

Listen... to the “Rest of the Story”

One of the privileges we have as counselors is to have the opportunity to listen. Probably nothing we can do is more important. I had a great sign once that said “What every child needs is a good listening to.”

Many counselors have studied Carl Rogers and know of what he calls “empathetic understanding,” that is “understanding with a person, not about him.” He says that “real communication occurs...when we listen with understanding.” No matter what therapeutic approach we use in our work with students, relationship and understanding are critical pieces. Most certainly, for either of those to occur, listening is key.

When my children were young and car-pooling was a daily part of our life, we often listened together to Paul Harvey and the “Rest of the Story.” When a child comes into my office and we sit together and I take the time to listen, I often hear the “rest of the story.” I learn what is happening in their lives that results in the behaviors we see that mean getting into trouble, having poor results with school, etc..

Below are the Chinese characters that make up the verb “to listen.” They tell us something very significant about the skill. As listening and understanding go hand in hand, perhaps it will remind you of what we need to give when we listen and strive for understanding. Each student who comes to you deserves such a gift. What a gift we can all give, at holiday time or any time, when we take the time to listen.

- Barb Holden



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2005-2006 Counselor of the Year Awards

Each counselor recognized was contacted for their thoughts about the award, what they've been up to so far this year and any other comments they wanted to give. Their replies follow.

Amy Griffin - Elementary

"Being selected for the Elementary Counselor of the Year Award for the state of Montana was truly an honor for me. There are so many qualified individuals in this field, deserving of such accolades, that it is hard to picture myself in that category. The bottom line is, we have a top-notch team of professionals in Ronan School District #30 and I work among the best of the best. It is easy to be considered great when the people around you bring out the greatness in others. During the last MSCA conference Dr. Carolyn Stone motivated us to want to further our knowledge about law and ethics surrounding our career and we decided to complete a book study on her book, School Counseling Principles Ethics and Law by Carolyn Stone, Ed.D. As a team we have also been focusing on our crisis module, defining group practices within our own schools, and learning varying techniques to reach students and parents. I am continuing my work on female bullying and expanding an enrichment program from the classroom into a group like setting including parent outreach and education. I am also infusing adventure based counseling practices into my group settings for both boys and girls. I continue to believe that adventure based counseling principles are some of the best ways to reach kids and afford them the opportunity to process in a very meaningful way. To those who nominated me and those who were on the selection com-

mittee I cannot thank you enough for the consideration. The award is truly an honor. "

Pam Kampfer – Middle School

In a brief phone conversation, Pam stated she was "humbled as could be. There are so many other counselors who are just as deserving. The award meant so much. It is really special to me." Pam has been busy working on Great Falls Public Schools' Career Fair for eighth graders since July.

Joe Yanzick – High School

"The counselor of the year award is something I will cherish for the rest of my life. I am especially grateful to all the members of MSCA responsible for selecting me for this award. I believe this award should really be viewed as a tribute to my colleagues, administrators, parents, community members, and all students I've had the privilege to work with during my thirty-three years in public education. I hope I can continue being a productive and positive force in my profession for yet a few more years. During our forthcoming spring conference in Bozeman, I would feel it a privilege if I could share with my counseling colleagues from across the state a bit of information about my community-based scholarship program. This program I am happy to say, which I initiated twenty-nine years ago, helped our school receive over \$700,000 in scholarship offers last spring. Incidentally, I am very proud to be a member of MSCA, and I do looking forward to our conventions and the opportunity they afford to meet and share ideas with fellow counselors."

Ellen Guderian K-12

"Hearing my name called out as the K-12 Counselor of the Year was totally shocking. While it was defi-

nately a warm fuzzy feeling being recognized by my peers, it left me with a feeling of panic, "Good grief, how am I going to earn this?" Over the next few months, while dealing with "my kids" or working on the ranch, I mulled over what receiving the award meant to me. My conclusion: It is a challenge. To me. I'm the one who feels like "I have to earn this". I'm the one setting my personal standards for my performance. I'm the one who will decide whether I "have earned it". It is wonderful that I thrive on personal challenges as I have now challenged myself to become a better counselor and prove to myself that I am worthy of being selected as the K-12 Counselor of the Year. To the person who nominated me, to the people who voted for me, to the people who applauded me, and to "my kids", thank you."

Richard Kuntz, Administrator

"I was honored to be selected as the 2006 Administrator of the Year by Montana School Counselor Association. Counselors are every student's last best hope for success in school. They are the one adult in the building who is there as an advocate for every student. They don't have to give them grades. They don't have to discipline. They just have to guide and advise and make sure that every kid has the support they need. They see the good in every student and try to help that student see the good in themselves. They are truly the parent away from home. They are the safe caring adult that each kid can turn to. To be recognized in some small way by this group of professionals is truly special. I try to give back a little of what I see counselors give everyday. Fortunately in my position I have the opportunity to remove some of the barriers that might prevent a counselor from working with a student. Thank you for the honor."

Photo Opportunities!

Counselor and Administrator of the Year Awards for 2006 were presented at our annual spring conference in Bozeman last April.

Elementary Counselor of the Year was presented to Amy Griffin, from K. William Harvey Elementary School in Ronan. Pam Kampfer, from North Middle School in Great Falls received the Middle School Counselor of the Year award. Darby High School counselor Joe Yanzick was honored as High School Counselor of the Year and Ellen Guderian, Broadus Public School, received the K-12 Counselor of the Year. Richard Kuntz, Great Falls, was honored as Administrator of the Year.



President Holden with Ellen Guderian



Mr. Richard Kuntz was honored as Administrator of the Year



Pam Kampfer, Joe Yanzick and Amy Griffin (left to right)

2007 MSCA Spring Institute School Counselors... Building Capacity for Montana's Kids

Call for Presentations

On alternate years the MSCA Spring Institute has either intense skill training or sectional training provided by members and other skilled presenters in the state. The 2007 Spring Institute will feature Judy Bowers, Past President of ASCA and an author of the National Model. In addition, this is a sectional year and we are looking for presenters and topics that will enhance the capacity of Montana's School Counselors.

This is your invitation to submit a proposal for the 2007 MSCA Spring Institute. The conference will be held on April 19th and 20th at the Holiday Inn in Bozeman, Montana.

Each session will be 1¼ hours and proposals may be for one or two sessions. (Some presentations will be scheduled to repeat and some will not.)

We are looking for presentations in the following areas but will also welcome other ideas you have:

- Planning and Preparing for Post High School
- The National Model and the Montana Model, implementation, evaluation, and accountability
- Skills for issues that interfere with learning (personal/social issues, crises, etc.)

Speakers will receive a 40% conference fee reduction.

If you are interested, please download a Proposal Form at www.mtschoolcounselor.org and mail it to Barb Holden at the address listed. If you have further questions, please, contact Barb at 268-6490 or at home at 453-4412. Proposals are due to Barb Holden by January 17, 2007.

Barb Holden, President
2024 13th St. SW
Great Falls, MT 59404

A Word From Your President-Elect

- Kristy Savaria

Earlier in the year I asked all of you “How are we as Professional School Counselors making a difference and influencing our students lives in order to support their success in the three domains we teach and guide in?”

We have the opportunity to live privileged lives as citizens of the United States. There are freedoms here that many other countries are not fortunate enough to have. At this political time of the year ethical standards of living and working are certainly scrutinized with the word of what one politician is doing and what the other is not, or vice versa. As mentioned in that earlier article, school counselor accountability is very important for us as one of the professionals that our administrators, teachers, parents and students seek out when they need support services. We are the experts when relating academic, personal/social and career related information. Others seek our counsel and truly listen because they know we are highly qualified and offer objective supports to them. Our positions are evolving and the metamorphosis can be challenging. Just like making a decision about those candidates, we must weed out the bad in order to maintain and excel in the good areas for the greater success of our students.

With the support of “Great People” our organization has challenged itself rising to these milestones in order to create opportunities for growth and professional development for all Montana School Counselors. As a grassroots organization rebuilding with about thirty members six years ago we currently have approximately 190 active members. We have been able to provide outstanding leaders in our field to teach us how to work towards personal and district requested

goals. We do have one vision, one voice for supporting Montana School Counselors. Board collaborations with MEA-MFT, OPI, Gear UP, and other professional organizations such as The American School Counselor Association, The Montana Counselor Association, The Montana Social Workers Association and the Montana Council for Exceptional Children have allowed us to provide quality trainings over time. We have kept our conference fees low to include our membership fees for a full year. These fees allow us to invite people like Norm Gysbers, one of the founding fathers of the school counseling program, to Bozeman, Montana. This was through the hard work and efforts of our advisory member, Counselor Educator, Dr. Mark Nelson. Ms. Rene Dubay, formerly with Gear Up, advisory member to the MSCA board, and liaison with various people in the Office of Higher Education has provided valuable input with regard to supporting counselors across the state. Sandy Merdinger, Dr. Darelle Stolle, Joy Jones, this list goes on and on and on....

Recently at MEA-MFT in Billings we provided two day certification training with approximately 60 people in attendance each of those two days. This training provided a certification and fifteen hours of CEU’s for school counselors and other interested educators to gain valuable information on a program geared to those support students who feel Why should they even Try? We also provided 19 presentations on a variety of topics relevant to our field and we held a general meeting which included free lunch and a presentation from MEA-MFT Policy Director, Erik Burke on National Certification for Specialists. I’d like to thank all who presented and supported this

last conference. We work for you and the advancement of Montana’s school counselors.

Previously as a K-8 school counselor in a very rural school and now as an elementary counselor (K-5) in a school with a census count of about 437, I feel confident and well prepared. I know I am being trained to be an effective leader due to my association and training with MSCA and our national association as a board member. My university provided the backbone and foundation; my administrators supported my further learning with regard to policy and district requests and duties; my peers provided support and direction I could not get from anywhere else. I can honestly say that I am more personally driven for student success than ever before. Technology supports us getting things done in an efficient manner. I can even copy and paste from a Word document to almost anywhere else with 99.9% accuracy and my support for others is evident by the respect I receive with sincere thanks once a task has been achieved and new ones are developed. I can tell you that did not happen overnight. It is a journey and the best is yet to come. We have a dynamic, professional and experienced leader, Mrs. Barbara Holden, who will lead us into the new year with her normal bounce and vigor, encouraging our board to reach beyond the old and into a new era where we expand what has already been done and create new opportunities. Please join us in this venture. We encourage your suggestions and opinions. Get ready for new board opportunities also. This will

“Our positions are evolving and the metamorphosis can be challenging. “

2007-2008 Board of Directors Openings

Are you interested in working with the Montana School Counselor Association to build the profession of school counseling in Montana? Do you love counseling and have some ideas about how we can better help counselors in Montana? Elections will be held at the MSCA Annual Meeting for the following positions that will be open beginning in October 2007 with a term running until October

2009: President-elect, Middle School Vice-President, and K-12 Vice President.

The position of President-elect is a two year term that then moves into two years as President. It is a wonderful opportunity to work to improve our profession!



Help Your State Organization and watch Yourself Flourish!

Reach New Heights in Your Professional Development!

ASCA's 2007 annual conference, "Reaching New Heights," June 23-26, 2007, at the Hyatt Regency Denver at Colorado Convention Center, will bring together approximately 1,500 pre-kindergarten to post-secondary professional school counselors, counselor educators, supervisors and graduate students. From educational sessions to net-

working events, pre-conference workshops to inspiring keynote speakers, ASCA's conference helps professional school counselors across the country meet their professional development needs.

Conference sessions allow attendees to take away solid, practical ideas they can put to work tomorrow, make valuable contacts in

the school counseling field and discover the latest techniques in school counseling.

This information and more is available at www.schoolcounselor.org



Don't Miss This Great Opportunity!!

MEA-MFT Call For Help!

We are seeking a chair/co-chair to support Kristy Savaria, MSCA President-Elect, with the Montana School Counselor Association for the MEA-MFT 2007 conference to be held in Belgrade, Montana next October.

This person(s) would be responsible for coordinating sectional speakers and setting up conference rooms at two meetings to be

held January 26th and May 18. The meetings will be in Bozeman and Belgrade. Please contact Kristy for more information at home after 6 PM at 259-5827 or work Mon-Fri at 628-3452. Leave a message and Kristy will get back to you as soon as possible. It makes sense to have someone from the Belgrade/Bozeman area, but please do not

let geographic area deter you from calling should this professional growth opportunity interest you. We need your help and input! Thank you for your consideration!

Post High School Planning

- Vicki Smith

Montana Leads on ACT Scores!

Wouldn't it be great to see this as a headline in all the news? Actually, Montana is doing fairly well on ACT scores; however, there are many Montana schools that want to see improvement. Montana is currently the 13th leading state for composite ACT scores. While that sounds pretty good, our scores in Math and Science reflect that, on average, our students (who took the ACT in 2006) have less than a 50% chance of earning a B or better in first-year college related courses.

New ACT research has established "College Readiness Benchmark Scores" in each area that reflect whether or not a student has a 50% or higher chance of earning a "B" or better in a related college class. Below is a list of the college courses related to the testing areas and how Montana is doing in comparison to the Benchmarks and the National average scores:

ACT College Readiness Benchmark Scores Compared to Montana & National Scores

<u>College Course</u>	<u>ACT Benchmark Scores*</u>	<u>Nat'l-2006</u>	<u>MT-2006</u>
English Composition	English – 18	20.6	21.0
College Algebra	Math – 22	20.8	21.7
College Soc.Studies/Hum.	Reading – 21	21.4	21.9
College Biology	Science – 24	20.9	21.8

It's great to know that Montana's scores continue to be higher than the National scores in every area! However, we still need to strive for scores that reflect that students have better than a 50% chance of getting a "B" or better in the related courses. Here are some ideas, specific to the ACT, being tried in schools; maybe one or more of these will work at your school.

- o Increase enrollment in and availability of college preparatory courses in high school.
- o Increase use of ACT Online Preparation (practice test questions, practice essay, diagnostic test, personalized study path, ACT Prep Guide)
- o Have a computer(s) available to students specifically for ACT preparation.
- o Post information about the ACT with the website - www.actstudents.org
- o Have 30 min. ACT study sessions after school; offer rewards to students who complete 10 sessions.
- o Offer a College Prep class for juniors or seniors with an ACT component.
- o Administer the EXPLORE to all 8th or 9th grade students.
- o Administer the PLAN to all 10th grade students.
- o Have Math, Science, English and Social Studies classes cover one ACT question per day at the beginning of regular class.
- o Offer evening sessions for 11th grade students in the 2nd semester to help prepare them for April or June test dates.
- o Invite area colleges to come in and talk to junior/senior students about the ACT.
- o Collaborate with Bridge, Educational Talent Search and Upward Bound programs to offer ACT workshops.
- o Have an evening ACT Preparation workshop before the test: include information on Test Anxiety, possibly find volunteers to feed the students.
- o Design a Jeopardy ACT game to use in class or at workshops.
- o Offer a workshop on taking Standardized Test Taking Tips.
- o Publish information in the local newspapers to let parents, and the community, know what activities you have planned to help students.
- o Include notes on grade reports about the upcoming ACT, Explore or PLAN.

Download the monthly ACT newsletters and have it available during Parent-Teacher Conferences – get them at the ACT website: www.act.org/news/use/pdf/nov06.pdf

It's not an easy task to increase ACT scores and this process truly runs from pre-school through high school. However, I believe there are things high school counselors can offer that will help encourage and support students to do their very best on the ACT. If you have more ideas I hope you will share them with me. We can do incredible things when we put our minds together.

Getting College Information Out To Students

I would like to share some of the activities I do to help get college information out to the students. There is a wide variety of college and career information that comes into the school: (continued on page 7)

magazines, catalogs and visits from college representatives. Some days it seems overwhelming to deal with this abundance of information.

My first priority each year has been to meet individually with each senior and complete a short survey to see what their plans are and review their grade point average and ACT scores if they've taken the test. I document this information on a grid in Excel to refer to as college and career information comes across my desk. These are the headings I've used but you may find different headings will meet your needs: Name, GPA, ACT, AS-VAB, Plan #1, Plan #2, Major #1, Major #2, Concerns, Working, Job Shadow, Other. If I visit with the student later and they've changed their mind about something, I update my record accordingly. I also keep a printed copy handy to look at as needed.

One of our first activities is the fall college fair. As students board the bus to leave for the fair, I give them copies of the current MPSEOC catalog along with a college comparison

form. I encourage them to visit colleges of interest and get as much information as they can to complete the form.

When college representatives start calling to set up visits, I list the dates in our daily bulletin to students and feature information about the college on our bulletin board. The "Featured College" display includes basic information about the school, a breakdown of the Cost to Attend (I call the colleges to get the most current information) and a list of the degrees offered; sometimes I cut and paste information from their flyers and posters. I also put brief articles in our weekly newspaper to let parents know what representatives are coming. If I know a student's interested field of study and this college offers the program I often make contact with the student and encourage him/her to visit with the representative just to see what they have to say. The day before the representative comes I set out a flipchart on a tripod reminding students of the event.

We also have magazine holders for all Montana colleges and universities

and one for each state in our Counseling Center. We file catalogs and flyers in these boxes for students to access. When college representatives stop in I ask them to check out their box to be sure the information is current.

As magazines come in I contact our English instructors to disseminate them to appropriate classes. I try to take a few minutes to point out some of the information in the magazines to get students engaged. When we've had time we've had students read through the magazines then I've asked questions that could be answered from the magazine and gave out MacDonald's coupons for correct responses. This always seems to engage them!

"My first priority each year has been to meet individually with each senior and complete a short survey to see what their plans are ..."

Save the Date!

MSCA'S SPRING INSTITUTE

April 19 and 20, 2007

BOZEMAN, MT

HOLIDAY INN

The Cook Scholarship...Educational Opportunity - Elaine Schoyen

Another aspect of our professional obligation is to provide our students, parents, and the community with educational opportunities. What motivated me to write an article on this topic is that I recently spoke with three students attending St. Paul's who had to learn about the elite Cook Scholarship from someone outside of their own school. As a result of the frustration I heard, I encourage you to gather your own information and at least provide your families an opportunity to determine if such a "fit" would work for them.

Most of you are familiar with the Cook Scholarship, which is exclusively offered to one or two of our Montanan students each year. Upon the death of Frank Hervey Cook, a 1919 graduate of St. Paul's School in Concord, New Hampshire, the Cook Scholarship Program was established in 1973. Since 1973, more than 53 boys and girls from every corner of our state have benefited from the opportunity of attending St. Paul's as Cook Scholars. The scholarship provides for tuition costs at St. Paul's and substantial financial assistance for the college of their choice. Please note that while the scholarship provides a great financial benefit, the recipient is selected on merit and not financial need.

Students that are currently in the eighth, ninth, or tenth grades that have demonstrated academic excellence and character accomplishment, would be considered worthy candidates for application. Teacher and principal recommendations, school records and an entrance exam (SSAT) are parts of the admission procedure. Finalists are interviewed in Helena by the Cook Scholarship Board of Trustees. Please note that the closing for application materials is January 15th each year. This year the last SSAT testing date is January 6th. If you have a student applying

and testing on this date, be sure to indicate to the office of admissions that their test score information may arrive after the 15th. For more and specific information, please go to the website for St. Paul's School (www.sps.edu).

St. Paul's has a very healthy financial aid department. Over 35% of the students are on some type of financial aid. I encourage you to communicate to your student and their family to not "put all of your eggs in one basket" by only considering the Cook Scholarship. Locate the financial aid information sheet in the packet, complete it, and return it with the application form. Financial aid is based on need alone. Know that those incidentals like air travel, the prom dress, music lessons, tutorial services, or athletic equipment could be provided. Need is absolutely the determining factor for financial aid. In years past, I had a student that was an excellent candidate (music protégé), but she was not selected to be a recipient of the Cook Scholarship. I encouraged her parents to complete the financial form, and if they had, this incredible student would have received full tuition, travel...the works you might say. This form has to accompany the application for admissions. At their website you will find that they figure that a household income of \$65,000 or less would most likely provide free tuition.

St. Paul's School at a glance: founded in 1856 by George Cheyne Shatuck; 9th-12th grade co-educational boarding school; located in Concord, NH, on 2,000 wooded acres (70 min. from Boston); 515 students (50% male, 50% female); all students and faculty live at St. Paul's; current students from 38 states and 18 countries; over one-third of all students receive tuition support; an open faith community

grounded in Episcopal tradition; 79 humanities, 23 mathematics, 58 language, 23 science and 56 fine and performing arts course offerings; 17 different interscholastic sports.

Well, for over ten years I have been guiding students and parents through the process of applying for the Cook Scholarship. About a month ago I was fortunate enough to travel to St. Paul's and spend three insightful days on campus. St. Paul's is a four year co-educational boarding school of the highest academic standards and achievements. They have a closed campus, which means that they do not allow day students to attend. All 515 students live on campus including their 100 teachers and their family members. Presently, they are one of the few boarding schools that operate as a closed campus. Personally, I believe that this practice (closed campus) fosters the diverse and inclusive campus environment that I experienced and heard our Montana students share.

My first day began by eating breakfast with the students and attending Chapel. Chapel reminds me morning school announcements, but in a serene environment. Wow! I must say that when 500+ young people stood up to sing, goose bumps zipped up my spine. A beautiful poem was read, announcements for the day shared, and a trio (piano, violin, and cello) performed an amazing tango arrangement. The rest of my day was quite full, as I met with administration, admissions, the counseling department, numerous faculty members, and most importantly the students from Montana. Currently, there are thirteen students enrolled and in the past there have been as many as seventeen.

During my 2nd day I attended various classes with these great and energetic Montana students where I witnessed learning at the very highest

The Changes of Time - Linda Konesky

It's hard to believe one quarter of the school year has already passed by. I keep hoping things will slow down, but realize that's next to impossible! I didn't have one particular topic to zero in on for this newsletter, so would just like to share some thoughts.

Does anyone else feel overwhelmed by all the testing? In the first two months of school we have done pilot CRT tests, administered the P-SAT and PLAN, gathered information for the NAEP and are now getting ready for the ELP (English Language Proficiency Assessment) and ASVAB. I read a comment from a teacher in the NEA Today magazine recently that suggested most classrooms no longer have time for the "fun" projects, because everything is geared toward raising test scores. In my opinion, that's sad. I've found that I even have to beg for counseling time in some classrooms. It's hard to fit everything in. That's why it is more important than

ever for a comprehensive school counseling program to be in place. You don't have to reinvent the wheel, because the Montana School Counseling Program model is out there on the MSCA website. Even if you don't think you have a comprehensive model, I'll bet you would be surprised at how many components you already have in place. Make some time to take a look if you haven't already done so.

Hopefully most of you received the letter from the Montana Guaranteed Student Loan Program on changes to the MUS Honor Scholarship. Current high school seniors are not impacted by these changes, but juniors will be. This year's freshmen will have to complete the MUS Rigorous Core requirement in order to qualify for the scholarship. To make a long story short, students are all competing against each other statewide instead of each school receiving at least one honor scholarship. If you haven't read the letter, I sug-

gest you do, and forward any comments or questions you have to MGSLP. They are keeping track of any questions and concerns and will forward them to Commissioner Sterns before the final policy is approved in spring of 2007. So, if you have something to say, be sure and do so!

Through the day to day dealing with students, I came across a couple of resources I'd like to pass on. The website www.dougy.org has some great information on dealing with grieving students. If you are working with kids who need help getting on track with homework, the book "[How to Do Homework Without Throwing Up](#)" by Trevor Romain, has lots of ideas presented in a light-hearted manner. It's also available on DVD. Check out www.freespirit.com for ordering information.

Here's wishing you all a happy holiday season....make some special time for yourself!

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level. Their classes had 12 to 15 students and the teachers were just marvelous. Top Drawer instructors! The students remained engaged and most certainly those learner outcomes were observable. One class called Humanities, which is an integration of English, literature, history, and religious studies, provides student opportunities in reading, writing, and critical thinking. The AP calculus class I observed would have been any math teacher's dream. Again, twelve students playfully, yet respectfully, demonstrated mathematical inquiry like I've never observed. The teacher was like a maestro conducting an exquisite orchestra - the language of mathematics filled the room.

The arts are a significant part of the course offerings at St. Paul's. From art, ballet, music on varied levels, theatre, to - *you name it* - it's there. For the rare protégé (or perhaps budding protégé) a commitment is made that students will be provided with an instructor at their level of instruction. There is tremendous support for these

programs by the students, staff, and administration, which provides the students with very important avenues for continued growth.

Obviously, as I first stated, St. Paul's is not for every student and admissions would probably be one of the first to suggest this fact. There has to be a "*fit*" for the entire family. I have a list of parents that have offered to visit with parents that might have questions about the possibility of their child applying and/or how this decision impacted their family. Please contact me for names and phone numbers (406.268.6466). One set parents of a previous student from my school that graduated from St. Paul's, had never even entertained the idea of their son traveling away for high school. The mother is an excellent teacher in our district and the father delivers my mail. Now as they look back and share how much the experience meant to their son, they can't imagine his not going. This fine young man is in his final years at Yale. When I e-mailed

him that I was planning a trip to the campus and was wondering if he had any suggestions for my visit, I did not anticipate his reply. Within a very short amount of time, I received a three page e-mail telling me to be sure to see this and that...As I read, it became obvious to me that his time at St. Paul's had provided much more than a superb education; it had captured his heart.

In conclusion, I have to admit that *my* heart was captured as well by my experiences at St. Paul's. I found that there was just something so special about everyone that I encountered. In addition to the meetings provided on the itinerary, I made a point to visit with their staff in the bookstore, post office, and kitchen. Everyone just seemed genuinely happy and willing to be helpful in every way. If your travels should take you in the direction of New Hampshire, be sure to plan to spend time on the campus of St. Paul's. Trust me - you won't regret the experience.