

NEWSLETTER

Mountain Plains Adult Education Association

ARIZONA COLORADO IDAHO MONTANA NEVADA NEW MEXICO UTAH WYOMING

VOLUME 65, ISSUE 2

Newsletter, August, 2006



President's Message Teri Zutter

I hope all of you had a chance to recharge your batteries this summer. The Summer Board Meeting took place at the beautiful Coeur d'Alene Resort in Idaho on July 24-25. Your Board will be working hard to improve electronic communication this year. The website is undergoing some major renovations—please check it frequently over the next few months to keep updated on the changes. If you have any suggestions or changes you'd like to see, please contact one of your State Board Members, or any member of the Executive Committee.

Coeur d'Alene will be the place to be next April. The Annual Conference will be held on April 25-28. Please let your colleagues, staff and other interested parties know about this top-notch conference in gorgeous sur-

roundings. Set right on the lake and flanked by pine-covered mountains, the Coeur d'Alene Resort (www.cdaresort.com) exceeded the Board's expectations! The upscale resort is known throughout the world for its spectacular scenery, luxurious accommodations, and pampered service. The Conference Committee has negotiated special conference pricing. Attendees will be able to enjoy five-star amenities at a special adult education rate!

Challenging has been the key word in my little corner of the world—and as is the nature of being human, I am wont to assume that since this has been true for me, it must also be true for everyone else. Here is a story that was shared with me this summer that illustrates how people in my life have been meeting their challenges:

At the End of Your Rope

During the 1930's, 250 men were holding the ropes to a dirigible (an airship similar to a blimp) to keep it from floating away. Suddenly a gust of wind caught one end of the dirigible, lifting it high off the ground.

Some of the men immediately let go of their ropes and fell safely to the ground. Others panicked, clinging firmly to the end of their ropes as the nose of the dirigible arose to greater heights. Several men, who couldn't keep holding on fell and were seriously injured. One man, however, continued to dangle high in

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Journal of Adult Education

Editors

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Always Give a Reason

Here is a little psychological trick that can make all the difference when you are trying to get someone to do what you want: Just say *because*.

In his blockbuster book, *The Art of Influence*, Robert Cialdini describes an experiment he conducted where a student with a stack of papers approaches a line of other students all waiting to use the copy machine and asks them if they would not mind letting him cut in line.

Once he asked, "May I jump in and use the machine?" Then once he asked, "May I jump in and use the machine, because I'm in a rush..."

Seems like such a subtle difference, doesn't it? However, the differences between results were anything but subtle.

*Only 60% of the students waiting in line agreed to let the student cut in front of them in the first variation of the experiment.

*A whopping 94% of the students, however, let the student cut ahead of them in the second variation.

What Cialdini's experiment sought to prove is something psychologists call a "trigger effect." Certain actions, certain gestures, certain words—for whatever reason—have a profound persuasive effect on us. Often, we do not even know we are responding to the trigger. As soon as it registers, we react. Cialdini calls this a "click and whirr" response, and compares it to the way some animals react instinctively to the markings of predators in the wild.

In this particular experiment, though, the trigger being tested was the word *because*. Think about it: Because is a word we use all the time to justify our actions or reasons to other people. What the Cialdini experiment succeeded in revealing, however, is that the reasons we give are really not as important as the word itself.

Cialdini repeated the second variation of the experiment with the student using different reasons for cutting in line. Some of them were simply ridiculous, such as "Because I need to make copies." In all cases, the people waiting in line responded with the same degree of compliance.

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MPAEA WEBSITE
www.mpaea.org

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

**CALL FOR EDITOR
MPAEA
JOURNAL OF ADULT EDUCATION**

For the past four years Pam Dupin-Bryant and I have been privileged to serve as editors of the Mountain Plains Journal of Adult Education. It has been very rewarding to work with new and experienced authors to help them add to the extensive body of literature important to those of us in the profession of adult education. It is with sadness that Pam and I have decided that we need to resign as editors of the Journal. We have both come to the realization that we have taken on more challenges than we should have and no longer have the time to dedicate to a job as important as editing the Journal. We will produce one last volume that will be out later this fall and then will no longer be able to serve as editors.

For those of you that value the Journal we ask your help in finding a new editor or editors to continue the great traditions of the Journal. The Journal has been housed at a number of MPAEA member institutions of higher education in the past. MPAEA members cover the cost of printing and distribution of the Journal and the editors are asked to volunteer their time to solicit, collect, distribute for review, edit, and layout scholarly manuscripts important to adult educators. The work is very rewarding.

If you are interested in becoming the editor of the Mountain Plains Journal of Adult Education please contact me, Andy Shinkle, at andy.shinkle@usu.edu. I will continue to serve MPAEA until an editor can be found to replace myself and Pam Dupin-Bryant as editors.

How To Teach Well and Keep Your Sanity?

(Editor's Note: This is a series spanning three issues taken from a paper by Edward Nuhfer, Idaho State University.)

If you have only ten minutes in your entire busy week to improve your teaching, you can still do some things that will produce improvements that you and your students will immediately notice.

Bookend each lesson by starting with an overhead that lists the major points in the order you will present them and ending the lesson with the same overhead that summarizes the points you actually covered in that class session.

Use minute papers. A minute paper consists of responses made at the end of a class session to two items: "(1) What was the most important thing you learned today?" and (2) "What part of today's class leaves you with the greatest concern?"

Briefly explain your concern." This is probably the classroom assessment tool that provides the most return for a brief investment of time.

Learn one very simple but effective cooperative learning technique. There is a wealth of research to demonstrate that short engagements with the material in paired discussions during class produces great gains. "Are there any questions?" is a sure way to be stonewalled by a class. However, if we ask a question and ask each student to turn to his or her neighbor to confront the query and discuss it, we'll see our entire class engaged. This presents students with a safer environment and will do much to promote future discussions.

Obtain a good book for troubleshooting. Barbara Davis' *Tools for Teaching* is not only superbly researched and well written, but it is designed in a way to allow faculty to quickly find suggestions to remedy common classroom problems. It is designed so that it can be readily accessed as a reference without having to be read cover-to-cover in order to get good returns on owning a copy. For this reason, it is a reference that is very respectful of educators' time.

NEW TREASURER APPOINTED

At the April board meeting the Board of Directors accepted a resignation from then treasurer, Sandra Grant. Sandra had been treasurer for several years and cited personal reasons for her departure. She plans to continue her involvement with MPAEA, helping with the transition to the new treasurer at the summer board meeting held in July.

The Board appointed Detlef Johl, current board member from Montana, to be her replacement. Detlef took over the responsibilities of treasurer at the summer board meeting.

Detlef Johl has been in the field of education for the past 30 years. He earned his BA in education from Carroll College in Helena, Montana, and later pursued his Master's in the field of Educational Technology. He has received National Board Teacher Certification. Detlef has taught all grade levels and for the past six years has been teaching adult education at the Adult Learning Center in Helena. His experience in education, technology, and past service on other boards will be an asset to MPAEA.

Detlef said, "Feel free to contact me at any time."

The MPAEA Board of Directors welcomes Detlef to the position of Treasurer and appreciates his willingness to serve the association.

New Board Member for Montana Needed

With the resignation of Terrence Kelley, Montana's representative, there is an open seat on the MPAEA Board for the State of Montana. If you have been a member of MPAEA for one year and would like to serve on the board, contact Don Berryman, President of Montana Association of Adult and Community Education at: Berrymandn@butte.k12.mt.us with a letter of interest and a short resume.

Or, contact the MAACE secretary: Deborah Richardson, BA
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1511 Poly Drive
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News from New Mexico

The new year is off to a spectacular start where changes abound. The Higher Education Department, Adult Basic Education Division is excited to implement the Literacy, Adult, and Community Education System (LACES) software in our state.

Thousands of adult basic education, literacy, family literacy and state providers in most states use LACES software to manage national and state reporting requirements. LiteracyPro Systems Inc., the provider of LACES software, provides government agencies and direct service providers with an information management system that can track, aggregate, and report program data. This software will create seamless data for intake, assessment, goal status, class scheduling, registration and much more.

Program personnel were trained and are eagerly waiting to begin using the new system. New policies are in place for intake, goal setting, follow-up and assessment which will guide programs in these areas. These changes will

help create higher quality data for the state of New Mexico.

Submitted by Dianne Marquez

News from Nevada

Study circles successful

Two groups of adult educators participated in study circles focused on adult student persistence, using NCSALL's model as a guide. Participants developed an extensive list of strategies to increase persistence in their programs and will meet during 2006-2007 to discuss progress.

This mode of professional development—where participants work in a small group setting to learn about research findings, theories, and concepts and discuss how to apply them to practice and policy—was extremely well received. Both groups were at capacity and there was virtually no attrition over the three sessions. Study circles focused on second language acquisition will be offered for the upcoming academic year.

Professional development catalog published

In addition to the study circles, adult educators will have the opportunity to attend seven full-day, topical workshops in Nevada in 2006-2007. Offerings are detailed at www.literacynet.org/nevada/sdoc/catalog06-07.pdf. Schedules will be available in the fall.

Standards enhanced

Nevada's ESL Content Standards were recently updated to include EL Civics objectives, and the ABE Content Standards for beginning literacy, beginning basic, intermediate low, and intermediate high levels were completed! Both sets of standards have been aligned to NRS levels, EFF standards, CASAS assessments, and CASAS competencies and are available at <http://www.literacynet.org/>

nevada/ (click on teacher/tutor). Adult secondary education and citizenship standards are currently being developed.

Persistence:

Adults staying in programs for as long as they can, engaging in self-directed study when they must stop attending program services, and returning to a program as soon as the demands of their lives allow.

Submitted by Sharyn Yansoshak

Cont. from pg. 2

"Reason"

Why? Because of *because*.

What can we learn from this experiment? Consider all the times you ask people—your students, your co-workers, your boss, your kids—to do something without explaining why you need it done. Or, consider all the times you ask someone to do something and take their "NO" as the final end all, be-all, instead of coming back with a really good answer.

In both cases, you are wasting an opportunity to use one of nature's powerful forces to your advantage. Approach them next time using the word *because* and you might find people more willing to say "YES."

From Internet profnet.org

Age is not a particularly interesting subject. Anyone can get old. All you have to do is live long enough.

Groucho Marx

The Price of Low Literacy in Adults

In an age where ordinary people air their dirty laundry before an audience of millions on daytime talk shows, over one-fifth of American adults—between 41 and 44 million people—harbor a secret they consider so shameful that many do not even tell their immediate families. They cannot read or write well enough to fill out a job application form, understand the directions on a drug prescription, or read a map.

The reasons for adult non-literacy are varied and all too familiar: many drop out of school for various reasons. Some have undiagnosed learning disabilities or attended understaffed and underfunded schools that simply could not address their needs.

Whatever the cause, adults with limited literacy skills are at more of a disadvantage than ever in our information-rich society—and only a small fraction work up the courage to seek help. “There’s an incredible stigma associated with not reading in a society that now values literacy very highly,” said Gary Rice, Ph.D., Assistant Professor of Education at the University of Missouri-St. Louis. “In the old technology, adult nonreaders could make a living by the sweat of their brows and the muscles on their backs. But in the society we have today, that’s absolutely impossible. Even the very basic entry level types of positions often require some kind of technological literacy.”

What does it mean to be literate? Traditional definitions of literacy focused on a person’s ability to decode and comprehend words. More contemporary definitions of literacy assess a broad range of skills that adults use to function in society, such as prose literacy, document literacy and quan-

titative literacy.

But even this definition of literacy may be too narrow. The National Institute for Literacy has developed content standards for adult education that include teaching interpersonal, decision-making, and lifelong learning skills as well as reading and mathematical proficiency.

The consequences of low literacy.

For those adults who lack the literacy skills to function in society, the burden is heavy. According to the National Adult Literacy Survey (NALS), nearly half of all adults in the lowest level on each literacy scale were living in poverty, compared with only four to eight percent of those in the two highest literacy levels. They were less likely to be employed, and those who were employed earned significantly less than adults who scored higher on the literacy scale. Not surprisingly, the prisoners surveyed were found to score significantly lower on the literacy scale than the general population. About 70 percent of prisoners landed in the bottom two literacy levels.

With a healthcare system that demands increasingly active participation of patients, it’s no wonder that the health of adults with low literacy—and that of their children—suffers as well. Those who scored lowest on the NALS survey were twice as likely to report that they were in poor health and to be hospitalized than the rest of the population. Once in the hospital, they remained longer and experienced more complications.

Low literacy causes higher level of mistakes and injury in the workplace. But, what’s most disturbing about adult non-literacy is its legacy. “There’s a lineage of illiteracy,” said Rice. “There is a strong correlation between a child’s educational achievement and that of the parents’—especially the

mother’s—educational achievement. You can unravel this thing all the way back.” The key to improving childhood literacy, they argue, may be improving adult literacy.

Taken from BrainConnection.com

News from Wyoming

The Wyoming Lifelong Learning Association (WLLA) held a Board Retreat in February and a follow-up retreat in June. We revisited our goals and condensed them down from seven to three. Our main focus now is to diversify our membership so we are offering free membership to those who join WLLA in the next year! We are looking forward to our annual conference on October 12-13, 2006 in Gillette, Wyoming. Gillette has a recently completed new campus and many of us are excited to tour it for the first time. We invite all newcomers not only to present at the conference, but to come and learn more about lifelong learning in Wyoming.

Keynoter at the conference will be Elaine Doll-Dunn. Raised on the plains where Dunbar danced with his wolf, Elaine brings to the podium 28 years in education, 36,000 miles in running shoes, and the joys and tribulations that accompany 7 children and 18 grandchildren. Along the way she has conquered Devil’s Tower, Mt. Kilimanjaro, sixty miles of Panama, three husbands, and cancer. She is the former Mrs. South Dakota. She believes we’re all entered in this long run and we’re all going to encounter some speed bumps. Join her on a mental tour and peruse some strategies to make the journey of life what it’s supposed to be; fearless, fantastic, and FUN!!!

The MPAEA summer board meeting was held in Coeur d’Alene, Idaho, the
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Web Sites for ESL Teaching

www.ldminnesota.org—Walks teachers through the topic of LD and an approach to determining if other problems might be at the root of learning difficulties.

www.irlen.com—A self test for visual linked stress syndrome, and forms for ordering colored overlays.

www.cal.org/caela/—Center for Adult English Language Acquisition.

<http://ncela.gwu.edu/>—National Clearinghouse for English Language Acquisition.

www.mcedservices.com/PDFs.html—The LaRue Literacy Skills Test developed with a grant from the MN Dept. of Education.

www.language.ca/display_page.asp?page_id=255—The Canadian Language Benchmarks: ESL for Literacy Learners starts out at the foundation level with the assumption that learners have never even held a pencil.

<http://tchtrainingproject.com>—Making it Real: A guide to teaching adult pre-literate refugees. From the Tacoma Community House Training Project, Tacoma, Washington.

www.cal.org/caela/tools/instructional/prac_toolkit.html—Practitioner Toolkit: Working with Adult English Language Learners: from the National Center for Family Literacy along with the Center for Applied Linguistics. Offers information on phonological processing, vocabulary knowledge syntactic processing, and background knowledge, along with prereading activities to use with preliterate and nonliterate English language learners.

www.ncsall.net/?id=340—Rediscovering Themselves: Learning to Read for Survival. This describes a process of taking learners through life reflection that could be done with a focus on their learning history.

www.ncsall.net/?id=340—How I Wish I Was Taught to Write. One learner-turned-teacher describes what she learned from reviewing her learning history.

www.ncsall.net/?id=372—I Can't Learn This! An MI Route Around Resistance. How multiple intelligences theory can help adjust teaching strategies to fit with individual learning styles.

www.ncsall.net/?id=373—Understanding Multiple Intelligences: Understanding the Theory Behind the Practice. The theory of multiple intelligence could be helpful in the learner biography process because it offers an explanation of why certain learning experiences have or have not worked for certain individuals. It also shows what kind of teaching styles could be a better fit for certain learners.

Submitted by Sandra Grant

Cont. from pg. 1
Pres. message

the air for forty-five minutes until he was rescued. Reporters later asked him how he was able to hold on to the rope for so long.

"I didn't hold on to the rope," he replied. "I just tied it around my waist, and the rope held on to me."

Instead of trying to hold on to God, let God hold on to you.

(Kent Crockett, *I Once Was Blind But Now I Squint*, Chattanooga, TN: AMC Publishers, 2004, 138)

Treasurer's Report

As your new treasurer I am happy to announce that the Mountain Plains Adult Education Association is financially solvent. With the successful Mile High Rendezvous this past April in Denver, Colorado, the coffers of the association have been replenished. I am currently working with Sandra Grant for a smooth transition and will be consolidating our financial resources with Wells Fargo Bank Corp. We are using the services of Wells Fargo as it serves all eight states in the MPAEA region. Please feel free to contact me at anytime with your ideas and suggestions. If you know of any company that would like to offer our members some benefits, please let me or your state board member know.

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Nature gives you the face you have at twenty. It is up to you to merit the face you have at fifty.

Coco Chanel

If you have an address change from a move or a change of jobs, please notify the newsletter editor to insure that you will continue to receive the newsletter and the MPAEA Journal of Adult Education.

MPAEA Board Tests Idaho's Waters

The Mountain Plains Adult Education Association's Board of directors recently held its summer board meeting in Coeur d'Alene, Idaho, site of the April 2007 spring conference. Board members took full advantage of this opportunity to check out the facilities to ensure the conference will be comfortable, productive, and enjoyable for all.

Set right on the lake and flanked by pine-covered mountains, the Coeur d'Alene Resort (www.cdaresort.com) exceeded the Board's expectations! The upscale resort is known throughout the world for its spectacular scenery, luxurious accommodations, and pampered service. The conference committee has negotiated special conference pricing. Attendees will be able to enjoy five-star amenities at a special adult education rate!

Coeur d'Alene is a 45-minute shuttle ride from the Spokane International airport. Mark your calendars for April

What Do You Make?

The dinner guests were sitting around the table discussing life. One man, a CEO, decided to explain the problem with education. He argued, "what's a kid going to learn from someone who decided his best option in life was to become a teacher?"

He reminded the other dinner guests what they say about teachers: "Those who can, do. Those who can't, teach."

To stress his point he said to another guest, "You're a teacher, Susan. Be honest. What do you make?"

Susan, who had a reputation for honesty and frankness replied, "You want to know what I make? I make kids work harder than they ever thought they could. I make a C+ feel like the winner of the Congressional Medal of Honor. I make kids sit through 40 minutes of study hall in absolute silence."

"You want to know what I make? I make kids wonder. I make them question. I make them criticize. I make them apologize and mean it. I make them write. I make them read, read, read. I make them show all their work in math and perfect their final drafts in English."

"I make them understand that if you have the brains and follow your heart, and if someone ever tries to judge you by what you make, you must pay no attention because they just didn't learn." Susan paused and then continued. "You want to know what I make? *I make a difference.*"

Taken from the Nevada Connection, permission by Sharyn Yanoshak (Editor's note: This was written about teachers of children but it also applies to teachers of adults.)

News from Idaho

The Idaho Lifelong Learning Association (ILLA) Conference will be held in Sun Valley, Idaho, October 22-24. The theme for this year's conference is *Hands Helping Hands*. The keynote speaker is Dr. Steve Parson. The outgoing president this year is Dr. Robert Croker of Idaho State University, and the incoming president is Terry Busch with Partners for Prosperity. Terry is hoping to increase membership by promoting the educational benefits of belonging to ILLA. Visit the website at <http://www.idaho-lifelong-learners.org>.

Submitted by Marion Lansford

Idaho is pleased to be hosting the next MPAEA Annual Conference and invites the membership to Coeur d'Alene next spring! The dates for the conference are April 25-28th. The site of the 2007 conference is the Coeur d'Alene Resort (www.cdaresort.com), which is a destination resort known worldwide. The resort has given us excellent rates—\$89 per night for traditional or deluxe rooms and \$129 per night for their premier rooms (normally \$400). Book your room early. Look for details coming soon via email, mail, and on the MPAEA website.

Submitted by Laura Holyoke

DETERMINATION

It is the size of one's will which will determine success.

News from Utah

The Utah Association for Adult, Community and Continuing Education is holding its annual conference October 23-24 at Utah Valley State College, Orem, Utah. The theme for the conference is "Learning—The Way to Change." The keynote speakers for the conference are William A. Draves and Dr. Elliot Engel.

William Draves is the cofounder and president of the Learning Resources Network (LERN), a leading association in lifelong learning with more than 4,000 members in 20 countries. Draves is the author of Teaching Online, How to Teach Adults, along with many other books, manuals, and articles. He is a consultant on lifelong learning, education, and the Internet to universities, associations, and the government.

Dr. Elliot Engel has published seven books, the most recent of which is A Dab of Dickens & A Touch of Twain. He earned his Ph.D. as a Woodrow Wilson Fellow at UCLA, where he received the University's Outstanding Teacher Award. He is also the recipient of North Carolina's Adult Education Award, North Carolina State's Distinguished Outreach Professorship, and the Victorian Society Award of Merit. Professor Engel has written articles for such publications as Newsweek, three plays which have been produced in recent years, and was featured on PBS in a mini-lecture series on his favorite author and literary hero, Charles Dickens.

Further information about the conference, including registration, can be found on the organization's website, www.uaacce.org.

Submitted by Scott Greenwell

The Utah Association of Adult, Community, and Continuing Education (UAACCE) will hold their annual conference at Utah Valley State college on October 23-24, 2006. The UVSC campus is located on I 15 in Orem and is easy to access so if MPAAE mem-

bers from other states would like to participate in and enjoy the outstanding program of concurrent workshops and keynote speakers, please come join us.

The UAACCE has selected Salt Lake City as the sight for the 2008 MPAAE Annual Conference. The conference will be held at the downtown Radisson so members will be able to visit the many great locations in Salt Lake City while they are in town for the conference. Watch for more details about the 2008 conference in the future.

The UAACCE is hosting the 2006 University Continuing Education Association West Regional Conference on September 27-29, 2006. The conference is being held at the Salt Lake City downtown Marriott. The consortium has put together a great program for this year's conference.

For registration information, please visit <http://www.ucea.edu/pages/2006westreg.pdf> and to review the conference program see <http://www.ucea.edu/pages/2006westbro.pdf>.

Submitted by Andy Shinkle

Cont. from pg. 5
"Wyoming"

site of the 2007 annual conference. It is absolutely gorgeous! The resort will be perfect for the conference and the town and surrounding countryside has so many extracurricular activities to offer that anyone should be able to relax and enjoy themselves while they learn at the conference. I also highly

recommend any sort of treatment at their beautiful new spa inside the resort.

Submitted by Kelsee Miller

As we in adult education know, nothing is ever certain but change! Adult Education/GED programs in Wyoming are, once again, under the auspices of the Wyoming Community College Commission, effective 7/1/06. These programs had been housed by the Wyoming Department of Workforce Services for the past four years. Since DWS is workforce driven, and ABE/GED programs focus on education, the DWS/ABE partnership presented many challenges. Most programs feel more at home with the Community College Commission.

In Wyoming we are ecstatic to announce that our legislature has funded ABE/GED programs for the next two years! This is wonderful news, as we were faced with huge program cuts with the end of TANF/ETSS funding. We are, of course, hopeful that our legislators see fit to make this a permanent source of funding for these expanding programs in Wyoming.

Submitted by Connie Colman

**HAPPY
HARVEST
TIME
ENJOY THE
FALL COLORS**

Champions aren't made in gyms. Champions are made from something they have deep inside them—a desire, a dream, a vision. They have to have last-minute stamina, they have to be a little faster, they have to have the skill and the will. But the will must be stronger than the skill.

Muhammad Ali

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 Journal editors, your state's MPAEA board members or send inquiry to your newsletter editor.

MPAEA Membership Application

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

Detlef Johl
815 Front Street 44200
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Upcoming Events

- September 27-29, 2006 University Continuing Education Association West Regional Conference, Marriott, Salt Lake City, Utah. Go to www.ucea.edu/pages/2006westreg.pdf for more information.
- October 12-13, 2006 Wyoming Lifelong Learning Association (WLLA), Gillette, Wyoming
- October 22-24, 2006 Idaho Lifelong Learning Association, Sun Valley Lodge, Sun Valley, Idaho. Go to www.idlla.org for more information.
- October 23-24, 2006 Utah Association for Adult, Community, and Continuing Education, Utah Valley State College, Orem, Utah. Go to www.uacce.org for more information.
- November 3-4, 2006 39th Annual New Mexico Adult Education Association (NMAEA) Conference, Albuquerque Marriot Pyramid, Albuquerque, New Mexico. Go to www.nmaea.org for more information.
- February 7-9, 2007 Colorado Adult Education Professional Association (CAEPA), Omni Interlocken Hotel, Denver, Colorado. Go to www.caepa.org for more information.