President’s Message
Teri Zutter

Ahhh... The Holiday Season.

It’s a busy time of year, sometimes making it difficult to catch our breath. In the end, we’re all glad. Incidents of road rage decline, drivers let other drivers cut into traffic, passengers smile at elderly women going 30 mph in a 45 mph zone. Now, shoppers whistle while they shop, people smile randomly at each other, and children behave even when they are really, really tired.

Peace calls out to us. If we try not to listen, Peace shouts louder until we surrender, and find we are glad—Glad to be tired, glad to help, glad to listen and mostly glad to be present.

We sleep in, lounge around and then hit the ground running in January. The peace is difficult to sense at this point. Everyone’s heart rate is up, their weight is up, their credit cards are up, their deadlines are up and the gentle harmony with life—well...it has vanished. It can’t be found. It’s not even hiding under the couch, resting in a desk drawer or flickering on a holiday screen saver.

My sincere wish is that in 2007 we all find a way to carry the Peace of the Season into our daily lives. Not so much for each other, but for ourselves. Most of the adult educators I know work passionately hard, dedicate much of their time to everyone but themselves and are over the top committed to their professional mission—they forget the soothing sense of Peace that just recently delighted and reassured their souls.

Take time for yourself this year. You deserve it. Your productivity will not suffer; in fact, you’ll probably find that when your heart and mind can easily find Peace you are able to get more done on the job. You will think clearly and have great insight into what needs to be done next to be more efficient and effective. You will astound yourself with novel, creative strategies and your co-workers will marvel at your output. And then, if you haven’t taken time for

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THE DEVELOPMENT OF ADULT EDUCATION

Although the education of adults has certainly always existed, until the late 19th century there was little idea that adult education was any different from childrens education. In fact, the term adult education, itself, was first used in the United States in the 1890s. In the early part of the 20th century, the institutions for the education of adults expanded along with all other educational agencies. Thus, we see the expansion of public adult education programs, university extension, and urban evening colleges during this period. In addition, the influx of immigrants beginning in the 1880s had led to the development of the settlement houses with their expanded educational programs. The education of adults touched many different areas and was closely allied with the nascent social work and public health movements, applied sociology, and the more progressive elements of the traditional academic disciplines. These were all concerned with the problem of how academic knowledge could be conveyed to the public and how behavior could be changed as a result of this new knowledge. The Americanization movement brought these issues to a head as various groups developed conflicting philosophies of acculturation and cultural pluralism.

The Carnegie Corporation entered the discussion on Americanization with a study of the process by which individuals became assimilated. The study, commissioned in 1918 and carried out over the following years, went beyond a study of Americanization classes to encompass an examination of the family, the community, the arts, the media, and other interactions between American and immigrant life in order to uncover which forces encouraged the process and which ones acted negatively. In many ways, the Americanization study stands as a prototype for future interest in the education of adults. In its search for the educative aspects of all forms of social interaction, the study went far beyond the strictures normally associated with educational agencies.

A principal dynamic behind the growth of adult education in the 1920s was a criticism of the expanded educational systems of the postwar period. While criticism of the schools came from various quarters, some of the strongest came from those who later advocated the movement for adult education.

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MPAEA WEBSITE
www.mpaea.org
Access the MPAEA listserv
mpaea-l@acebrigham.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 only have an hour.....

If you have only an hour to devote to teaching improvement, use it in one of the two following ways.
(1) Make an "Essential Logistical Information" list that covers the key points that are addressed in your syllabus. New faculty often fail to put sufficient detail into the kinds of policies such as attendance, grading criteria, policies for missed or late work, etc., which can later lead to disputes that require resolution by a dean or chair. This is worth the investment of an hour to head off such troubles.

(2) Use a diagnostic formative survey in your class after about the first four to six weeks of class. The administration of a 60-item survey of classroom skills in an average class takes about twenty minutes. We know from Cohen's synthesis of twenty-two studies (Cohen, 1980, Research in Higher Education., v. 12, pp 321-341) that faculty who use such a diagnostic survey and consultation rise from about the 50th to the 74th percentile on student ratings.

This powerful research demonstrates the value of development in general. It is convincing evidence that supports formative diagnosis as a good risk for a faculty member to get worthy returns on an investment of one hour's time.

The above activities all yield high returns, and any professor who uses one of these tools will usually be pleasantly surprised.

Cont. from pg. 1

yourself, the bottom will fall out. You will suddenly find you are an antagonist of road rage, a topic of conversation at the water cooler, a victim of a myriad of health problems, and a burden to your loved ones.

So, what are you going to do? Come on—make a commitment right now. What will you do to take care of yourself this year? One thing each month—what will it be? How will you find that deep sense of Peace that promises to soothe your spirit, quiet your mind and bring comfort and joy in Spring and Summer?

I look forward to seeing you at the MPAEA annual gathering in Coeur d' Alene in April and hearing how you're doing. Until then—Take Good Care.

Merry Christmas
and
Happy New Year
News from New Mexico

Enchanted Past, Enchanting Futures was the theme for the 39th Annual New Mexico Adult Education Association Conference held in Albuquerque. The festivities started off in the beautiful brisk outdoors with the Ceremonia de la Tierra where programs brought “earth” from their prospective regions to show the connection we all have in adult education. Dr. Egre-Perez, State Director for ABE, spoke to the crowd with inspiring words for the future of adult education. Workshop sessions were held for administrators, teachers, tutors, volunteers and students to enhance their knowledge and create new relationships. Dr. Hunter Boylan, a leading expert on developmental education, addressed conference participants on transitioning ABE students into college. Informative workshops continued throughout Saturday rounding off with the banquet and recognition ceremony that evening. The annual NMAEA awards were presented to the following individuals:

Gabriel Arias—Employee of the Year, Sage LifeLong Learning
Nancy Chacon—GED Student of the Year, Sage LifeLong Learning
John Dixon—GED Student of the Year, Dona Anna Community College
Shannic Corral—Volunteer of the Year, Dona Anna Community College
Victoria Margarita Lopez—ESL Student of the Year, Santa Fe Community College
Mary Ann Bader—ESL Teacher of the Year, Catholic Charities
Vicki Weaver—GED Teacher of the Year, New Mexico Junior College
Marcella Pesina—Data Tech of the Year, SIPI
Dona Anna Community College—Program of the Year
Representative W.C. “Dub” Williams—Avon Wilson Distinguished Legislator Award

Congratulations to the winners of these prestigious awards, it is you who make the difference in adult education. The 40th Annual NMAEA Conference is set to be held in Farmington in the fall of 2007.

Submitted by Dianne Marquez

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Pre-school children were asked the following question:
In which direction is the bus pictured below traveling?

Look carefully at the picture.
Do you know the answer?

The only possible answers are “left” or “right.”
Think about it. Still don’t know?

The pre-schoolers all answered “left.”
When asked, “Why do you think the bus is traveling in the left direction?” they answered:
“Because you can’t see the door.”

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Good thoughts make life better.

News from Nevada

Workshops for adult educators:
Fourteen workshops on a wide variety of topics—such as strategies for teaching adult students with learning disabilities, teaching in the multilevel classroom, and active learning—are being offered throughout the state. The 2006-07 calendar also includes mini-study circles on English Language Acquisition. The “live,” full-day workshops are free to all adult educators on a space-available basis. Check out the schedule at www.literacynet.org/nevada; click on the “calendar of events” button on the left.

Online professional development:
Many Nevada adult educators report positive results from their participation in professional development courses offered through AE Pro http://www.aeprofessional.org/. Continuing Education Units are available for the timely, relevant, and well facilitated courses.

Content Standards: Nevada Connections is running a series of articles by Claudia Bianca DeBay on the who, what, when, where, why, and how of Standards implementation. Articles began in the August/September issue. Check them out at www.literacynet.org/nevada; click on Nevada Connections near center of the page.

Submitted by Sharyn Yanoshak
Scholarships for MPAEA members
Available Now!
Apply by February 15

Professional Development Scholarship
Up to $500 to one recipient per MPAEA member state. This scholarship may be used to attend conferences or to engage in other staff development activities during the year, which runs from the beginning of the MPAEA Annual Conference through the MPAEA Annual Conference of the following year. In most cases, recipients use the scholarship to defray expenses for the MPAEA Annual Conference; however, other functions related to lifelong learning may be considered.

Memorial Scholarship
Up to $1000 annually to a graduate student enrolled in a graduate degree program in adult education or closely related field or in a college or university located in one of the eight Mountain Plains member states.

☐ ELIGIBILITY: The applicant must be a current member of MPAEA or submit a membership application with this request.

☐ TO DOWNLOAD APPLICATION: Visit www.mpaea.org, click on “scholarships.” For membership, click on “join MPAEA.”

Questions:
Dianne Marquez, Scholarship Chair, dmarquez@nmjc.edu, 505-392-5411
For the MPAEA Navigating the Waters of Lifelong Learning

2007 Conference, April 25 - 28th
Coeur d'Alene Resort, Coeur d'Alene, Idaho
Please Note: Deadline is December 15th, 2006

Please share your expertise with your colleagues at this high quality lifelong learning conference! The purpose of the Mountain & Plains Adult Education Association is to promote professional growth, foster personal and program development, and contribute to program improvement. Conference strands include:

- Transformative Learning
- Organizational Learning
- Human Resource Development
- Adult Basic Education. ESL, GED, and Family Literacy
- Online Education (Web-based, course support, and blended approaches in Adult Education)

The conference committee will select presentations based on:

- RELEVANCE to conference theme and needs of participants
- Incorporation of RESEARCH-BASED practices
- Potential to ATTRACT and MOTIVATE conference participants
- ORIGINALITY and CREATIVITY
- Contribution to a WELL-BALANCED conference

Submission Deadline: December 15, 2006
Submission forms can be found on the MPAEA website, or you can request a form from Mark McCaslin at markm@uidaho.edu.

All lifelong learning educators are invited including those working with 21st century programs, community education programs, continuing and higher education, correctional education, adult basic education (ABE) programs, English for Speakers of Other Languages (ESL), and GED programs.

FEATURED SPEAKERS-PRESENTERS:
Senator John Goedde
Senator Goedde represents the 4th Legislative District, Kootenai County, of the State of Idaho. He is currently completing his third term in the Idaho Senate. He serves on the Education, Commerce, and Human Resources Committees. Additionally, he is co-chairman of the College Interim Committee.

Dr. Nancy Issacson
Dr. Issacson is the Executive Director for COR (Center for Organizational Reform) which promotes personal and organizational transformation, the vital role of community, principles of social justice, and the creation of healthy and effective institutions. www.corhome.org

Dr. Michael Kroth
Dr. Kroth is an assistant professor in Adult and Organizational Learning & Leadership for the University of Idaho and has authored two books grounded in his profession: Transforming Work: The Five Keys to Achieving Trust, Commitment, and Passion in the Workplace, and most recently The Manager as Motivator.

Fees:
$250 for individuals who register early (by March 1, 2007)
Registration includes 1-year complimentary MPAEA membership, breakfast and snacks for three days, lunch for two days, one dinner banquet, and one cocktail hour cruise on the Lake.

$100 One-day rate

The Coeur d'Alene Resort - www.cdaresort.com
115 S. 2nd Street
(P.O. Box 7200 - 83816)
Coeur d'Alene Idaho, 83814
MPAEA conference room rates (guaranteed through March 1, 2007);
$89 + tax for Deluxe rooms
$129 + tax for Premiere rooms
Hotel Reservations - 800-688-5253 (first night must be paid for at time of reservation). Full deposit refund on cancellation received 7 days prior to arrival.
Prison Education Programs

Recognizing the importance of education in helping reduce recidivism, the Arizona Department of Corrections (ADC) provides a variety of educational services to prison inmates. Educational services are provided in four basic program areas:

Functional Literacy Program. As mandated under A.R.S. 31-229, all persons remanded to ADC’s custody are tested upon arrival at the Reception Center using the Test for Adult Basic Education (TABE). Any inmate who does not receive a minimum 8th grade score in reading language or math on the TABE must attend Functional Literacy classes for 120 days. Inmates in the Functional Literacy Program are provided basic instruction in reading, language and math to bring their scores up to at least the 8th grade level. Inmates may continue in the Functional Literacy Program beyond the mandated 120 days on a voluntary basis as space permits.

GED Preparation Program. The GED Preparation Program provides instruction for those inmates who do not have a high school diploma or GED to enable them to successfully pass the GED test. The GED test is the same test given to the general public. Any inmate who achieves the 8th grade Functional Literacy standard, or an incoming inmate who tests above the 8th grade standard, but who does not have a high school diploma or GED, may enroll in the GED Preparation Program.

Vocational Education Program (VEP). ADC contracts with seven Community Colleges around the state to provide Vocational Education instruction to inmates who have a high school diploma or GED, but who have no identifiable work or employment skills. The VEP are designed to train inmates for work within the prison and to make them employable upon release. Programs can take anywhere from six months to two years to complete. An inmate may enroll in a VEP if they do not have a high school diploma or GED, if they concurrently enroll and actively participate in the GED Preparation Program.

Special Education Program. Pursuant to A.R.S. 15-1372 and Federal Statutes, including the Individuals with Disabilities Education Act (IDEA), the Americans with Disabilities Act (ADA), and the Rehabilitation Act of 1974, section 504, ADC provides educational services to minors adjudicated as adults and sentenced to prison, as well as to inmates less than 22 years of age and inmates who have disabilities which may have impeded their progress in standard educational classrooms.

News from Wyoming

The Wyoming Lifelong Learning Association held its annual conference in October in Gillette. Our keynote speaker, Elaine Doll-Dunn, has been in the field of education for over 28 years, 36,000 miles in running shoes and the joys and tribulations that come with 7 children and 18 grandchildren. She is the former Miss South Dakota and has conquered 3 husbands and cancer! Her speech was certainly entertaining and she is definitely a spokesperson for lifelong learning!

Our breakout sessions enlightened the crowd on how much a learner can learn, cultivating learners’ awareness, using the community as an educational resource, and even the joys of homebrewing!

Kudos to the following recipients of awards:

Fran Dow—Region 4 Outstanding Learner Award
Connie Colman—Outstanding ABE/GED/ESL Instructor Award
Kelsee Miller—Presidential Award and Award of Commendation
Lori Jahnke—Paul Kipper Award

We are looking forward to our annual conference in Cheyenne next October.

Submitted by Kelsee Miller

Out beyond ideas of wrongdoing and rightdoing, there is a field. I'll meet you there.

Rumi
SOFTLY, CHRISTMAS

Walk softly
As you go through Christmas,
That each step may bring you
Down the starlit path
To the mangerbed.

Talk quietly
As you speak of Christmas,
That you shall not drown out
The glorious song of angels
With idle talk and merriment.

Kneel reverently
As you pause for Christmas,
That you may feel again
The spirit of the Nativity
Rekindled in your soul.

Rise eagerly
After you have trod
The Christmas path,
That you may serve more fully
The one whose birth we hail.

Margaret Bundy Moss

What Makes an Effective Program?

Research findings regarding the effectiveness of adult education programs have been inconclusive. In 1999 M. Cecil Smith, Ph.D., associate professor of Education Psychology at Northern Illinois University, published a study showing that participation in an adult basic education program is not associated with better literacy skills, although the participants in the study did report that they read more after enrolling in the programs.

“It’s a formidable task for those on the front lines of instruction to affect any gains,” says Smith. “There is a wide variety of approaches to curriculum and instruction, with very little standardization in the field. Instructors range from volunteers who have virtually no preparation, to K-12 teachers who have little experience working with adults, to people with master’s degrees in adult education. There are family, financial and cultural barriers to getting literacy education. And, although it takes many hours of instruction to increase reading and writing skills (at least as assessed by standardized tests), there’s an incredibly high attrition rate in adult education programs.”

While agreeing that the system is in dire need of an overhaul, Thomas G. Sticht says that standardized tests are often not sensitive to the types of specialized knowledge that adults want—and need—to learn in literacy classes.

One of the common misperceptions about adult education programs is that they simply offer remedial instruction recapitulating K-12 course work. “There is a huge amount of content that is taught in Adult Basic Education that is not a replication of the K-12 curriculum,” Sticht says. “We need to have a cultural belief system that says it is both permissible and desirable for adults to have access to an adult learning system that will help them survive in this much more complex world.”

Sara Latta, Champaign, Illinois
Brain Connection.com

Cont. from pg. 2

Even those with seemingly quite different approaches to education and its meaning agreed that adults’ ability to learn was significantly different from that of children. This belief was predicated on the notion that true learning came from experience. While the process of uniting experience and knowledge was unclear, individuals with quite different points of view could unite under the banner of promoting this form of adult education.

It is important to understand that the adult education movement did not arise because of reasons relating to the development of a field of practice, but rather as a reaction to and a criticism of the current state of public and university education. As time would show, some of the goals of adult education as it emerged were quite clearly contradictory.

Excerpt taken from a paper: CHALLENGING THE SYSTEM; THE ADULT EDUCATION MOVEMENT AND THE EDUCATIONAL BUREAUCRACY OF THE 1920S, by Amy D. Rose. For more information on this paper and many others, go to www.distance.syr.edu/

Winter, with its inwardness is upon us.
A man is constrained to sit down and to think.
Thoreau

News from Idaho

Noted Northwest Author—Carol Ryrie Brink

Situated approximately 60 miles south of Coeur d’Alene at Moscow, Idaho is the home of Carol Ryrie Brink, famed adult and children’s novelist. My book club recently chose her book Snow in the River as its selection. Although Snow in the River is fiction, it is also autobiographical, and Ryrie fictionalized her father’s side of her family by chronicling her father and his two brothers’ immigration from Scotland in the late 1800s. The McBain brothers settle in a fictionalized Moscow, Idaho, called Opportunity in Brink’s novel, wherein she tells the story of the brothers seeking their fortune in a new land. Brink also fictionalizes herself as Kit, the young daughter of Angus McBain and weaves much of her own life into her story.

Carol Ryrie Brink has the distinction of being a true Idaho writer. She has

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Legislative Update—Take Action Now!

With the election results close to final, the significant changes at the national and at the state level may signal opportunities for us to increase funding for adult and family literacy. We need to begin our advocacy efforts now to maximize the return later.

It’s time to congratulate each political winner in your area and invite them to have lunch, tour your facility, or attend an upcoming event. I suggest doing this via fax to those reelected to Congress or reelected to your state legislative bodies and by mail to those newly elected to those bodies and our local elected officials. ProLiteracy America suggests that if the official is not already in office, send your letter to his or her campaign headquarters.

If you do not already have a relationship, now is a good time to send a letter of introduction, before the official takes office in January and is inundated with work. This is an important step in the process of cultivating relationships with policy-makers.

Send along a one-page summary of your program and its effectiveness. Be sure to explain the importance of adult literacy in your community and include your contact information. If you can, tie your services to other local concerns that are topical and timely, such as economic development, educating our workforce, or making your community more attractive to new businesses.

We want the new Congress and every statehouse to hear from us and to understand the importance of our programs!

The Colorado Adult Education Professional Association has some great advocacy resources on their website and we invite you to look them over, download, and use them. Go to www.caepa.org and click on Literacy! Campaign on the menu bar at the top of the screen.

Thank you for all you do to advocate for adult literacy in your community!

Submitted by Paulette Church
Legislative Chair

News from Montana

MAACE News
The Montana Association For Adult and Community Education Board is happy to announce that Jake Gustin has been appointed to be the Montana representative on the MPAEA Board. He will be replacing Terry Kelley who resigned this past year. Jake Gustin has been in Adult Education for over 30 years and brings with him a wealth of information regarding adult education in Montana. He currently serves as program director for the Helena Adult Learning & Testing Center which serves over 850 clients a year. Jake has been active in all aspects of adult education and has served the MAACE membership in many capacities. Jake said that he is enthusiastic to work with the MPAEA Board and serve Montana.

Treasurer’s Report
As treasurer, I am happy to report that Mountain Plains Adult Education Association is in a good financial position. All accounts have now been transferred to Wells Fargo which serves all eight states. We have two main investments and access to the funds if the need arises. MPAEA Board was able to help the Idaho Association with start-up funds for the April conference. If you have not paid your membership dues, please go to the MPAEA website and download the form. Membership pays in the long run.

Submitted by Detlef Johl, Treasurer

Cont. from pg. 8

29 novels, including nine for adults and 20 for young readers, among them Caddie Woodlawn, which won the Newberry Medal.

Before coming to Coeur d’Alene in April, treat yourself to Snow in the River, a compelling story of northern Idaho, pioneer life, and a good read.

Submitted by Marion Lansford
The Gift of Encouragement

I often wonder if we realize how much our words mean to those around us.

While sharp, critical words erect walls between people, words of encouragement and appreciation build bridges.

We suffer from a great shortage of good, sincere appreciation these days. There are hundreds of critics around, but the person who takes the trouble to commend and encourage is all too rare.

NO ONE IS PERFECT, BUT...
No one is perfect, but everyone possesses some good, even lovable traits. The lovability needs to be recognized and fed.

Author Lewis Carroll wrote a fantasy about a lock that keeps running around in distress, crying, “I’m looking for someone to unlock me.”

This little story sounds strange, but we should hold this picture in our minds. Many people need a key to unlock them. They need someone in their lives who will bring out the talents that are locked within them.

ACT ON YOUR GOOD IMPULSES
The great novelist and poet George Eliot remarked, “I not only want to be loved, I want to be told that I am loved…”

The biggest disservice we render to ourselves and to others is when we feel inclined to compliment and encourage someone, and then remain silent.

The confidence another person has in us may encourage us to do what we otherwise might be afraid to try.

TWO SIMPLE WORDS CHANGED HIS LIFE
In 1875, Alexander Graham Bell traveled to Washington, D.C. to arrange for patents. During his trip, he visited the director of the Smithsonian Institute, Joseph Henry, who was very enthusiastic about Bell’s theory for telegraphing speech. But in the conversation, Bell confessed he did not have the grasp of electricity that he needed to develop the theory.

“Well, then,” barked Henry. “Get it!”

Later, Bell wrote his parents, “I can never tell you how much those two simple words encouraged me.”

Two simple words can change a life. So, never hesitate to offer your encouragement.

Adapted from an article by Dr. Dale E. Turner

Silent messages can make or break your first impression.

“First impressions are lasting impressions.”

“The first impression is the only impression that counts and the only one that lasts.”

“You only have one chance to make a first impression.”

Such sayings hint at the importance of your image, or your “silent message.” In short, how you carry yourself—physically, emotionally, and intellectually—is a key to charisma because it profoundly affects how people react to you.

Image, of course, isn’t everything—but it is important, especially if backed up by strong performance. And a negative first impression—saying the wrong thing, wearing the wrong clothes, coming across as uncaring or inept—can cut off relationships before they get started.

The big components of your emotional image are a positive attitude, enthusiasm, and self-control. Outlook, of course, governs outcomes, and optimists are more likely to be successful as well as inspiring.

The positiveness is generally “inside” you, while enthusiasm, on the other hand, is how you show it to others. The response you receive from the world mirrors, in large measure, your attitude.

For example, a friend toured a client’s office and noticed negative, “cute” signs plastered everywhere: “It’s hard to soar like an eagle when you’re surrounded by turkeys.” “Even a bad day on vacation is better than a good day at work,” and the like. Every message that every employee saw every day was negative. No wonder, my friend later concluded, morale there was so low.

While I’m not suggesting you put on a phony happy face, I am saying that every word, gesture, expression, and impression is being watched—especially in initial encounters—and will either help or hinder you.

Taken from the Internet
eexecdirector@profnet.org
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
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