading instruction for first-level learners that is focused on two critical questions:

- ◆ How much do first-level adult learners who participate in ABE programs improve their reading skills and reading-related behaviors after participation?
- ◆ How are adults' personal characteristics, as well as the operational and instructional characteristics of ABE programs, related to the amount of improvement in reading skills or reading-related behaviors among first-level learners? The final report is expected to be released this Spring-2003.

Literacy Giants Merge

The merger of the world's two largest adult volunteer literacy organizations is complete and Laubach Literacy International and Literacy Volunteers of America, Inc. have become ProLiteracy Worldwide.

ProLiteracy Worldwide serves more than 350,000 adult learners around the world each year, with programs in 45 developing countries. In the U.S. it represents approximately 1,450 adult volunteer literacy organizations.

ProLiteracy's publishing division, New Readers Press, produces and distributes approximately 500 titles of adult educational books and materials to literacy organizations, schools, libraries, and other institutions nationwide. New Readers Press also publishes *News for You*, a weekly newspaper for adult new readers, which is read by 90,000 adult learners. The website for more information is: (www.proliteracy.org).

From Nevada Connections

The Best Things in Life Aren't Things

It's been said that success is getting what you want, but happiness is wanting what you get. Or to put it another way: **perspective, next to money, is the easiest thing to lose.**

So, by all means, seek to increase your charisma. Try to become the most effective person you can be. Work at making a good first impression and projecting a positive image-but also try to retain self-awareness.

Look around you; think how you appear to others; be alert to the impression you're creating, or trying to create. If you try too hard or make a big to-do of the grand gesture, or come on too strong or too insensitively, you'll often end up creating a negative impression.

The surest way to charisma often just means putting others first. It's been reported that one New York cab driver makes \$30,000 more a year in tips than other cabbies. Why? Because he offers passengers a choice of several newspapers, cold drinks, or fresh fruit. He does his best to make his customers comfortable. In hectic, brusque Manhattan, his small acts of decency make him stand out.

Thus, folks with the most effective images often are those who are the least obtrusive about it. In fact, sometimes it's a simple act or gesture of courtesy that really sets you pleasantly apart.

If never made, these gestures of courtesy probably wouldn't be missed; that's why they're so obvious when you make them. Being a genuinely good person who cares about others and who does things because they are the right thing to do may be the ultimate key to charisma.

Always do right because, as Mark Twain said, "that will gratify some people and astonish the rest."

From alessandra@aweber.com

MPAEA 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). The Editors of the *MPAEA Journal of Adult Education* encourage the submission of clearly written research articles, technique manuscripts, and book reviews which have the potential of stimulating thought, discussion, and inquiry.

The criteria for evaluating each manuscript will be based upon:

- (a) potential contribution to the improvement and/or understanding of practice,
- (b) clarity of purpose,
- (c) logical relationship to conceptual base,
- (d) writing style,
- (e) general scholarship,
- (f) strength of conclusions,
- (g) implications for practice,
- (h) adherence to submission guidelines.

Those interested in submitting manuscripts to the Journal should send four copies of the article to:

Dr. Andy Shinkle and Dr. Pam Dupin-Bryant
Editors, MPAEA Journal of Adult Education
Utah State University-Brigham City
265 West 1100 South
Brigham City, UT 84302

Article Categories for the Journal

MPAEA Journal of Adult Education accepts submissions in the following categories:

Research Articles. Discuss concepts, theory, and research findings of particular interest and significance to adult education professionals. Maximum length: 3500 words including abstract, figures, and references.

Technique Articles. Describe examples of innovative practice and procedures in relationship to recognized principles of adult education research and practice. Maximum length: 1000 words including abstract, figures, and references.

Book Reviews. Describe the content of a book, evaluate the book's success in accomplishing the intended purpose, and give a recommendation based on the book's relevance and benefits to adult education professionals. Maximum length: 1000 words. Do not include an abstract.

Letters to the Editors. Readers are invited to submit letters, rebuttals, and comments related to published articles or ideas reflected in the *MPAEA Journal of Adult Education*. Letters should be no longer than one typewritten page.

For submission Guidelines contact the editors, your state's MPAEA board member or send inquiry to vickkath@isu.edu.

MPAEA Membership Application

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

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Upcoming Events

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|----------------------|---|
| March 14-18, 2003 | National Conference on Family Literacy, <i>Families, Schools, Communities: Connecting the Voices of Family Literacy</i> , Long Beach, California. Contact www.familit.org |
| March 28-30, 2003 | University Continuing Education Association Conference, <i>The Next University-Emerging Agendas</i> , Chicago, Illinois. Contact postmaster@ucea.edu |
| April 3-4, 2003 | Colorado Adult Education Professional Association, Denver, Colorado. See article page 6 |
| April 23-26, 2003 | Mountain Plains Adult Education Association Conference, <i>Cowboy Up</i> , Boomtown in Verdi, Nevada. Contact Julee Henson at jahenson@interact.ccsd.net |
| June 18-20, 2003 | Virtual Educa 2003, International Conference on Education, Technology and Training. <i>Inter-American Focus, Global Perspective</i> , Miami, Florida. Contact at www.educoas.org/virtualeduca/ |
| October 12-14, 2003 | Outreach Scholarship Conference 2003, Madison, Wisconsin. Contact Greg Wise at greg.wise@uwex.edu |
| November 19-22, 2003 | The American Association for Adult and Continuing Education Conference, <i>It's a great time in Detroit</i> , Detroit, Michigan. Contact Merry Malfroid at malfroid@triton.net |