

# NEWSLETTER

## Mountain Plains Adult Education Association

ARIZONA COLORADO IDAHO MONTANA NEVADA NEW MEXICO UTAH WYOMING

VOLUME 65, ISSUE 4

Newsletter, March, 2007



### President's Message Teri Zutter

#### Navigating Spring Cleaning of Your Office Environment

This exercise requires only one day in your working life, but may create as many as five (5) extra days for you this year. In order for it to work, you must turn off your cell phone, forward your office phone and leave your computer in the shut down mode.

1. Pick a day in late March. Be willing to devote eight (8) hours to the task.
2. Choose a pair of old jeans and a favorite slum shirt—wear them.
3. Begin and be ruthless.
  - a.) If you haven't read it and the date is more than one (1) year old—

toss it.

b.) If the data are more than five (5) years old in this information age—heave it.

c.) If you cannot remember why you kept it, file it in the circular bin.

d.) If you can't find the lid, don't know if it's a letter opener or a mini-flashlight, or don't know what lock it unlocks—get rid of it.

4. Rearrange the items on your wall. Take down the awards, postcards, signs, charts and pictures that are too familiar. When you look at them, you don't really 'see' them, but look past them. Replace with new ones or leave the wall blank.

5. Trim off the dead leaves, throw out decaying plants, and repot that overgrown ivy.

6. Clean every surface thoroughly.

7. Follow-through RIGHT NOW with every box of items you plan to donate, pass on to colleagues, or give to students.

8. File every file that hasn't been touched by your fingers for more than four (4) weeks.

9. Leave no piles on the floor.

10. Hole punch and put away EVERY paper that needs to go in a binder.

Now—enjoy it! Savor the extra energy you created and bask in the sheer lightness of it all.

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## Journal of Adult Education

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Gary Conti  
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## MOUNTAIN PLAINS PROJECT

(History excerpt from Mountain Plains Adult Education Association's Role in the History of Adult Education 1945-1995, pg. 18 written by Kathrine Vickerman, published by ERIC.)

In 1949 (Maaske) adult education was defined as a group-learning effort, voluntarily undertaken by persons past adolescence, outside formal school institutions, deliberate in purpose, based on the interests and needs of the learner for enrichment and enlightenment. Pope Pius XII (1953) spoke to teachers and students on adult education in Italy saying: "The right to vote, in particular...requires in the one who exercises it at least an elementary notion of political principles and their application within the national and international sphere of politics."

Maaske (1949) suggested that adult educators needed to focus their attention on educating adults for world citizenship by expanding the vision of adults beyond the sphere of national interest to comprehension of the world community and in other areas as well. These considerations were uppermost in the minds of members when in 1953, the MPAEA and AEA/USA cooperated with Missouri Valley Adult Education Association and Southeastern Region in a 20 state effort to find more effective methods of coordinating adult education programs on the local, state, and regional levels by offering training institutes (Jayne, 1953).

From the institutes, trainees developed the Mountain Plains (MP) Project. This project was a cooperative effort involving about 120 communities in Colorado, New Mexico, Utah and Wyoming. It was designed to help individual adult educators throughout the region to strengthen their programs. According to Jayne (1954), this project had national significance since it represented one method of strengthening adult education within a geographical area (four states).

MP Project's pioneering effort was an important contribution to community, region, and also the educational movement in the country. Reports on the project were called for at the 1953 AEA/USA national meeting in New York. It was described in national publications of the AEA and the New York Adult Education Council asked for an article describing the project for their publication, *Adult Education For Everybody*.

After a year, evaluation of the MP Project showed that it

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### MPAEA WEBSITE

[www.mpaea.org](http://www.mpaea.org)

Access the MPAEA listserve  
[mpaea-l@cebrigham.usu.edu](mailto:mpaea-l@cebrigham.usu.edu)

**NEW EDITOR  
MPAEA  
JOURNAL OF ADULT EDUCATION**

Gary Conti, Professor from Oklahoma State University (OSU) in Stillwater, Oklahoma, has agreed to become the new editor of the *MPAEA Journal of Adult Education*. At OSU, Conti conducts original research in adult learning, plans and conducts courses in the adult education graduate program, directs and serves on masters and doctoral committees. He also serves as a clearinghouse for information related to the Principles of Adult Learning Scale and SKILLS learning strategies instrument. Gary has been coeditor of *Adult Literacy and Basic Education*.

Dr. Conti earned his doctorate in Adult-Continuing Education and a Master of Science in Education, Secondary Education at Northern Illinois University.

Among the many honors and awards received by Dr. Conti are:

Curriculum Innovation Award, 2003

Feldman Faculty Award for Teaching Excellence, 2001  
Citation of Merit, 2001

Martin Luther King, Jr. Holiday Commemorative Commission, 1994-1997

Kenneth J. Mattran Award for a distinguished record of achievement in promoting literacy at the national or international level, 1989

Coeditor, *Adult Literacy and Basic Education*, 1982-1990  
President's Research Award, 1983

Dr. Conti has many, many publications concerning adult literacy and education for all ages worldwide. He currently has two articles under review for the *Adult Basic Education Quarterly*. Most recently "The Theory of Planned Behavior and Chinese English Teachers' Intention to Implement Communicative Activities in the Classroom" was published in the *Hong Kong Journal of Applied Linguistics*.

MPAEA members are very grateful for Dr. Conti's commitment to the *MPAEA Journal of Adult Education*. We look forward to the next issue of the Journal.

### How To Teach Well and Keep Your Sanity?

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

#### If you have more than an hour...

We have services that indeed do promote more profound advances, but they do require larger investments of time. Examples include drafting a sophisticated teaching philosophy, thoroughly mastering a new pedagogical strategy, taking part in a summer retreat, doing a semester-long assessment with a student management team, or producing a comprehensive knowledge survey. Descriptions of some of these services follow.

1. **Attend a major thematic workshop.** Major workshops take place all the time. Smaller workshops and book discussion groups can also be of interest.

2. **Form a Student Management Team.** These draw on the basic quality circle concepts of Deming and Juran, and allow them to be applied in the classroom. Since 1990, faculty have used these at over 400 institutions. Many have published on the success of the method as a development tool. A bibliography of most of these reports is provided in *A Handbook for Student Management Teams* which can be viewed at <http://www.cudenver.edu/OTE/nn/vol2/2>.

3. **Attend Boot Camp for Profs.** This is a week-long summer intensive program founded in 1993. It has become a nationally famous program and has drawn instructors and attendants from over 100 institutions. The program goes far beyond individual development and ties good practices into curriculum development and unit level assessment. Attendants must actually use what they learn. Over 95% do, and many attendants have since won best-teaching awards.

4. **Construct a Knowledge Survey.** This instrument is both an assessment and a teaching improvement tool. In terms of student learning, research shows that the most important effort a faculty member can make lies in the planning and organization of the course. Knowledge surveys lay out an entire plan of content and disclose it to students. Once this plan is clearly seen, one can analyze the course in sophisticated ways that allow one to target levels of learning and verify that content is delivered at that level. This in turn permits selection of

Continued on page 5

## News from New Mexico

A number of professional development activities have been offered for New Mexico Adult Education Practitioners. Taskforces and instate trainers worked with the Higher Education Department and NMAEA to develop and offer these activities. Practitioners were invited to area cluster trainings which focused on GED math, learning differences and EL/Civics.

The *Got Math* workshop provided teaching strategies to further improve the quality of GED math instruction in New Mexico.

The *Learning Differences* training offered strategies to assist practitioners in providing a better learning service for LD adult learners.

The *CAELA-EL/Civics Session* assisted ESL instructors with lesson planning and material used to implement the integration of civics into general ESL classroom instruction. All area cluster trainings were a success for all involved.

The Adult Education Awareness Day at the State Capitol on January 18th provided visibility for ABE programs and informational visits with legislators. On February 8th, ABE/Literacy Day was held at the Roundhouse which included a proclamation presentation on the House and Senate floor and a press conference with reception in the State Capitol Rotunda. These events were sponsored by the New Mexico Adult Education Association.

Submitted by Dianne Marquez

Have you got a problem? Do what you can where you are with what you've got.

Theodore Roosevelt

## News from Nevada

Nevada's Adult Basic Education/ESL system is developing a model for determining site locations that looks promising for its target "market" and perhaps for other populations as well.

"AWESOME" is a collaborative project between the state Department of Education and individual school districts. Its purpose is to develop custom maps using a Geographical Information System (GIS) to pinpoint areas of need.

According to Adult Education Director Mary Katherine Moen, the process is based on two major assumptions: 1) Where there are children who are limited in their English proficiency (LEP), their parents are most likely also limited; and 2) Children with a demonstrated need for free and reduced school lunch (FRL) tend to come from families whose basic education skills might be limited, contributing to their earning relatively lower incomes.

AWESOME takes advantage of data generated by all of Nevada's public K-12 schools, which is comprehensive, detailed, accurate, and updated in the fall of each year. In these reports, each school can show the locations of its students who are LEP or FRL. (In the rural areas, an EXCEL spreadsheet showing school-by-school information is sufficient, since the number of schools is limited.)

In Washoe and Clark Counties (the two major urban areas), specific information about the school population is needed because of the sheer numbers of schools and anomalies in school attendance zones. These two county school districts have the capacity to identify individual LEP and FRL students by their actual addresses and to develop a map showing the pattern of their locations. The maps clearly and graphically pinpoint their neighborhoods. This is done in such a way as to maintain their confidentiality. Additionally, on that same map, the districts can overlay the location of all

the current ABE/ESL program sites operated by the programs in the area to determine which neighborhoods with high needs are being served and which ones are not. The ABE/ESL programs can then cooperatively plan to locate their sites based on the best available information, and can update the information each year.

Adult Education Director Mary Katherine Moen frequently posts her thoughts on current issues to the Web. Recent topics include student demographics, good teaching and the principles governing adult education in Nevada. Go to [www.literacynet.org/Nevada/](http://www.literacynet.org/Nevada/), click on "Adult Education in Nevada," and then on "Message from MK."

Submitted by Sharyn Yanoshak

## New NCSALL Annual Review Available in April 2007!

The Review of Adult Learning and Literacy: Connecting Research, Policy, and Practice, Volume 7, edited by John Comings, Barbara Garner, and Cristine Smith, is the newest volume in this annual series from NCSALL. This volume presents chapters on the persistence of adult education students, adult education program quality, assistive technology, individualized group instruction, health literacy and numeracy development in Australia, adult basic education in South Africa, and annotated bibliography on workplace education. To order the Review of Adult Learning and Literacy, Volume 7, visit NCSALL's Website at [www.ncsall.net/?id=1002](http://www.ncsall.net/?id=1002).

All funding for NCSALL will end on July 31, 2007. We hope that NCSALL's efforts have improved practices and informed teaching in the education programs that serve adults with limited literacy and English language skills, and those without a high school diploma, as well as increased the research base on adult learning and literacy.

Cont. from pg. 3 - How to Teach

appropriate pedagogues and rubrics to assure that the chosen learning and thinking outcomes are met. Finally, surveys given at the beginning and end of the course allow one to verify success at a level of unprecedented detail.

Some useful tools...

### SAFETY CHECKLIST FOR SYLLABI

Essential logistical information that should be in a syllabus.

- Your phone, email, office number and office hours
- Textbook and/or outside materials needed
- List of required readings (insofar as known)
- Instructional technology requisites
- Prerequisite courses or skills
- Policy for missed tests
- Policy for late work
- Policy for absences
- Policy for extra credit work
- Grading method and scale

### Treasurer's Report

I would like to thank all of you who have sent in your dues payment for the year. If you did not get a receipt via email and would like one, please contact me at [djohl@helena.k12.mt.us](mailto:djohl@helena.k12.mt.us) and I will be sure to send you one. Keep in mind that the current membership year will be ending soon. **Membership begins on the date the Association accepts payment of the first year's dues. The anniversary date of renewal of membership is the first day of MPAEA's Annual Conference.** MPAEA is a tax exempt 501 C3 organization. If you would like to renew your membership for this year, you can go to <http://www.mpaea.org> and click on "Join MPAEA."

If you are planning on attending this year's conference, an added benefit will be a complimentary membership for the upcoming year.

Either way that you choose to join MPAEA, we welcome you as a member.

Submitted by Johl Detlef, Treasurer

### News from Wyoming

**Kudos** to Wyoming Lifelong Learning Association Past-President, Joan Evans, for being appointed by Governor Freudenthal as Director of the Department of Workforce Services.

Ms. Evans was born and raised in Wyoming. She received a BS in Finance and a MA in Adult Education from the University of Wyoming.

Among her many awards, Joan received the MPAEA Award of Excellence and the Wyoming Lifelong Learning Association Outstanding Community Service Educator Award in 2005.

Previous to her new appointment, Evans was Director of Carbon County Higher Education Center (CCHC) in Rawlins. The Center was estab-

lished in 1985. CCHC offers post-secondary programs, vocational (workforce training) programs, industry training, adult basic education, GED and community education. CCHC employs a team of 25 dynamic individuals dedicated to meeting community educational needs.

**Other news from Wyoming** - Casper College has been awarded a \$100,000 grant from the Osher Foundation to develop additional lifelong learning programs for Wyoming citizens age 50 and over. The program is dedicated to the "joy of learning" and supports noncredit academic courses. Casper College is only the third community college nationwide to have been awarded such a grant.

Submitted by Kelsee Miller

**Service to others is the rent I pay for my room here on earth.**

**Muhammed Ali**

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

**Navigating the Waters of Lifelong Learning  
on Lake Coeur d'Alene  
April 25-28, 2007**

**Conference Registration Form**

Name \_\_\_\_\_

Home Address \_\_\_\_\_

City/State/ZIP \_\_\_\_\_ Country \_\_\_\_\_

Home Phone \_\_\_\_\_ Work Phone \_\_\_\_\_ Preferred email \_\_\_\_\_

Organization \_\_\_\_\_ Position/Title \_\_\_\_\_

Work Address \_\_\_\_\_

City/State/ZIP \_\_\_\_\_ Country \_\_\_\_\_

Meals: Standard \_\_\_\_\_ Vegetarian \_\_\_\_\_

**Conference Fees**

Conference Fee Early Registration (by 03/01/07)	\$250	_____
Conference Fee Late Registration (after 03/01/07)	\$295	_____
Conference MPAEA Emeritus Registration Fee	\$125	_____
Single Day Attendance (Thursday, 04/27/07, does not include evening event)	\$100	_____
Single Day Attendance (Friday, 04/28/07, does not include evening event)	\$100	_____

**Payment Options**

To submit your registration and pay online with a credit card please visit:

[www.wellsfargo.dajjdkfhdkfhdsdgbgskj](http://www.wellsfargo.dajjdkfhdkfhdsdgbgskj)

\*Please note: An additional \$7.00 fee will be assessed for administrative costs associated with credit card fees.

To submit your registration and pay via U.S. Mail with a check or purchase order, made out to MPAEA, please print this form and submit with your payment to:

Dr. Laura Holyoke  
University of Idaho  
Department of Adult, Career and Technology Education  
PO Box 444021  
Moscow, ID 83844  
RE: MPAEA

Registration forms may also be submitted via email to: [janelk@uidaho.edu](mailto:janelk@uidaho.edu)**Accommodation Information**Hotel Reservations: 800-688-5253 or [www.cdairesort.com](http://www.cdairesort.com)For more information go to [www.mpaea.org](http://www.mpaea.org) or call (208)885-7606 or email [holyoke@uidaho.edu](mailto:holyoke@uidaho.edu)

## Tools for Teaching

### Collaborative Learning: Group Work and Study Teams

Students learn best when they are actively involved in the process. Researchers report that, regardless of the subject matter, students working in small groups tend to learn more of what is taught and retain it longer than when the same content is presented in other instructional formats. Students who work in collaborative groups also appear more satisfied with their classes.

Various names have been given to this form of teaching, and there are some distinctions among these: cooperative learning, collaborative learning, collective learning, learning communities, peer teaching, peer learning, reciprocal learning, team learning, study circles, study groups, and work groups. But all in all, there are three general types of group work: informal learning groups, formal learning groups, and study teams.

Informal learning groups are ad hoc temporary clusterings of students within a single class session. Informal learning groups can be initiated, for example, by asking students to turn to a neighbor and spend two minutes discussing a question you have posed. You can also form groups of three to five to solve a problem or pose a question. You can organize informal groups at any time in a class of any size to check on students' understanding of the material, to give students an opportunity to apply what they are learning, or to provide a change of pace.

Formal learning groups are teams established to complete a specific task, such as perform a lab experiment, write a report, carry out a project, or prepare a position paper. These groups may complete their work in a single class session or over several weeks. Typically, students work together until the task is finished, and their project is graded.

Study teams are long-term groups

(usually existing over the course of a semester) with stable membership whose primary responsibility is to provide members with support, encouragement, and assistance in completing course requirements and assignments. Study teams also inform their members about lectures and assignments when someone has missed a session. The larger the class and the more complex the subject matter, the more valuable study teams can be.

#### General Strategies:

➤ Plan for each state of group work. Decide which topics, themes, or projects might lend themselves to formal group work.

➤ Carefully explain how the groups will operate and how students will be graded. Explain the objectives of the group task and define any relevant concepts. Additionally, every group needs a way of getting started, a way of knowing when its task is done, and some guidance about the participation of members.

➤ Give students the skills they need to succeed in groups. Many students have never worked in collaborative learning groups and may need practice in such skills as active and tolerant listening, helping one another in mastering content, giving and receiving constructive criticism, and managing disagreements.

➤ Consider written contracts. Some instructors give students written contracts that list members' obligations to their group and deadlines for tasks.

From Tools for Teaching, Barbara Gross Davis

You are not here merely to make a living. You are here in order to enable the world to live more amply, with greater vision, with a finer spirit of hope and achievement. You are here to enrich the world, and you impoverish yourself if you forget the errand.

Woodrow Wilson

Cont. from pg. 1 - Pres message

**Speaking of Navigation**—Laura Holyoke, Conference Chair for 2007, is working hard to create an outstanding gathering this April. I'm looking forward to seeing you all in Coeur D'Alene. Until then.....

### MPAEA National Adult Education Honor Society Project

Please be aware of a couple very important deadlines that are quickly approaching for the MPAEA National Adult Education Honor Society (NAEHS) Project.

1. State associations must receive nominations of NAEHS inductees from local programs by March 10th in order for them to be eligible for possible recognition at the Idaho Conference this spring. Each local program may submit up to two inductees to their state association. Remember that nominees must be from the current program year and they must have already been inducted into the NAEHS by their local chapter by the deadline.

2. State associations must give the names and a 150-word biography of their three state inductees to the MPAEA Awards Committee Chair by March 28th. Email this to Brad Deeds at [bdeeds@tmcc.edu](mailto:bdeeds@tmcc.edu) and co-chair, Marion Lansford at [mlansford@eitc.edu](mailto:mlansford@eitc.edu). Include the nominee's mailing address.

This will be the sixth year of the MPAEA NAEHS Project and every year we try to expand state and program participation. Our goal is to have all eight MPAEA states involved every year. This year the conference is in Idaho so we especially hope to see Idaho programs participate which will allow us to meet their outstanding NAEHS inductees at the conference.

Submitted by Blair Liddicoat

## ESOL Web-sites and Software

### Websites:

**starfall.com** is a good site for kids learning to read phonics. The phonics would also help adults and there is some low level reading that might be used by parents to read to their children.

**esl-lab.com** This site has dozens of conversations for students to listen to and then take quizzes on.

**a4esl.org** Part of the Internet TESL Journal, a4esl has quizzes and puzzles created by teachers for their students, shared with the internet community.

**myefa.org** English for ALL—I haven't gotten as good a response from students about this site, but I feel it has potential. English for ALL is a DVD series created by LA Unified and Sacramento County Office of Education. The online site contains all of the video and supporting exercises. The topics include employment, taxes, housing, and the education system. Teachers can set up a class and check on student progress through the website.

### Software:

Oxford Picture Dictionary Interactive.

Submitted by Sandra Grant

## A winning image starts with a good self-image

I have a teacup poodle named Vito. Vito is the size of a toaster, but every time I take him for a walk, he never fails to pick a fight with some dog ten times his size. It's become clear to me that Vito has an image problem—he's a little dog who thinks he's a lot bigger than he really is. (Blame me for naming him Vito!)

Many of us, like Vito, carry around a self-image that doesn't really jive with the facts. And that can be dev-

astating to our careers. After all, how we look in our mind's eye really determines how successful we can be in dealing with other people. For example, if you have an overly negative self-image—you feel that you're too tall, or overweight, or unattractive in some way—you'll lack confidence, and others will easily catch on. On the other hand, if you have an overly positive image of yourself—you think you look terrific, when in fact you're a sloppy dresser who's badly in need of a haircut—you'll be blinded by a false sense of confidence and make decisions, actions, or statements about yourself that might lead people to question your professionalism...and even your sanity.

In either case, analysis by yourself—and perhaps by those closest to you—is needed, because your image is important. Luckily, it's also something you can easily change! To find out how others see you, get some photographs or videotapes taken of yourself when you feel you're looking your best. Ask for close-ups and study them carefully. What do you see that you like, or don't like?

Then ask your best friends for their candid opinions on how you look, how you carry yourself, how you come across verbally, and what your car or house or briefcase or other material goods say about you. Promise you won't take offense—and don't! Then ask them to tell you about your image in terms of knowledge and enthusiasm as well as sincerity and integrity.

Now you can use your own and others' candid analyses to change aspects of your image that give off the wrong impression, and walk with your head held high!

From [www.alessandra.com](http://www.alessandra.com)

Cont. from pg. 2 - MP Project encompassed 25 communities with over 500 adult participants. A report and analysis of the MP Project was published by Clarence D. Jayne, University of Wyoming and Jack R. Gibb, University of Colorado. The report included the committee's analysis of their objectives as listed below:

1. Make substantial progress toward building an inventory of adult education needs in communities of over 2,500 people.
2. Create an inventory of local resources available for adult education in each community and the development of an awareness of the kinds of resources and services available from state, regional and national organizations.
3. Produce an evaluation of functioning adult education programs in each community in terms of overlapping activities, gaps in meeting needs, neglect of available resources, etc.
4. Provide a setting in which the participants (of community conferences) could begin to plan cooperatively to better serve their community, perhaps through the formation of adult education councils or other types of organizations or agencies.
5. Increase membership in the Mountain Plains Adult Education Association.
6. Organize state associations in Utah and Wyoming and strengthen state councils in Colorado and New Mexico.
7. Create better communication among adult educators in the region.
8. Create a pool of 48 trained and experienced conference consultants in the region.
9. Prepare a training handbook on how to stimulate cooperative community adult education.
10. Increase membership in the AEA/USA.



**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. Gary Conti  
 Oklahoma State University  
 206 Willard Hall  
 Stillwater, OK 74078  
 (405) 744-9192

**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  
 Helena, MT 59601  
 djohl@helena.k12.mt.us

Membership applying for: (Please check one)

<b>Individual</b>	
Individuals	\$30
Students	\$20
<b>Institutional</b>	
Libraries	\$100
Colleges & Universities	\$100
State Education Agencies	\$100
Public Schools, Corporate	\$100
Other (includes International)	\$100

*All membership dues are tax deductible*

**Membership Information**

Application Date \_\_\_\_\_

Name \_\_\_\_\_

Institution \_\_\_\_\_

Department or Title \_\_\_\_\_

Address \_\_\_\_\_

City/State/Zip \_\_\_\_\_

Business Phone \_\_\_\_\_

Residence Phone \_\_\_\_\_

Fax \_\_\_\_\_

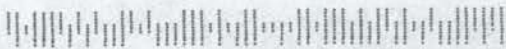
Email Address \_\_\_\_\_

**Make checks payable to:  
 Mountain Plains Adult Education Association**

**Upcoming Events**

- March 21-24, 2007  
TESOL Convention and Exhibit, Seattle Washington. For more information go to [www.tesol.org](http://www.tesol.org).
- March 25-28, 2007  
Commission on Adult Basic Education (COABE) Conference, Philadelphia, Pennsylvania. For more information go to <http://www.coabe.org>.
- April 25-28, 2007  
Mountain Plains Adult Education Association Conference, Navigating the Waters of Lifelong Learning, Coeur d'Alene Resort, Coeur d'Alene, Idaho. For more information go to [www.mpaea.org](http://www.mpaea.org). For hotel information go to [www.cdareSORT.com](http://www.cdareSORT.com).

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