A project to develop grass roots alternative diploma study (Project GRADS) was undertaken for the purpose of formulating and implementing a multimodal, systems approach to preparing rural adults to pass the General Educational Development (GED) Tests. During the year-long, countywide program, GED programming was developed and delivered via the local public television channel, videotaped lessons available for home use on videocassette records and televisions, regular GED study lessons published daily in the local newspaper, counseling and tutoring programs, and small group community-based study sites. By the end of the project, close to 400 residents of Huntingdon County, Pennsylvania participated in the outreach program. Included among the program participants were inmates from the nearby county and State prisons, elderly persons, unemployed and underemployed individuals, Headstart mothers, and youths with a history of delinquent activity. It was concluded that the project can serve as an effective model of rural GED preparation programming. (Appendixes to this report include various project news releases, sample forms, copies of the 23 project lessons printed in the local newspaper, and the text of a report entitled "A Comparative Study of General Educational Development Test Preparation Strategies" by Priscilla S. Carman.) (MN)
PROJECT GRADS

(Grass Roots Alternative Diploma Study)

Harold S. Kimmel & Geoffrey S. Lucas, Project Directors

Pennsylvania Department of Education
Division of Corrections Education
Bureau of Curriculum & Instruction
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Education Department, Drawer "R"
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July 1, 1983 through June 30, 1984

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Division of Adult Education, Continuing Education & Training Programs
Harrisburg, Pennsylvania 17126
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Project "GRADS" proposed to develop and implement a multimodal, systems approach to rural adult GED preparation. This yearlong, county-wide program accomplished the following: presented regular GED study lessons in The Daily News newspaper; cablecasted video study lessons over the local TV public/information channel; provided rural areas with TV/VCR viewing of the video study lessons; and offered counseling and tutoring services and small group community-based study sites. "GRADS" low-cost effectiveness was maintained through the voluntary combined cooperation of The Daily News, The Huntingdon TV Cable Company, local businesses and social service agencies and organizations. This rural delivery model was unique to Huntingdon County because it:

1. addressed a predominantly rural population 40% of whom lacked either a high school diploma or a GED;
2. provided academic upgrading and time structuring for an 18% idle work force;
3. featured home study and local community-based teaching/tutoring contact sites as no forms of public mass transportation exist;
4. had the distinction of being the first countywide adult GED preparation program.

"GRADS" can effectively serve as a model rural GED preparation program as its success was entirely dependent upon countywide volunteer cooperation, not a large budget. States with similar rural areas, like Huntingdon County, could capitalize on this innovative, appealing GED preparation approach to adult education.
A. Background & Development of "GRADS"

"GRADS" originally began as part of an attempt to deal with prison overcrowding at the State Correctional Institution in Huntingdon, PA. (SCIH) by introducing a self-study correspondence program that could help to alleviate the persistent problem of waiting lists for regular courses. Written study lessons based on the Vineland, New Jersey "Never Too Late" newspaper GED lesson format were to be the mainstay of this self-study program.

At the same time the prison education department had in its possession a TV/GED videotape preparation program entitled Kentucky Educational Tapes (KET). These video lessons were being used in one of the prison classrooms on a limited basis and to our thinking they had the potential for wider distribution.

Originally it was thought that since a majority of SCIH inmates had cable TV, cablecasting this video program throughout the institution could dovetail and supplement existing prison education programming.

After contacting the cable TV company to explore inhouse cablecasting feasibility and options, we were informed that restricted prison-only cablecasting was possible, but it would require equipment modifications at a considerable expense. The cable TV company went on to add that community-wide cablecasting over the already existing public information channel would be both easier and cheaper to manage. They offered to cablecast free as a public service.

It was at this time that we considered the possibility of combining the KET TV format and the Vineland "Never Too Late" GED newspaper format, in a countywide GED project, for Huntingdon County was one of the only counties in the state lacking a
substantive adult education program. The "directors contacted" Huntingdon County's major newspaper, The Daily News, in an effort to solicit their ideas and cooperation as to how the "Never Too Late" lessons could be optimally presented to the local county communities. A series of meetings developed between the directors and the publisher and management staff of The Daily News. These proved to be enormously fruitful, laying the groundwork for serializing lessons, printing up supplements of all 36 lessons for non-subscribers, projecting tentative project starting dates, and establishing possible linkages with Juniata College and The Huntingdon County Library. The cost of printing the lessons, the newspaper maintained, could be handled either through local advertising efforts or could be assumed by the paper as a public service. Project momentum accelerated primarily as a result of The Daily News' interest, enthusiasm, and stated generosity.

At this point in "GRADS" development, we felt that a vital program ingredient was missing. A "reach-out-and-touch" component enabling personal contact seemed necessary if a combination of the other two programs (KET & "Never Too Late") were to work efficiently as possible. This concern was echoed by the cable company, the newspaper, and other contacts. Research, likewise supported this contention. We then began to contact agencies, businesses, organizations, institutions, and social service groups in an effort to implement what was to become the third "GRADS" component, the teaching/tutoring sites.

Subsequent contacts and exchanges of ideas with (1) The Huntingdon County Library (as a potential teaching tutoring site), (2) Juniata College (as a possible source of volunteer tutors/teachers), (3) the local school district (or GED testing at the completion of a project), (4) Area Agency on Aging (to utilize
senior citizens as hostesses and greeters at some of the teaching tutoring sites), (5) the intermediate unit (who persuaded us to use public school buildings as teaching/tutoring sites rather than churches & fire halls), (6) the various school districts and vocational technical school (who offered us unlimited access to their schools and VCR equipment) and many other agencies, service groups, and businesses & industries went on to lay the foundation for what was to become Project "GRADS", the thrust of which eventually assumed countywide dimensions.

B. Need/Target Population

To research the need for a broader, countywide project, the local County Planning office furnished us with the following statistics:

- (1) 61% of the population have high school diplomas or GED's;
- (2) 39% do not have either high school diplomas or GED's;
- (3) 8.6% of the population have college degrees.

A 1980 advance report by the US Department of Commerce revealed a countywide population of 42,253. The alarming figures coupled with a 18% countywide unemployment figure and the fact that no countywide adult education program existed, save a small neighboring county ABE/GED satellite program, convinced us all the more of a real need to make this program available to the civilian community of Huntingdon County. The following additional statistics served to reinforce this idea (Mid-State Literacy Council):

- (1) 49% of PA's adults (25 and over) lack a high school diploma;
- (2) 30% of PA's adult population are functionally illiterate;
PA ranks 50th out of the 50 states in terms of state financial support for adult education;

And current funding enables PA to reach about 2% of the current ABE target population.

Thus, the need for a program that would address the problem of reaching the rural, hard-to-reach GED students seemed great.

At the local level, the Altoona Community Education Center, contracted by the Huntingdon Area School District and the Mount Union Area School District, offered small locally-based satellite ABE/GED programs for the past several years. These programs, however, realistically provided ABE/GED classes for approximately 30 students countywide. There were no other such classes available to Huntingdon County adults other than a small JPTA program for 21 year olds and under. Project "GRADS" main emphasis, therefore, was to reach out to the majority of the available adults in Huntingdon County whose needs were not being met by the existing adult education services, particularly those in the rural areas where adult education was heretofore non-existent. Since no mass transportation exists anywhere in the county, particular attention was paid to provide services which utilize the various local community resources throughout the county which could maximize adult involvement in key locations. Exploratory contracts with each of the four major school districts (Huntingdon, Juniata Valley, Mount Union and Southern Huntingdon) regarding the feasibility of such a project spawned enthusiastic response and across-the-board support. Additional identifiable need populations were recognized, such as a great number of senior citizens, a significantly large number of single unwed mothers (highest teenage pregnancy rate in the state), and a rather larger group
of high school dropouts coupled with an even larger contingent of unskilled, undereducated workers.

C. Project Priorities and Participating Agencies

The particular priority addressed by this project proposal was the development of an Adult Basic Education curriculum which was to be innovative, specific, and one which used a variety of instructional techniques combining state-of-the-art technology. In addition, we hoped to establish and implement a replicable model Adult Basic Education program linking already existing community organizations & resources while at the same time addressing special needs populations such as the institutionalized, the aging, chronically unemployed, and underemployed.

It remained our intention to likewise develop a cost-effective delivery system through a small grant of $5,000 or less. These priority areas were incorporated in our implementation of Project "GRADS" (Grass Roots Alternative Diploma Study), a predominantly rural GED preparation delivery program designed to integrate existing community resources with non-traditional instructional components. Also, by working with local school districts and in cooperation with the existing, albeit small ABE/GED programs, and the local literacy council, "GRADS" was able to reach out to all levels of ABE/GED students. The project's primary emphasis however focused on GED ability level students.

Participating agencies & service organizations utilized by Project "GRADS" included the following:

* Adult Education & Training Programs Division, PA Department of Education
* Altoona Community Education Center
Innovative utilization of these state and local resources to complement Project "GRADS" is outlined in the project objectives section of this final report.
D. Description of the Project

By being the first countywide GED preparation program in Hunterdon County, Project "GRADS" planned to interface with these varied agencies and service organizations by combining state-of-the-art technology (in the form of video GED study lessons), self-study newspaper lessons, and one-on-one or small group tutoring/teaching. This multimodal format or delivery system capitalized on popular media forms and combined ongoing, personable contact to insure both a meaningful and varied instruction.

E. Project Design Visual

![Diagram]

F. Time Schedule

2. Contacted key project participating agencies to establish an advisory board; August 15, 1983
(3) Designed posters and brochure for publicity & promotion;
(4) Contacted Area Agency on Aging for RSVP (Retired Senior Volunteer Person) involvement as hostesses & greeters;
(5) Reviewed and selected "Never Too Late" study lessons with supplemental lesson material;
(6) Ordered student videotexts & teacher guides which accompany KET video lessons;
(7) Ordered 3/4" VCR player/recorder;
(8) Contacted local school districts and vocational technical school to establish video locations and tutoring/teaching sites;
(9) Secured extra sets of KET videotapes in varying formats;

August 16, 1983
(10) Printed "Never Too Late" supplements for non-subscribers to The Daily News;
September 25, 1983
(11) Dovetailed "Never Too Late: newspaper lessons with KET video lessons and established a cablecasting & newspaper lesson schedule;
(12) Recruited volunteers from the varying participating agencies and held volunteer training meetings;
(13) Began four part promotional series in The Daily News;
Solicited state prison inmates for participants;
Made promotional videotape for public information channel viewing;
Recruited students;

September 26, 1983 to March 31, 1984
Began cablecasting KET video lessons;
Kick-off Luncheon;
Began serializing newspaper "Never Too Late" study lessons in The Daily News;
Opened video locations/tutoring sites in 7 key areas countywide;
Offered GED practice testing;
Open two additional study sites;
Offered 1st round of GED testing and concluded video cablecasting;
Concluded "GRADS" program at six video locations/tutoring sites;
Offered additional GED testing;
Held GED graduation ceremony at SCIH
Held "GRADS" graduation ceremony at Juniata College;
Disseminated student evaluative questionnaire;
Evaluated project impact and wrote final report;

G. Project Personnel

Project "GRADS" was unique in that all project personnel were voluntary. Dual directorship was deemed necessary so that
coordination in both the northern and southern ends of Huntingdon County would be possible. Supportive staff, including a secretary, tutors, telephone counselors, and hostesses were likewise voluntary. Harold S. Kimmel and Geoffrey S. Lucas served as project directors and tutor/teachers.

As project directors, volunteers Kimmel & Lucas were responsible for the following:

1. overall direction of the project;
2. collecting and organizing equipment, materials, and supplies;
3. coordinating the three countywide components for the eight community contact/delivery sites;
4. recruiting, interfacing, and supervising volunteers within the various program components;
5. teaching/tutoring at various community contact/delivery sites;
6. program publicity;
7. evaluating project effectiveness;
8. managing the budget;
9. preparing reports, including the final report.

Mr. Harold S. Kimmel is currently the Pennsylvania Department of Education Field Coordinator for Adult Corrections Education at the State Correctional Institution at Huntingdon. He has been administering adult education programs for the past 10 years. Prior to entering the Adult Correction Education, he was a public school counselor for 17 years. Mr. Kimmel holds a B.S. Degree in Secondary Education from Juniata College and a Master of Education Degree in Educational Administration from the
Pennsylvania State University. In addition he has done additional
graduate work at Shippensburg University, University of Pittsburgh,
University of Maryland, and Penn State (ABD). He also attended
numerous conferences and workshops throughout the eastern portion
of the United States on various aspects of adult education.

Mr. Geoffrey S. Lucas has been employed by the Pennsylvania
Department of Education as the academic counselor at the State
Correctional Institution in Huntingdon for the past five years.
Prior to this, he set up one of the first adult learning centers
in use in a PA State Correctional facility. Mr. Lucas holds a
Bachelor of Arts Degree in English from Baldwin-Wallace College,
a Masters Degree in Secondary School Guidance & Counseling from
Kutztown University and his reading specialist's certification
from Penn State University. He is the author of several articles
germane to adult education and has headed local and regional
workshops in individualized instruction, Transactional Analysis,
and community education.

At the program's end, there were close to sixty voluntary
key personnel that contributed significantly to the success of
"GRADS." Particularly outstanding were the staff of The Daily
News and the personnel of the Huntingdon TV Cable Company. Other
noteworthy program affiliates included the Chief School Administrator
for Huntingdon County, all four major school districts, the vo-
cational technical school and the Huntingdon County Library &
its personnel.

H. Report Audience

The GED Grass Roots Alternative Diploma Study ("GRADS")
model will be of benefit primarily to GED supervisors, community
caring individuals, or just about anyone who is interested in
offering low-cost, high-interest, adult-level GED preparation for both urban and rural areas. Each of the three "GRADS" options is self-contained. Any program site, whether rural or urban, can utilize any of the options provided the options are available in a given area: TV cable, newspaper and public school buildings. It may be possible to offer the one-on-one assistance in churches, fire halls or buildings with any vacant space. If cable TV cablecasting is not feasible, VCR equipment can be utilized. Purchase of KET-GED instructional videotapes is not deemed essential. Sufficient sets of these tapes abound and can be borrowed to reduce operational costs. Local school districts will furnish VCR equipment.

I. Dissemination

Permanent copies of the report will be on file with:

(1) Pennsylvania Department of Education
Bureau of Vocational Education
Division of Adult Education, Continuing Education, and Training Programs
333 Market Street
P.O. Box 911
Harrisburg, PA 17126

(2) Pennsylvania State University
Curriculum Library
State College, PA

(3) Cambridge, The Adult Learning Company
888 7th Avenue
New York, NY 10106
School of Continuing Education
Adult Education Center
Indiana University of Pennsylvania
Euhler Hall
Indiana, PA 15701
Chapter I

Project "GRADS" objectives were as follows:

Objective #1: To provide through local cable television, Kentucky Educational Tapes (K.E.T.) home study G.E.D. preparation video lessons to adult students, levels 9 through 12.

Number of sets of videotexts checked out was ---- 260+

A. Recruitment Procedures for Objective #1

1. A 25 minute Public-Service Announcement videotape aired on local cable channel 12 with follow-up spot radio ads.
2. A comprehensive publicity campaign appeared in both local newspapers (see Appendix A).
3. Posters and pamphlets were displayed in key locations throughout the cablecasting area and countywide (see Appendix A).
4. Letters of program intent and endorsement were sent to local churches throughout the county (see Appendix A).
5. Fliers were sent to all the local school districts to be distributed to elementary and junior high school students to take home to their parents (see Appendix A).

B. Component Design/Delivery Activities for Objective #1

The local Huntingdon County Library and its Bookmobile were utilized to distribute and deliver sets of K.E.T. student videotexts which accompanied the videotaped lessons. In addition, sets of videotexts could be checked out free at several of the tutoring/teaching sites throughout the county. This was part of an attempt to reach out to those who Because of transportation, scheduling, or child care problems could not attend G.E.D. classes.

1. Project registration was initiated by the student who filled out a registration form. These forms appeared in both local newspapers, at the main county library and its three branches, and in the pamphlets and fliers in circulation around the
county at local businesses, bars, and at other centralized areas accessible to the public (see Appendix A);

2. Students could mail the registration forms directly to either project coordinator or drop them off at local libraries, The Daily News newspaper office, or send them with the bookmobile;

3. Attempts were made through local TV advertisements and by public service announcements to solicit participants. Cablecasting schedules were made available so students could follow along with the ongoing cablecast lessons or anticipate future cablecasts (see Appendix A);

4. Upon receipt of the student registration form, each contact was mailed a postcard detailing the start of the project (see Appendix A);

5. A volunteer counselor was then assigned to a block of students. Follow-up telephoning was accomplished and students were informed regarding the project format and the various videotexts to be checked out free from either the libraries or bookmobile or at some of the tutoring/teaching sites;

6. For those students with no telephone, a project pamphlet was mailed out which selectively highlighted the more relevant sections of the project;

7. State and county inmates were contacted, via an institution-wide memo, soliciting their participation (see Appendix A);

8. Ongoing support services were provided directly to each student so that homestudy students would have access to help via the telephone;

9. Students were advised not to telephone the cable company. Referral phone numbers were provided;
10. For a detailed breakdown of the contents of the Cambridge Videotape GED Program, refer to Appendix A;

11. Upon completion of the video lessons, participants were encouraged to take the GED test. Special arrangements were made so that two test sites were operational, one in the northern end and one in the southern end of the county. Student participation in the home-study component was documented via the GED test information sheet distributed at the GED test center (for example, see Appendix A);

12. About midway into the project, students were encouraged to practice test. Routine TV announcements, radio spot ads, and newspaper ads spelled out the details of this testing. Participants could then go to any of the four libraries or contact either project coordinator to check out a practice test w/answer sheets. Upon completion, they were telephoned and explained the results by a trained counselor. In many instances, direct mail was more feasible.

C. Local Cable Television Home-study Component Evaluation (Objective #1)

The local cablecasting of the K.E.T. on Public Information Channel 12 was a mixed success. Although there were 4600 cable subscribers, thus a potentially large group of participants, it was difficult to identify the number that actually did participate using the cable-casting option. There were a number of factors that more than likely contributed to this problem:

1. Not everyone who watched the TV lessons was formally registered;

2. Although each project option was separate, and self-contained (see Objectives #1’s #3), an attempt at by-option accountability proved difficult;
3. Some viewers apparently selectively viewed the K.E.T. series, watching only those videolessonss that mattered to them;

4. An appeal to try to identify solely TV viewers was not successful.

There were some problems associated with the cablecasting option:

1. At first, tapes had to be furnished to the cable company, piecemeal, until a complete set was located;

2. To secure a pirate-free broadcast-quality set of VCR tapes, presented an initial problem;

3. A cablecasting fee was required from Cambridge: The Adult Education Company;

4. Cue cards and spot-announcement cards, to properly introduce each lesson and maintain project continuity, had to be prepared weekly (see Appendix A);

5. The K.E.T. videotape lessons presented instructional information rather quickly. As a result, some students failed to grasp concepts with only one viewing. This was particularly evident in the math and the English portions. Multiple viewings, coupled with fifth week reviews (systematic replays of all ongoing lessons), seemed to help. Others found the videotapes so entertaining that they sometimes forgot the content message;

6. Diagnostic testing, for the most part, was not done on "GRADS" participants. Perhaps were initial mass efforts at pre-testing made, better screening would have resulted along with even more referrals to either the Literacy Council or a lower level ABE program;

7. Of & by itself, cable T.V. home viewing without personable contact (tutoring or visiting a site) was not as productive as T.V. viewing of the KET video lessons at a teaching/tutoring contact site.
Some of the positive spin-offs of cablecasting combined with the student videotexts were:

1. Library services and bookmobile use was expanded to provide direct service to a heretofore largely unserved population;

2. A strong linkage with the library was established with adult education. Eventually, the library went on to secure cable hookup and its own VCR equipment—all logical extensions of "GRADS;"

3. Adult students who were having problems with the content portion of the video lessons were able to enter into existing ABE/GED programs, and/or the literacy council, or any of the "GRADS" tutoring teaching sites or they could go to the Huntingdon County Library where a complete set of videotapes with VCR equipment was available for individual viewing or reviewing any time during normal library hours, throughout the duration of "GRADS;"

4. As cablecasting was provided free as a public service, this generosity paved the way for in-kind hookups with local businesses and industries;

5. A large prison inmate contingent was able to view the video lessons. We were able to officially enroll nearly 60 inmates, thus augmenting prison in-house educational services;

6. Positive project feedback coupled with community enthusiasm were generated as video lessons entered private homes at no cost;

7. Student videotexts proved to be so popular that our initial stock of 125 sets (three books to a set) was rapidly depleted; securing additional sets quickly presented a problem both for the students and coordinators.
Chapter II

Objective #2: To develop and distribute serialized newspaper GED self-instructional, home-study lessons adapted from the Vineland, New Jersey "Never Too Late" program format and at the same time to provide free newspaper lesson supplements (containing all the home study lessons) to non-subscribers.

- Number of copies of free lesson supplements printed by The Daily News ... 1,000+
- Approximate number of students participated .... 250

A. Recruitment Procedures for Objective #2

Once both the development and design of this option were effected, the start of the "Never Too Late" option of "GRADS" intentionally coincided with the beginning of the cablecasting of the KET videotapes. The combination of these two options served to provide students their choice of study methods & materials.

Recruitment procedures for this option paralleled the procedures outlined in Objective #1, Section A. Additional newspaper advertising was implemented (see Appendix B) for recruitment purposes & publicity purposes.

B. Component Design/Delivery Activities for Objective #2

The Daily News newspaper printed over 1,000 supplements free as a public service to "GRADS" in addition to its regular serializing of two study lessons weekly for 22 weeks.

1. Refer to Appendix B for a complete copy of the "Never Too Late" self-contained newspaper study lessons;
2. Students enrolled in the program via newspaper "coupons", pamphlet registration forms, flyers, phoning in, etc;
3. Newspaper supplements, for non-subscribers, were available for student pickup at the main Huntingdon library and at each of its branches and bookmobile, plus at The Daily News newspaper office and at the various teaching/tutoring sites throughout the county. A time schedule was also made available should the student wish to interface the newspaper lessons with the cable video lessons (see Appendix B) plus to enable the student to set a comfortable working pace (2 lessons weekly) and work from easier lessons through to the most advanced lessons; 

4. In anticipation of late project add-ons, while at the same time enabling any enrollee to grasp the material at his or her own pace, a review or catch-up week was built into the serialized format. The videotape format likewise reviewed every fifth week thus assuring project and option continuity. In addition, four detailed fifth-week review articles appeared in the paper, at review times, highlighting those topics and key areas essential to good understanding (see Appendix B); 

5. Dovetailing the serialized newspaper lessons and the K.E.T. video lessons proved successful & vital particularly for those students involved in more than one study option. However, this interfacing was not without its problems:

a. there were 36 topics treated in the "Never Too Late" lessons and only 33 video topics. Occasionally, topics treated in one media were not treated in the other. If a student chose to use both study options in his/her preparation, however, complementary treatment proved more successful than not;
b. the "Never Too Late" reading lessons heavily emphasized root words and spelling, providing little actual reading experiences. Students were encouraged to seek additional help, if needed, from any of the other options, particularly the video option either at home, on cable TV, or at a teaching/tutoring site.

6. Telephone numbers were provided should students have questions or problems. Often, problem students were referred directly to teaching/tutoring sites in their respective communities for additional assistance. They were not encouraged to call The Daily News office.

7. The first few newspaper lessons were found to be difficult starter lessons. As the newspaper lessons progressed, additional difficulties emerged:
   a. there were not sufficient practice exercises provided;
   b. root words and definitions sections of the reading comprehension lessons proved tedious;
   c. less able students were easily frustrated by the sparsity of information present in the lessons and by the often demanding material.

8. In order to eliminate some of these problems, 100 copies of 36 additional, lower-level supplemental lessons were xeroxed by a local industry and made available free for check out at all of the 4 libraries and at most of the teaching/tutoring sites. These additional supplemental lesson books, complementing all of the newspaper lessons, were likewise self-instructional and self-paced. The abundance of practice and review exercises built into them, written purposely at a lower reading level than the newspaper lessons, made them
valuable allies for anyone relying heavily on the newspaper study option. Incidentally, these 196 page books were the result of local industries' volunteering their supplies & services for the good of the community & "GRADS";

9. About midway into the program, students were encouraged to practice test. As was previously explained in the Component Design/Delivery Activities for Objective #1, this proved to be an excellent means of gauging a participant's progress. And in some instances, provisions to test early with the GED test were made, or as in the case of poor performers, referrals were made to ABE programs or the local literacy council;

10. Upon completion of the newspaper lessons, students were encouraged to take the GED test at one of two sites especially created for the "GRADS" project in both the northern & southern ends of the county;

11. Student participation in home-study programs was also documented via a G.E.D. Information Sheet distributed at the GED Test Center at each of the 12 differently scheduled GED testing times.

C. "Never Too Late" Newspaper Study Lesson Component Evaluation (Objective #2)

This delivery/component portion of Project "GRADS" provided self-study GED lesson materials to approximately 290 participants or about 150 more participants than projected in the originally proposed objective. Distribution design was enthusiastically received by adult student participants and the community as well.

Because newsprint is an impermanent instrument, participants were delighted to have supplements available which contain all the lessons.
This latter format could then be conveniently referred to at anytime. The serialized format, on the other hand, provided excellent publicity as weekly presentations were frequently accompanied by project-related articles.

It proved difficult to keep track of actual users as some failed to formally register. Often participants ended up sharing their materials with friends and relatives. This further compounded project accountability.

It also appeared that some participants worked some but not all of the lessons. Others, because of the difficulty levels of the first few lessons, appeared to give up and/or seek out another program option. Had the 196-page supplemental exercise books been made available early on in the program, some of the lower ability-level students may have been more encouraged to stick with this option and the project. By the time the supplemental exercise books did become available, some students were fazed as to what to do with the plethora of "GRADS" materials. Any confusion was attempted to be remedied by newspaper articles clarifying the usage of the variety of materials. However, many still sought out additional help at a teaching/tutoring site in their communities. Once there, they sometimes turned to the third program option, forsaking the newspaper lessons entirely.

Overall, the newspaper G.E.D. lesson delivery component provided self-paced, home-study materials to students who:

1. were unable to attend teaching/tutoring sites;
2. lacked cable T.V. in their homes;
3. preferred the privacy and convenience of self-study;
4. enjoyed the lessons coming directly into their homes;
5. appreciated this option in tandem with any of the other two project options.

In addition, this delivery medium provided a great deal of program visibility which served to contribute greatly to community awareness.
Interestingly enough, it was learned that the newspaper lessons were being used by GED preparatory students at a nearby youth forestry camp for delinquent boys and by high school English & math classes in some of the local public schools.
Chapter III

Objective #3: To provide, trained volunteer tutors who can offer individual or small group teaching/tutoring instruction at community-based sites throughout Huntingdon County to adult students, levels 9 through 12.

Tutors were provided for approximately 250 students.

A. Recruitment Procedures for Objective #3 (See procedures for Objective #1)
   1. Brochure;
   2. Appeals to local service groups (American Association of University Women—AAUW, retired school teachers, Business & Professional Women (BPW), etc.;
   3. Newspaper articles;
   4. Contacted local school districts.

B. Component Design/Delivery Activity for Objective #3
   1. Tutors were recruited and trained by either project coordinator;
   2. Tutors were then assigned to work site (see Appendix C);
   3. G.E.D. student intake and tutor/student coordination were provided by "GRADS" coordinators;
   4. Suggested trial GED lesson plans and teacher guide supplied by coordinators (see Appendix C);
   5. Site attendance sheets were maintained to monitor lax attenders & dropouts.

C. Volunteer Teaching/Tutoring Delivery Component Evaluation

   It was this particular option that proved to be the most popular of all the "GRADS" options:
   1. Students received individualized help;
   2. at many of the tutoring/teaching sites, VCR viewing of the K.E.T. videotapes was possible in conjunction with tutoring;
   3. most sites had several tutors so that tutor rotational schedules could be set up;
several of the sites were strengthened with Area Agency in Aging volunteer hostesses. They provided coffee, served light snacks, and stationed themselves by the classroom door to greet arriving students.

By using local volunteer tutors to provide personalized and individualized instruction, the local A.B.E. & G.E.D. programs in Huntingdon & Mount Union were strengthened as volunteers chipped in and worked hand in hand with paid personnel. In addition, some student participants were channeled into these A.B.E./G.E.D. programs boosting these programs’ enrollment as well.

It was felt that this option, more than any other "GRADS" option, met students’ needs, as the personalized contact proved a very vital & popular ingredient.

Each teaching/tutoring site had the flexibility to adapt its teaching techniques to the particular site:

1. Some sites met weekly while others created an alternate night of study in addition to its weekly meeting to accommodate large turnouts. The most successful site in rural Southern Huntingdon County had nearly 90 participants show up;

2. Some sites with video capabilities combined the video lessons with tutoring/teaching on a one-to-one basis;

3. At one site, the youth forestry camp, newspaper lessons were used in conjunction with traditional GED instruction;

4. At another site, because the English video lessons were felt to be too difficult for a particular group of students, volunteer tutors/teachers taught a traditional lesson in English, forsaking the video English lessons;

5. At one of the sites where a regularly scheduled ABE/GED program was already operational, a portion of the class interested in the "GRADS" options adjourned to a vacant
classroom to view the KET video lessons and work the "GRADS" materials. Others satisfied with the existing ABE/GED format went about their business.

Teaching/tutoring sites tried to best meet the needs of its individual students. Positive features were incorporated into these sites as well:

1. Site meeting evenings were purposely varied in case students wished to catch up on a missed lesson by seeking out another site on some other evening;

2. All sites equipped with video lessons attempted to keep the same video viewing schedule as other sites;

3. All teaching/tutoring volunteer instructors turned out to be former school teachers or persons school trained as teachers.

Some of the negative aspects associated with the teaching/tutoring sites were:

1. Accommodating a variety of VCR formats to existing equipment proved difficult. Quite regularly, sets of KET video lessons had to be shuffled from site to site because of format-machine incompatibility;

2. "GRADS" was not geared up for large participant turnout at any one site. One of the sites had 90 initial participants; another had over 50 turnouts. Most of the sites were classrooms in public school buildings, and in some instances adult participants simply couldn't fit into the small classroom chairs. Overcrowded classrooms had to be forsaken for larger rooms such as school libraries;

3. VCR equipment problems;

4. Coordinating volunteers.
What made this third option both a positive and satisfying one was the large number of volunteer personnel who contributed to its success. For instance, at one point in time, the society page editor, the managing editor, and the publisher's wife of The Daily News newspaper were all involved as tutor/teachers; both the owner and publisher, as well, remained very active throughout the duration of "GRADS."
Conclusion

Project "GRADS" was a tremendous success throughout all of Huntingdon County. What highlighted the "class act," as one student succinctly described "GRADS," was the effective utilization of existing community resources and support services coupled with a high-interest, multimodal GED rural delivery system. "GRADS" succeeded in effectively reaching out to the traditionally hard-to-reach adult GED student.

In all, more than 150 participants received their GED equivalency diplomas, plus record numbers turned out to GED test with accompanying record rates of passing. A graduation ceremony and reception at nearby Juniata College with R. Budd Dwyer, State Treasurer, as the keynote speaker; highlighted the late June event. In addition, the 2 small already existing satellite ABE/GED programs in Huntingdon County as well as the "GRADS" teaching/tutoring sites experienced record turnouts primarily because "GRADS" was able to:

1. recruit students in a personable manner;
2. offer a variety of high-interest study options;
3. man "traditional" ABE/GED programs with professionally trained volunteer aides (thus beef up teacher/student contact);
4. provide remedial materials on an as-needed basis;
5. maintain ongoing student contact throughout the duration of the project (100% student supportive);
6. make GED testing more accessible to outlying areas;
7. reward GED recipients with a one-of-its kind and first-of-its kind graduation ceremony;
8. effectively link up both public and private sectors in a team effort;
9. get adults to willingly return to school;
10. and pave the way for future adult ed. efforts like "GRADS."
"For once," one student said, "there are people that really care about me!" Perhaps for the first time in the history of Huntingdon County, GRADS legitimized adult education. However, its real success came from its students. As the project kept in mind the original, disquieting preliminary statistics, it was able to penetrate those rural areas that were heretofore unsolicited. And keep in touch, it did: Regular phone calling helped; early dropouts were gotten in touch with right away (and if problems were solvable, students were encouraged to return to their studies or try a new or additional option); volunteers again contacted inactive students midway into the program and again at CED testing time, near the end of the program.

Initially, GRADS expected a participant group of about 100 enrollees. By the project's end, however, close to 400 participated. Students ranged in ages from 18 to 75 including county and state prison inmates, the elderly, the unemployed and underemployed, delinquent youths, and Headstart mothers. Its diversified delivery systems did much to create a very positive climate which spurned enthusiasm especially among local educators, businesses, and just about anyone who cared about:

1. getting people to feel good about themselves;
2. improving the caliber of the working class;
3. working together for the common good.

People were excited about GRADS' "no strings" approach to adult education. Neighboring states and counties have considered replicating this attractive and effective low-cost adult education project.

Accompanying this final report is a master's paper done on the project by Penn State University as they too liked what GRADS had to offer (see Appendix D). In addition, GRADS statistics are included. They provide valuable demographic information and project results (see Appendix E). Also included in Appendix D are the results of the student feed-
back forms. Supportive communication from local senators and representa-
tives, to include community leaders as well, is found in Appendix F.

The following represents a partial listing of recommendations or
changes or inclusions the coordinators feel would improve upon the "GRADS"
concept:

1. Include an A.B.E. component with good penetration capabilities;

2. Pre-test all program participants with an adult-level diag-
nostic instrument and build in prescriptive follow-up;

3. Hire a part-time teacher for each teaching/tutoring site to
lend more permanence and consistency to the program;

4. Hire a part-time secretary to enhance accountability and data
gathering as well as to provide for and collate demographic
information for local research and local norm development;

5. Eliminate the cable TV home video lessons component, as the
positive effects of this component (other than publicity)
appeared minimal.
Grass Roots Diploma Study

GRADS Join Hands To Help County Adults

Two Pennsylvania Department of Education employees at SCI Huntingdon have launched an innovative project which provides free General Educational Development (GED) preparation. Project "GRADS," or Grass Roots Alternative Diploma Study, revolutionizes standard GED instruction programs for it plans to bring GED preparation directly into the adult's home and his community. It attempts to reach out to Huntingdon County adults, forty (40) percent of whom lack either a high school diploma or a GED equivalency diploma.

"GRADS" directors, Harold Kimmel of Rockhill and Geoffrey Lucas of Huntingdon, have created a three phase or option program linking existing community services, local school districts, and area businesses. It is supported by federal funds channeled through Pennsylvania's Department of Education and by public service contributions by the Daily News and the Huntingdon TV Cable Company.

Why might someone need a GED diploma or even want one? The high school equivalency diploma could be an important first step to a new or better job, vocational training, college, military service, or even self-satisfaction. And the GED diploma is equal to a high school diploma.

The 25 week "GRADS" program prepares an adult for the GED test. This nationwide exam contains only multiple choice questions in reading comprehension, math, and English. A 60 percent score is sufficient for one to earn the GED equivalency diploma in the state of Pennsylvania.

County residents interested in participating in Project "GRADS" are asked to fill out the registration form (See below). Similar registration forms can be found in "GRADS" pamphlets. These pamphlets will be available throughout the county. Registration forms can be dropped off at the Huntingdon County main or branch libraries or at the Bookmobile, or they can be mailed directly to either program director.

Anyone who does not have a high school diploma and who is at least eighteen (18) years old is eligible to participate. A counselor will then contact each interested adult and explain the variety of program options offered by "GRADS." There are three separate options. Each by itself can adequately prepare one for the GED, and each is FREE. Any combination of the three options is also possible.

OPTION NO. 1: Cable TV Home Video Lessons

If you are a subscriber to the Huntingdon TV Cable Company, home study video lessons are possible. Home

(Cont'd on Page 2)
PARTICIPATING AGENCIES
Adult Education & Training Programs Division, PA Department of Education
Altoona Community Education Center
Area Agency on Aging
Correction Education Division, PA Department of Education
Huntingdon Area School District
Huntingdon County Library
Huntingdon County Literacy Council
Huntingdon County Vocational Technical School
Huntingdon TV Cable Company
Juniata College
Juniata Valley School District
Mount Union Area School District
PA Retired Public School Employees Association
Retired Senior Volunteer Program
Southern Huntingdon County School District
State Correctional Institution at Huntingdon
The Daily News
Tuscarora Intermediate Unit No. 11

REGISTRATION FORM
NAME __________________________ TELEPHONE __________________________
ADDRESS __________________________
AGE _______ DATE OF BIRTH _______ LAST GRADE COMPLETED _______
ARE YOU A SUBSCRIBER TO THE DAILY NEWS? ______
ARE YOU A SUBSCRIBER TO THE HUNTINGDON TV CABLE COMPANY? ______
DO YOU HAVE TRANSPORTATION? ______
HOW DID YOU LEARN ABOUT PROJECT "GRADS"? ______

Mail Registration Forms to: Harold Kimmel, Box 235 Orbisonia, PA 17243 or Geoffrey Lucas, Box 243-A RD 1, Huntingdon, PA 16652.

You can also drop this form off at the library or Bookmobile.
Human Services Council Meets

Seventeen members of the Huntingdon County Human Services Council met in regular session at the First United Methodist Church, Huntingdon at 4:30 p.m. on Thursday, August 18th, 1983. Ms. Walter reported that all calls in the 14 working days so far this month and gave a breakout of the statistics in a number of categories: male and female callers, heaviest day for calls, high target areas for requests for information, which agencies are getting the greatest number of referrals, etc. The HCIR number, 643-4202, provides information, help with problems, or answers questions about county programs and services, to callers, free of charge. Up to date information is available on such topics as child care, health, education, consumer affairs, animal care, county activities, day care, drug and alcohol abuse, emergency fuel, GED, homemaker services, literacy, legal services, local ordinances, marriage counseling, parent training, recreation, rehabilitation, sheltered workshop, support groups, and a variety of special medical, health, and social services organizations. The HCIR operates Monday through Friday, 8:30 a.m. to 4:30 p.m. out of the planning and development department in the courthouse. Ms. Walter has been going around speaking to various agencies about the problem and invites anyone interested to stop by the courthouse to see the HCIR setup.

Chairman Ellen Jaeger conducted the meeting and elicited comments about new fall programs, now just getting under way.

Health Education

Jack lux of the Broad Top Area Medical Center described a new health promotion and disease prevention effort which he is coordinating in the Broad Top region. Basically a health education program, unique of its kind, was made by Geoff Lucas and Harold Kimmel of SCI. Project GRADS began as a program to interest inmates at the SCI by helping them to improve their basic educational skills, in preparation for taking a GED exam. The program has expanded to become a communitywide effort to reduce the number of Huntingdon County adults who do not have high school diplomas or the GED equivalent. Kimmel estimates that 40 percent of the county's adult population falls into this category. The burgeoning project is assembling massive cooperation from library, newspaper and educational agencies, and is seeking volunteers from human service agencies and the general public to act as resources persons for English, math and reading tutoring. Trained teachers are not needed. The lessons come on 34 video tapes (like an adult version of the Electric Company, Lucas said), and will be shown over local cable television twice a week (four broadcasts each tape), beginning in October. The Daily News will be running similar ads in the GED program on the same schedule and will provide supplements for non-subscribers. In addition, tapes will be available at six sites around the county, for people who miss lessons or who do not have access to cabler television. These are the four high schools, the vo-tech school, and temporarily the library.

The whole course of study takes 25 weeks and Kimmel and Lucas are gearing up to bombard the media with introductory material beginning the end of this month. Lucas provided posters and flyers for members of the human services council to distribute. He also reviewed briefly the tentative schedule for the course, noting that an automatic review is built in every five weeks. The benefits of the program are manifold and Kimmel pointed out. In addition to the goals of the program is to have someone pick up and continue the adult basic education program in Huntingdon County once project GRADS runs its course. Huntingdon County is one of two counties in the commonwealth which does not have a full-fledged adult education program per se. Kimmel pointed out, although some small satellite programs are operated in the county.

Volunteers Needed

In addition to tutors, volunteers are needed to act as phone contact persons who can assist adult learners to understand some of the basic skills taught by the study course, and distribute media blitz.

Cooperation with the project has been tremendously good, the men indicated, and most agencies and organizations which know about the fund have volunteered their resources to see it succeed.

Seventeen sets of persons representing 16 agencies were present for the Wednesday human services council meeting.

\[\text{Volunteers Needed}^*\]
AAUW Branch Ready To Start Season

The Huntingdon Branch of the American Association of University Women opened its 1983-84 year on Monday, Aug. 29, at 7:30 p.m. with a board meeting held in the Murray Avenue home of AAUW president, Mrs. Lorraine Brown. Fifteen members were present.

Closely following a written agenda, prepared by Mrs. Brown, reports were read and approved. Old business was concluded and new business conducted, including sub-committee and areas of interest material presented by chairpersons.

All of this was in readiness for presentation at the first general meeting to be held Thursday, Sept. 8, at 6:30 p.m. in the summer home of Mrs. Mildred Lindsay, Seven Points, Lake Raystown.

Newly elected vice president, Mrs. Sharon Giles, submitted her committee's program outline for the year, which was gratefully received.

One exciting new feature of the first meeting will be a preview of the new movement called GRADS, presented by Geoff Lucas of the SCI staff.

Geoff's dream is to motivate educated people to share their education with those less fortunate, by a means he will explain.

A stimulating year lies ahead and all AAUW members are urged not to miss a single meeting. Anyone interested in joining the Huntingdon Branch of AAUW is cordially invited to contact the membership chairperson, Mrs. Ginny Gill by mail or telephone.
'Never Too Late' Tells Story Of GRADS Plan

It's "Never Too Late" for Daily News readers who never obtained a high school diploma but now feel a diploma would benefit them.

Starting in late September, The Daily News will offer a public service a series of high school equivalency home study lessons. The Daily News GED lessons, entitled "Never Too Late," are part of a pioneer, county wide GED outreach effort called Project GRADS (Grass Roots Alternative Diploma Study).

These lessons represent one of three possible "GRADS" study options or plans available to Huntingdon County residents who lack a high school diploma. "Never Too Late" lessons by themselves can provide enough instruction to prepare an adult to take the GED examination. Each of the 36 lessons deals with English, math, social studies, and reading comprehension. Each week, two GED self study lessons will appear in The Daily News. For non-subscribers, the newspaper will supply a free lesson supplement. Lessons and supplements will begin appearing during the week of September 26th in The Daily News and at The Daily News office or at the main and branch libraries or at the Bookmobile.

The lessons offered in The Daily News are a good indication of what a reader can expect when he or she takes the GED examination. The lessons will include a brief explanation of subject matter and problems or questions to be done by the adult student. The GED examination will be offered in March of 1984 after all "GRADS" program options conclude. Testing sites are planned for Mount Union and Huntingdon.

For those adults who may want more instruction or perhaps a different type of instruction, in addition to the "Never Too Late" lessons, other "GRADS" study options are available. They include home study by cable TV and the establishment of county wide contact sites with VCR (video cassette recorder) capabilities.

Viewers are free to choose one option or a combination of options that best suits their own needs. Each of the options is different yet each tries to accomplish the same goal: to get the adult student ready for the GED test in the way that suits him best.

Never (Cont'd from Page 1)

suits him best.

Forty percent of the adults in Huntingdon County have not completed high school, so there should be no stigma attached to those readers who do decide that it's "Never Too Late" to get a diploma. In fact, society now looks at those adults who continue their education. Last year alone, almost 22,000 Pennsylvania adults did just that by receiving their General Equivalency Diplomas (GED's). GED's can be an important first step to a new or better job, vocational training, college, military service, and even self-satisfaction.

According to Project GRADS' designers, Harold Kimmel of Rockhill and
GET YOUR
HIGH SCHOOL DIPLOMA
IN YOUR SPARE TIME
PROJECT "GRADS"

FREE NIGHT CLASSES BEGIN THE WEEK OF SEPTEMBER 26th, 1983

- ON HUNTINGDON CABLE TV (CHANNEL 12)...... Tuesday's & Thursday's
- AT JUNIATA VALLEY HIGH SCHOOL.................... Wednesday's
- AT MOUNT UNION AREA HIGH SCHOOL........... Monday's & Tuesday's
- AT HUNTINGDON COUNTY VO-TECH SCHOOL.... Thursday's
- AT SOUTHERN HUNTINGDON COUNTY HIGH SCHOOL..... Wednesday's
- AT HUNTINGDON COUNTY LIBRARY.................... Monday's

INCLUDES . . .
TV Study in your own home
Free Study Lessons in The Daily News
Free Tutoring
Free Study Workbooks
Freedom To Attend Any Site

FOR MORE DETAILS COMPLETE THE FOLLOWING FORM AND FULL INFORMATION WILL BE MAILED TO YOU. RETURN THE FORM TO:

Harold S. Kimmel, Box 235, Orbisonia, Pa. 17243 OR
Geoffrey S. Lucas, Box 243-A, R.D. #1, Huntingdon, PA. 16652

(Form can be dropped off at any Library or Bookmobile)

NAME ________________________________
ADDRESS ________________________________

PHONE ________________________________

YOU MUST BE OVER AGE 18

IT'S FREE!
Hear Details On GRADS Program

Geoff Lucas, one of the designers of the GRADS (Grass Roots Alternative Diploma Study) program, described the program for the Huntingdon Branch of the American Association of University Women during the group’s meeting this week. Branch President Lorraine Brown, center, welcomed Lucas, as well as AAUW new members Claudie McClellan, Patricia Gospill and Marilyn Hearn. The GRADS program is designed to assist persons seeking a high school equivalency diploma. See yesterday’s Daily News for more details.

Opinion Line 643-4043

The Daily News Opinion Line columns will present the opinions and comments of our readers phoned to the “Opinion Line” from 5:30 p.m. until 8:30 p.m. Monday evening. Readers are invited to phone in their comments each Monday during the designated hours. When you make your call try to remember a few simple rules. If you dial and hear a busy signal then just hang up and try again later; If you have an open line, start to talk following the beep; Be sure to limit your comments to 150 words; Please call only one time per week to allow others an opportunity to express their opinion. The Daily News will endeavor to publish these expressions of opinion verbatim whenever possible, but reserves the right to edit, condense or eliminate comments that are in bad taste, potentially libelous, not substantiated by fact, repetitive, inaudible or garbled or that cannot be accommodated because of space limitations. If your opinion is not published and you wish the editor’s reason, write Box 01, The Daily News, 325 Penn St., Huntingdon, Pa., 16652, for a response. Please include name and telephone number.

SATURDAY, SEPTEMBER 10, 1983

I have seen brochures and posters around town concerning this GRADS project. I think it’s great that we have such a program here in Huntingdon County and it’s available free to anyone who does not have a high school diploma.
Huntingdon TV Cable To Air GRADS Project

If you are a subscriber of the Huntingdon TV Cable Company and have not obtained a high school diploma, you may want to participate in a new program that allows you to study in your own home. Starting in late September, the Huntingdon TV Cable Company will begin cablecasting video GED home-study lessons twice a week on Channel 12. Viewers will be fortunate to see two one-half hour lessons each week for approximately 20 weeks. The 34 video lessons, created by Kentucky Educational Television (KET), are professionally prepared. They use a variety of interesting and fast-paced methods to help get GED concepts across to the adult student.

Though the videotapes are well known in adult education settings, their use outside the classroom has been very limited. To use the videotapes community-wide, as is planned for Huntingdon in September, is a landmark for adult education in the state of Pennsylvania and especially in Huntingdon County.

The GED TV home-study lessons are part of a large-scale GED outreach effort called Project "GRADS." As one of the three "GRADS" project, study options available to all Huntingdon County residents, who are at least 18 years old and who don't have a high school diploma, the TV home-study lessons provide a complete course in GED study. All you will need will be conveniently cabled directly into your home.

There are 10 videotapes on English grammar, 11 on mathematics, and 13 on reading and improvement. To highlight the video presentation, three accompanying student commercial study guides key in on each videotape and actively involve the student in each lesson. The study guides provide for "before," "during," and "after" watching activities and include practice GED tests and posttests with explanatory answers and skill identification charts. Study guide sets will be available for free checkout in late September at the Huntingdon main and branch libraries or at the Bookmobile. Texts will also be available free at contact sites throughout the county. (Cont'd on Page 3)

Huntingdon

(Cont'd from Page 1)

Huntingdon County (See the sites listed in Part three of this series). The KET videotapes will be cablecast as a public service on Channel 12, the Huntingdon Public Information channel, every Tuesday and Thursday, beginning on September 26. Cablecasting times are 10:00 to 11:00 a.m. every Tuesday and Thursday mornings and 7:00 to 8:00 p.m. every Tuesday and Thursday evenings. For the viewers convenience there will be only two video lessons presented each week; this will permit four scheduled viewings of each video lesson every week.

TV home study is the second of three actual Project "GRADS" study options that will be available to Huntingdon County residents. It, like Option 1 ("Never Too Late" Daily News newspaper study lesson), attempts to reach out to the 40 percent who don't have a high school diploma here in Huntingdon County. And, like Option 1, it is free and by itself can adequately prepare one for the GED exam. A combination of Option 1 and Option 2 (cable

TV home-study lessons) is also possible. Generally, the more options one practices on, the better equipped he or she is at test-taking time," states co-director Geoff Lucas of Huntingdon.

Geoff is an employee of the Pennsylvania Department of Education and works as an academic counselor at SCI Huntingdon's Education Department. Harold Kimmel of Rockhill, a Pennsylvania Department of Education administrator at SCI Huntingdon, also co-directs Project "GRADS." "GRADS" is a Pennsylvania Department of Education experimental pilot program.

The idea for "GRADS" came about in several ways. First of all, both directors have a strong interest in adult education, and both see a real need for adult education here in Huntingdon County. Secondly, they were willing to experiment with several creative GED programs that are considered very suitable for community use. And finally, both developers were easily able to win the support of both community businesses and social service agencies who willingly assisted in the development of the project every step of the way. "GRADS" is truly a county-wide team effort.

Part three of this series continues with the development and evolution of Project "GRADS." It highlights local school district and social service agency involvement. Look for project sign-up forms in this series and in "GRADS" pamphlets in circulation county-wide.
The W.E. Lindsay summer home above Raystown Lake, provided a beautiful setting for the American Association of University Women's Sept. 8, meeting. Approximately 45 members and guests were present.

The first and last meetings of the AAUW year traditionally begin with a tureen meal. This meeting was of the sumptuous tradition with Mrs. Mildred Lindsay hosting; Mrs. Helen Egolf, chairperson, and the following committee assisting: Miss Elsie White, Mrs. Alice Banker, Mrs. Emily Baldwin, Mrs. Fioretta Barton, Miss Esther Barr, Mrs. Margaret Kemp and Mrs. Jinet Taylor.

A brief social period, quickie post-board meeting and time out for pictures preceded the formal opening of the meeting by president, Mrs. Lorraine Brown. Special guests and prospective members were introduced by membership chairperson, Mrs. Virginia Gill.

Three new members, Marilyn Hearn, Patricia Gopsill and Claudia McClellan, will add their talents to the new year's enrollment. Several other new members were unable to attend.

Among the special guests introduced by Mrs. Sherry Giles were three candidates for political office, Republican Sue Snare and Democrat Eleanor Port for the office of tax assessor and Democrat Lou Hetrick for the office of county commissioner.

Geoffrey Lucas representing the interesting "GRADS" (Grass Roots Alternative Diploma Study) program, sponsored by business and communication, as well as social agencies in town, was asked to tell the organization about this educational project.

Mr. Lucas said that the literacy level among Huntingdon people is very low. Only 40 percent are high school graduates and seven percent college or post graduate level achievers. Also, the speaker reported prostitution and out-of-wedlock births among young women exceed those of all other areas in Pennsylvania.

The program "GRADS" is being advanced in the hope of alleviating some of these problems. More information regarding the "how" and "where" of this program is actively underway and will soon be widely broadcasted throughout Huntingdon and vicinity.

Miss Devona Nest's secretary's report was read and accepted, followed by treasurer, Joanne Gordon's presentation of the year's new budget.

Under cultural interests, Mary Ruth Linton announced an organ recital to be held Sunday, Oct. 9, at Otter Hall. A distinguished Bach organist will preside at the keyboard on that occasion.

Sue Ann Blakeslee also reported that Wilson College would be presenting The Bell of Amherst, Emily Dickinson on Oct. 9-10.

Peace and National Defense will be the theme of October's program with librarian, Laurie Tynan, conducting. The meeting will take place in the home of Phyllis Henry.

Standing Stone Echoes was the name selected for the AAUW news circular periodically issued by Louise Hilliard.

The International study program, chaired by Janet Taylor, was scheduled for Tuesday afternoon at 2 o'clock in the home of Jo Swigart of Alexandria.

In closing, President Brown expressed appreciation to all who had contributed to the success of the organization in all its multiple features. A rising vote of thanks was extended to Ginny Gill in tribute to her outstanding summer library project for and with Huntingdon area school children.
Need a high school diploma? It may never be easier than through Project GRADS

When was the last time you saw a job advertised that read, "No education necessary, not even a high school diploma?"

You can be sure those jobs are few. You can be even more certain that they may be low paying, with little opportunity for advancement or promotion.

And in Huntingdon County there are thousands of adults who lack a high school diploma. It may have been "the thing to do" at one time, quitting school or just playing the fool so people wouldn't think you were intelligent.

But there are other reasons why some adults never received a high school diploma. Some found the classroom too confining for their ideas or talents. Others were forced to drop out so they could help support their families. Others suffered long illnesses and felt awkward about returning to school when they were "older." There are many reasons.

But to help those hundreds of adults who want the benefits of a high school diploma, a new program designed to reach throughout the county will help them achieve that diploma. It is called Project GRADS.

GRADS stands for Grass Roots Alternative Diploma. The program provides study materials needed to prepare the adult student—those 18 years old or older—to take the General Equivalency Diploma (GED) test.

Best of all, the preparatory program is FREE.

There is no cost to view the televised study lessons, either in your home or elsewhere at VCR sites throughout the county. Study guides will also be published in the Huntingdon Daily News and extra copies of the guides will be available free at all Huntingdon County main and branch libraries.

Additionally, commercial study guides, which accompany the video format, can be checked out free at the main and branch libraries or from the bookmobile. A GED practice test is also available free of charge. There is a $10 charge for taking the actual GED test.

How does one get into this program? Look for the Project GRADS advertisement in The Valley Log this week and next week. Fill in the registration form and mail it to Harold S. Kimmel, Box 235, Orbisonia, PA 17243 or Geoffrey S. Lucas, R.D. 1, Box 243-A, Huntingdon, PA 16652. Forms may also be dropped off at any of the county library offices or the bookmobile.
Supporting GRADS

I’m glad to see a program like Project GRADS come along. The idea is to make it as easy as possible for adults without a high school diploma to earn one, at no charge.

It’s also easy for The Valley Log to support the program and try to make it a success. After all, the present statistics are a little grim. According to the 1980 census, about 40 percent of the adult population of Huntingdon County does not have a high school diploma. That’s nearly 16,000 persons.

There’s more. Huntingdon County’s unemployment rate has traditionally ranked high, hovering for a long time at 20 percent. Add to this the fact that the same census shows Huntingdon County has the highest rate of teenage pregnancies in the state. That’s grim.

Like it or not, education is a factor in getting a job. If an employer has 10 candidates for a job—and this could be any job from clerk to manager—those without a high school diploma are nearly always the first ones dropped from consideration.

Does a little piece of paper make that much difference? You bet it does. It may not seem fair, but this is not always a fair world. Does that diploma automatically make a man or woman more employable, even though the day before they were the same person without a diploma? You bet.

Why would The Valley Log care? There are all the right reasons to care—to benefit our fellow citizens, to make the county a more attractive place for new industry to locate, to give citizens a renewed sense of self-pride, to make it easier for citizens to land jobs, etc... There may even be a few selfish reasons. After all, a person with a diploma has a better chance of getting that job and buying newspapers. That same person, reading about current issues in The Valley Log, may become more involved in affairs of his or her borough or township. That means possibly more people would become involved in decisions of municipal government, or even leadership in clubs and social organizations. Interest in these affairs usually makes one more inclined to become a voter, and that vote can help make or break an election.

It used to be common practice in many foreign cultures to deny the people’s right to education. After all, it was much easier to control those ignorant masses than it was to deal with an educated public. Even in this country there have been efforts to deny equal educational opportunities to all of our citizens.

Yet, despite the privilege we have of attending school, many treat it casually. If it were denial of another right, like the right to bear arms or speak at a public meeting or petition our elected officials, there would be a tidal wave of opposition to any such attempt. But if we treat our freedoms casually and assume they will always be there, we may be risking their loss.

If you read about attempts by newspapers or radio or television reporters to cover a public meeting or seek information that is denied, you know that someone is fighting for one of your basic rights, the right to know what’s going on. All too often, though, we take for granted that “someone” will be out there, like Batman and Robin or Superman, fighting for our rights. It doesn’t always work that way. In borough council meetings, in township meetings, in school board meetings, there are always those who feel that some item—though it is public business—should be considered private or personal and not for publication. These are small battles, but they must be waged weekly and monthly as they arise. Freedom of the press is a right worth fighting for. So is the privilege of education.

Now that there is an effort to upgrade education in our schools, through the use of higher standards and exposure to current ideas and computer equipment, it is even more essential that those who missed these courses and their diplomas still be counted. And the way to be counted is with a high school diploma. Project GRADS can help.

A high school diploma may only be a starting point, but where can you go without one today?
Get your HIGH SCHOOL DIPLOMA in your spare time

Project "GRADS"

FREE NIGHT CLASSES BEGIN THE WEEK OF SEPTEMBER 26th, 1983

ON HUNTINGDON CABLE TV (CHANNEL 12) ... Tuesday's & Thursday's
AT JUNIATA VALLEY HIGH SCHOOL ... Wednesday's
AT MOUNT UNION AREA HIGH SCHOOL ... Monday's & Tuesday's
AT HUNTINGDON COUNTY VO-TECH SCHOOL ... Thursday's
AT SOUTHERN HUNTINGDON COUNTY HIGH SCHOOL ... Wednesday's
AT HUNTINGDON COUNTY LIBRARY ... Monday's

Includes: TV Study in your own home; Free study lessons in The Daily News; Free tutoring; Free study workbooks; Freedom to attend any site.

FOR MORE DETAILS COMPLETE THE FOLLOWING FORM AND FULL INFORMATION WILL BE MAILED TO YOU. RETURN THE FORM TO:

Harold S. Kimmel, Box 235, Orbisonia, Pa. 17243 OR
Geoffrey S. Lucas, Box 243-A, R.D. #1, Huntingdon, PA. 16652

(You must be over age 18)

NAME ____________________________
ADDRESS ____________________________
PHONE ____________________________

IT'S FREE!
IN A RUT?
Take The First Step Towards Getting Out!
REGISTER FOR PROJECT "GRADS"
GET YOUR HIGH SCHOOL DIPLOMA

If you have not already registered for project "GRADS" you may do so at any of the following times and places...

MOUNT UNION AREA SENIOR HIGH SCHOOL
Monday, September 26, 1983 ................ 7:00 p.m.
Tuesday, September 27, 1983 ................ 7:00 p.m.

HUNTINGDON COUNTY LIBRARY
Monday, September 26, 1983 ................ 7:00 p.m.

JUNIATA VALLEY HIGH SCHOOL
Wednesday, September 28, 1983 .......... 7:00 p.m.

SOUTHERN HUNTINGDON COUNTY HIGH SCHOOL
Wednesday, September 28, 1983 .......... 7:00 p.m.

HUNTINGDON COUNTY VO-TECH SCHOOL
Thursday, September 29, 1983 ............ 7:00 p.m.
IT'S FREE!
INCLUDES
FREE Study Lessons In The Daily News
FREE Tutoring
FREE Use of Study Workbooks
FREEDOM To Attend Any Site On Any Night
GED Testing At End Of PROJECT "GRADS"

This Ad Sponsored By
THE FIRST NATIONAL BANK OF MAPLETON
Member FDIC

BEST COPY AVAILABLE
To Help Success of GRADS Program

School Districts, Social Service Agencies Unite

The educational level of today's work force is on the increase. However, the average worker entering the job market cannot spell and cannot structure an English sentence. As many as 72 million Americans cannot read and write above the fifth-grade level. In Huntingdon County, alone, nearly 40 percent of the adult population lacks a high school diploma or an equivalency diploma.

Starting in late September, Huntingdon County adults who decide it's not too late to obtain a high school diploma can participate in a free, pioneer program sponsored by the Pennsylvania Department of Education. Project "GRADS", which stands for Grass Roots Alternative Diploma Study, offers three unique ways or options for the Huntingdon County student to help acquire the GED diploma. The first two options were explored in parts one and two of this series. They will be summarized briefly later on in this third part.

Each of the project options is freestanding and in many cases by itself can provide for GED preparation. Several options when worked together, however, may yield more thorough preparation. Students are encouraged to work as many options as possible.

Perhaps the third "GRADS" option which attempts to reach out to all Huntingdon County residents is the most comprehensive of all the options. Option No. 3 involves a combined coordination effort of all Huntingdon County School Districts and major social service agencies. All this is being done so adults who want to get a GED diploma won't have to travel great distances to do so. Nor will adult students be confined only to classrooms for study. "GRADS" allows the adult to choose the way he wants to learn.

Beginning the week of September 26th, for those adults wanting this combination of free video study lessons and personal assistance, or tutoring, contact sites will be set up at the following locations and times:

1. Juniata Valley High School - Every Wednesday evening from 7:00 to 9:00 p.m.
2. Huntingdon Area High School - Every Monday & Tuesday evenings from 6:00 to 9:00 p.m.
3. Huntingdon Area Vocational Technical School - Every Thursday evening from 7:00 to 9:00 p.m.
4. Mount Union Area Senior High School - Every Monday & Tuesday evenings from 6:00 to 9:00 p.m.
5. Southern Huntingdon High School - Every Wednesday evening from 7:00 to 9:00 p.m.

Option No. 3 participants can also check out commercial study guides which (Cont'd on Page 6)
School

(Cont'd from Page 1)

supplements... Free tutoring

The two other options are

The study guides can be

IF YOU ARE A SUBSCRIBER TO THE HUNTINGDON TV CABLE COMPANY, HOME-SHOTED VIDEO GED

If you are a subscriber to the Huntingdon TV Cable Company, home-shot study video lessons are possible as an "GRADS" option. Each week, for approximately 20 weeks, 2 different ½ hour video GED lessons will be aired in the privacy of your own home. For your convenience, each of the lessons will be shown on 4 separate occasions. Viewing days & times are: Tuesday & Thursday evenings, 10:00 to 11:00 AM and Tuesday & Thursday nights, 7:00 to 8:00 p.m. Homeviewing is scheduled to begin during the week of September 26th over channel 12, the Huntingdon public information channel. Study guides accompany these home video lessons and are available for free checkout at any Huntingdon main or branch library and at the Bookmobile. An initial orientation to the video lessons will acquaint each adult thoroughly with what to expect. Ongoing review, every fifth week, will help the adult set a comfortable study pace.

An overview of "GRADS" with a list of participating agencies and a convenient registration form wraps up the series in part four.

IT'S FREE!

BEST COPY AVAILABLE

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For Residents Of County

GRADS Program Has Three Clear Options

Two Pennsylvania Department of Education employees at SCI Huntingdon have launched an innovative project which provides free General Educational Development (GED) preparation. Project "GRADS," or Grass Roots Alternative Diploma Study, revolutionizes standard GED instruction programs for it plans to bring GED preparation directly into the adult's home and his community. It attempts to reach out to Huntingdon County adults, forty (40) per cent of whom lack either a high school diploma or a GED equivalency diploma. "GRADS" directors, Harold Kimmel of Rockhill and Geoffrey Lucas of Huntingdon, have created a three phase or option program linking existing community services, local school districts, and area businesses. It is supported by federal funds channeled through Pennsylvania's Department of Education and by public service contributions by The Daily News and the Huntingdon TV Cable Company. It's the first of its kind in the state of Pennsylvania. Why might someone need a GED diploma or even want one? The high school equivalency diploma could be an important first step to a new or better job, vocational training, college, military service, or even self satisfaction, and the GED diploma is equal to a high school diploma. The 25 week "GRADS" program prepares an adult for the GED test. This nationwide exam contains only multiple choice questions in reading comprehension, math, and English. A sixty (60) per cent score is sufficient for one to earn the GED equivalency diploma in the state of Pennsylvania. Countians interested in participating in Project "GRADS" are asked to fill out a registration form. Similar registration forms can be found in "GRADS" pamphlets. These pamphlets will be available throughout the county. Registration forms can be dropped off at the Huntingdon County main or branch libraries or at the Bookmobile, or they can be mailed directly to either program director. Anyone who does not have a high school diploma and who is at least eighteen (18) years old is eligible to participate. A counselor will then contact (Cont'd on Page 7)
GRADS

(Cont'd from Page 1)

each interested adult and explain the variety of program options offered by "GRADS." There are three (3) separate options. Each by itself can adequately prepare one for the GED, and each is FREE. Any combination of the three options is also possible.

OPTION 1: Cable TV Home Video Lessons
If you are a subscriber to the Huntington TV Cable Company, home study video lessons are possible. Home viewing is tentatively scheduled to begin the week of September 26, 1983, over Channel 12, the Huntington public information channel. Each week, on every Tuesday and Thursday at 10:00 to 11:00 a.m. and 7:00 to 8:00 p.m., two different 1/2 hour video GED lessons will be aired in the privacy of your own home. For your convenience, each lesson will be shown four (4) times a week. Commercial study guides accompany these home video lessons and include "before," "during," and "after" viewing activities. Study guides can be checked out free at any Huntington main or branch library and at the Bookmobile.

OPTION 2: "Never Too Late" Daily News Newspaper Home Study Lessons
If you are a subscriber of The Daily News, a "Never Too Late" GED homestudy lesson program will appear weekly in the Huntington Daily News. Two lessons per week are planned. As a public service, the newspaper has agreed to supply free lesson supplements to non-subscribers as well. "Never Too Late" lessons are especially designed for home study use and come equipped with answers for self correcting. Lessons and supplements will begin appearing during the last week of September in The Daily News and at The Daily News office in Huntington or at any main or branch library and at the Bookmobile.

OPTION 3: Tutoring & Video Lessons at Contact Sites
For those adults needing additional help, free, one-on-one, informal tutoring services will be available at the following contact sites around Huntington County:

(1) Juniata Valley High School - Every Wednesday evening from 7:00 to 9:00 p.m.
(2) Huntington Area High School - Every Monday and Tuesday evenings from 6:00 to 9:00 p.m.
(3) Huntington Area Vocational - Technical School - Every Thursday evening from 7:00 to 9:00 p.m.
(4) Mount Union Area Senior High School - Every Monday and Tuesday evenings from 6:00 to 9:00 p.m.
(5) Southern Huntington High School - Every Wednesday evening from 7:00 to 9:00 p.m.

Instructors and aides, at each of these sites, will provide personal assistance in GED preparation. In addition, for those adults who live in areas not served by the Huntington TV Cable Company, a VCR system (video cassette recorder) will be set up at each of the Option No. 3 sites except for the site at Huntington Area High School. A VCR system is planned to be made available at the Huntington County Library, from 7:00 to 9:00 p.m. every Monday evening, for those Huntington residents not served by the cable. Adult students at all CVR sites will view the same video GED lessons aired by the cable company.

Participants can also check out commercial study guides which accompany the video GED lessons and provide for "before," "during," and "after" viewing activities. The study guides can be checked out free at Option No. 3 site or at the main and branch libraries and at the Bookmobile.

There is adult GED instruction available at the Community Education Center in Altoona for those who frequent Altoona. The center is situated on the corner of Crawford Avenue and Lloyd Street. Call 946-8385 or 946-8386 if you are interested.

A variety of free-standing options was deliberately built into Project "GRADS" so that adults could be free to choose the option or combination of options that best suits their own special needs. Careful attention to adult needs is a "GRADS" top priority.

Near the end of the project, students can participate in optional GED practice testing. This free practice test can reliably forecast your outcome on the actual GED test. Formal GED testing will occur at the very end of the project. The Pennsylvania Department of Education requires a $15.00 fee for this examination. Formal testing is tentatively scheduled for both the Mount Union and Huntington areas should the need for two testing sites exist.

"GRADS" is scheduled to lift off during the week of September 26, 1983. Project directors Kimmel and Lucas have spent many hours examining model GED programs, nationwide, but none is quite as innovative as...
GET YOUR HIGH SCHOOL DIPLOMA
IN YOUR SPARE TIME
PROJECT "GRADS"
FREE NIGHT CLASSES BEG IN THE WEEK OF SEPTEMBER 26TH, 1983
... ON HUNTINGDON CABLE TV (CHANNEL 12) ... Tuesday's & Thursday's
... AT JUNIATA VALLEY HIGH SCHOOL ......................... Wednesday's
... AT MOUNT UNION AREA HIGH SCHOOL ............... Monday's & Tuesday's
... AT HUNTINGDON COUNTY VO-TECH SCHOOL .......... Thursday's
... AT SOUTHERN HUNTINGDON COUNTY HIGH SCHOOL ... Wednesday's
... AT HUNTINGDON COUNTY LIBRARY .................... Monday's

INCLUDES ... TV Study in your own home
Free Study Lessons in The Daily News
Free Tutoring
Free Study Workbooks
Freedom To Attend Any Site.

FOR MORE DETAILS COMPLETE THE FOLLOWING FORM AND FULL INFORMATION WILL BE MAILED TO YOU. RETURN THE FORM TO:
Harold S. Kimmel, Box 235, Orbisonia, Pa. 17243 OR
Geoffrey S. Lucas, Box 243-A, R.D. #1, Huntingdon, PA. 16652

(F orm can be dropped off at any Library or Bookmobile)

NAME __________________________________________
ADDRESS _________________________________________

PHONE ___________________________________________

(YOU MUST BE OVER AGE 18)

IT'S FREE!

IN A RUT?
Take The First Step Towards Getting Out!
REGISTER FOR PROJECT "GRADS"
GET YOUR HIGH SCHOOL DIPLOMA

If you have not already registered for project "GRADS" you may do so at any of the following times and places ...
MOUNT UNION AREA SENIOR HIGH SCHOOL
Monday, September 26, 1983 ....................... 7:00 p.m.
Tuesday, September 27, 1983 ....................... 7:00 p.m.

HUNTINGDON COUNTY LIBRARY
Monday, September 26, 1983 ....................... 7:00 p.m.

JUNIATA VALLEY HIGH SCHOOL
Wednesday, September 28, 1983 ....................... 7:00 p.m.

SOUTHERN HUNTINGDON COUNTY HIGH SCHOOL
Wednesday, September 28, 1983 ....................... 7:00 p.m.

HUNTINGDON COUNTY VO-TECH SCHOOL
Thursday, September 29, 1983 ....................... 7:00 p.m.

IT'S FREE!
INCLUDES
FREE Study Lessons in The Daily News
FREE Tutoring
FREE Use of Study Workbooks
FREEDOM To Attend Any Site On Any Night
GED Testing At End Of PROJECT "GRADS"
This Ad Sponsored By
THE FIRST NATIONAL BANK OF MAPLETON
Member FDIC
Library Files Are Extensive

County editor and master of The Daily News's extensive file library, Lynn Streightiff shows Daily News Press Club members his system, as he files stories about the GRADS program (Glass Roots Alternative Diploma Study), Huntingdon area listeners include, left to right, Cindy Bookhamer, adviser Dorothy Hoover, Nancy McCullen and Mary Jane Taylor.

GRADS Days Changed At Huntingdon

A change has been made in the weekly dates for the GRADS program at the Huntingdon Area High School. Originally planned for Monday and Tuesday of each week during the education program the days have been changed. When the weekly sessions get underway the session at HAHS will be held on Monday and Wednesday nights.
Kiwanis Given GRADS Update

The co-directors of GRADS (Grass Roots Alternative Diploma Study), an adult education program about to start in the county, Harold S. Kimmel and Geoffrey S. Lucas, gave the members of the Huntingdon Kiwanis Club an update report on the project at the club's weekly luncheon meeting Thursday at the Elks Home.

Kimmel and Lucas each participated in the presentation during the Kiwanis program. They reported that the GRADS effort came about as a result of a fact uncovered by the 1980 Census which showed that approximately 46 percent of the adult population of Huntingdon County had not received high school diplomas.

This led the two men to start work on the education program and a $5,000 grant to explore adult education for residents of the county. The idea has received the endorsement of all school districts in the county, the Intermediate unit, the Department of Education, the clubs and organizations throughout the county.

Lucas reviewed the options

(Cont'd on Page 2)

Kiwanis

(Cont'd from Page 1)

of the program which are available to all residents who wish to work toward their high school diplomas. The genuine hope is that the countywide program will result, he said, with 100 persons receiving their diplomas.

Lucas paid tribute to the cooperation of the media in reaching those who might be interested in the program. He said that The Daily News has provided valuable publicity and printing of supplements as a public service; radio stations WHUN and WQRO have given air time to spread the news of the GRADS program.

Kimmel reminded the Kiwanians of the great impact the beginning of the adult education program can have in improving the employment picture in the future. He said that a better educated work force is a well-known plus factor for industrial development. He urged the Kiwanians to encourage the people they know who might want to further their education to take the GRADS courses.

Another of the media to receive credit for assistance in the program was the Huntingdon TV Cable Company which will telecast videotapes of two days weekly, with two lessons each week, the Kiwanians were given the pamphlet which has been prepared for the GRADS program, showing video locations and tutoring sites on the schedule.

The program, the directors announced, is to start on Monday, Sept. 26. Volunteer tutors will be available to teach on an individual basis.

Looking ahead, Kimmel said that the original grant cannot be renewed, but that the organizers are confident that "something will happen" in the county so that it will be ongoing.

After the program, question of the Kiwanis members were answered by Kimmel and Lucas. The program chairman for the service club was Robert B. Stewart, III. The first vice president, Rob Schrack, conducted the meeting.

A contingent from the Philippiburg Kiwanis Club was guests at the meeting. Introduced by Fred Lucas were members Bruce Shaw, Cledis Kephart and John Musser. Several announcements were made on plans which are in place for the Kiwanis Community Auction for Oct. 1, by Rick Focht, Stewart, and Schrack.

Music at the meeting was led by Robert Stewart, accompanied by Paul R. Grove at the piano.
WHAT IS PROJECT "GRADS"
Project "GRADS" (Grass Roots Alternative Diploma Study) is a project sponsored by the Adult Education and Training Division of the Pennsylvania Department of Education. It is designed to make it possible for those Huntingdon County residents who do not have a high school diploma to earn one.

Project "GRADS" provides the study materials needed to prepare the adult student to take the GED (General Equivalency Diploma) test. It attempts to link up community and county resources and uses state-of-the-art technology. First of all, GED lessons will be telecast over the public information channel by the Huntingdon TV Cable Company. Next, study guides will be printed in the Daily News. Additional commercial study guides will be available for free check out. At the same time, VCR (Video Cassette Recorder) sites will be set up county wide, to televise the same materials as telecast by the Huntingdon TV Cable Company to those who do not have cable hookup. Tutors are available at these VCR sites for those wanting additional help. Practice GED testing will precede the actual GED examination.

WHO IS ELIGIBLE TO ENROLL IN THE PROJECT?
All Huntingdon County residents who do not have a high school diploma and who are eighteen (18) years old or older and who have officially withdrawn from high school are eligible. Seventeen (17) year olds may be eligible if certain requirements are met.
HOW MUCH WILL IT COST?
There is no cost to view the TV study lessons whether on your home
TV set or elsewhere at VCR sites throughout the county. The
Huntingdon Daily News will publish study guides in the newspaper,
and extra copies will be available free at the newspaper office and at all
Huntingdon County main and branch libraries. In addition,
commercial study guides, which accompany the video format, can be
checked out free at the main and branch libraries or at the
bookmobile. A GED practice test is also available free of
charge. The actual GED test, administered at the end of Project
"GRADS," costs $15.00

WHAT WILL THE PREPARATION BE LIKE?
"GRADS" is very informal. Most likely you will study at your own
pace in the privacy of your own home. Tutoring will be scheduled at
various sites around Huntingdon County, and VCR viewing of the TV
lessons will be possible at these same sites.

WHAT IS ON THE GED TEST?
The GED test contains questions on five general subject areas:
Test 1—The Writing Skills Test (English Grammar)
Test 2—The Social Studies Test
Test 3—The Science Test
Test 4—The Reading Skills Test (Literature)
Test 5—The Mathematics Test

WHAT ARE THE GED TEST QUESTIONS LIKE?
All of the questions are MULTIPLE CHOICE! The questions test
reading comprehension rather than subject knowledge in the areas of
social studies, science, and reading.

WHAT IS A PASSING SCORE ON THE GED TEST?
To pass the GED test, you need:
(1.) a total GED test score of 225 points out of a possible 375
points;
(2.) a minimum score of 33 points out of a possible 75 points on
each of the five subject area tests; and
(3.) an average of at least 45 points on the five combined subject
area tests.

IS THE GED DIPLOMA REALLY A HIGH SCHOOL
DIPLOMA?
Yes! The GED diploma is equal to a high school diploma. The GED
diploma is awarded by the Pennsylvania Department of Education,
and it is recognized by all fifty states in the union.
REGISTRATION FORM
PROJECT "GRADS"

NAME ________________________________ TELEPHONE __________________
ADDRESS ________________________________________________
AGE________ DATE OF BIRTH_________ LAST SCHOOL GRADE COMPLETED ______
ARE YOU A SUBSCRIBER TO THE HUNTINGDON TV CABLE COMPANY?
ARE YOU A SUBSCRIBER TO THE DAILY NEWS?
DO YOU HAVE TRANSPORTATION?
HOW DID YOU LEARN ABOUT PROJECT "GRADS"?
_______________________________________________________________
_______________________________________________________________
WHY DO I NEED A HIGH SCHOOL DIPLOMA?  
A High School Equivalency Diploma (GED) could be the first step toward:

- A new job
- A better job
- Vocational Training
- College
- Military Service
- Self-Satisfaction

HOW DO I ENROLL IN "GRADS?"
Just complete the registration form and mail it to either:

Harold S. Kimmel  
Box 235  
Orbisonia, PA 17243

Geoffrey S. Lucas  
R.D. #1 Box 243-A  
Huntingdon, PA 16652

Registration forms can also be dropped off at the Huntingdon County main or branch libraries, as well as the Bookmobile.

PARTICIPATING AGENCIES

Adult Education & Training Programs Division, PA Department of Education
Altoona Community Education Center
Area Agency on Aging
Correction Education Division, PA Department of Education
Huntingdon Area School District
Huntingdon County Library
Huntingdon County Literacy Council
Huntingdon County Vocational Technical School
Huntingdon TV Cable Company
Juniata College
Juniata Valley School District
Mount Union Area School District
PA Retired Public School Employees Association
Retired Senior Volunteer Program
Southern Huntingdon County School District
State Correctional Institution at Huntingdon
The Daily News
Tuscarora Intermediate Unit #11
"GRADS" SCHEDULE

<table>
<thead>
<tr>
<th>VIDEO LOCATIONS AND/OR TUTORING SITES</th>
<th>DAYS/EVENINGS</th>
<th>TIMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Huntingdon TV Cable Company</td>
<td>Tuesday/Thursday (mornings &amp; evenings)</td>
<td>10-11 A.M. &amp; 7-8 P.M.</td>
</tr>
<tr>
<td>Juniata Valley High School</td>
<td>Wednesday evenings</td>
<td>7:00 to 9:00 P.M.</td>
</tr>
<tr>
<td>Huntingdon County Library</td>
<td>Monday evenings</td>
<td>7:00 to 9:00 P.M.</td>
</tr>
<tr>
<td>Huntingdon Area High School</td>
<td>Monday &amp; Tuesday (evenings)</td>
<td>6:00 to 9:00 P.M.</td>
</tr>
<tr>
<td>Mount Union Area High School</td>
<td>Monday &amp; Tuesday (evenings)</td>
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</tr>
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<td>Huntingdon Area Vocational Technical School</td>
<td>Thursday evenings</td>
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</tr>
<tr>
<td>Southern Huntingdon High School</td>
<td>Wednesday evenings</td>
<td>7:00 to 9:00 P.M.</td>
</tr>
</tbody>
</table>

"GRADS" is scheduled to begin on Monday, September 26th, 1983. Contact persons and phone #’s will be provided later on to answer your individual questions. Look for more details in the Daily News, on cable TV, in the Valley Log, and elsewhere. PLEASE DO NOT CALL THE DAILY NEWS OR THE HUNTINGDON TV CABLE COMPANY ABOUT INFORMATION ABOUT "GRADS."
A FRESH START
TO GET A DIPLOMA
TO UPGRADE YOUR SKILLS AND
TO FEEL GOOD ABOUT YOURSELF

PROJECT "GRADS"
Grass Roots Alternative Diploma Study
A Huntingdon County Adult Education Opportunity
To Earn A GED Diploma In The Privacy Of Your Own Home
Or At Support Sites Within Your Local Community
FEATURING

GED Home Study Lessons Thru The Newspaper
CABLE TV Home Study On The
Huntingdon Public Information Channel
FREE Community Video Instruction At
Juniata Valley       Huntingdon
Mill Creek          Mount Union
Orbisonia

FREE Step By Step Tutoring Help
Community Based Support Persons
FREE Newspaper Lesson Supplements
Beginning September 26th, 1983

"GRADS" Is Coming Soon To Your Community!
Sponsored By The Pennsylvania Department Of Education
During the week of September 26th, PROJECT "GRADS" is coming to your community. We hope that you have already read about this project in The Daily News. If not, the enclosed information will explain it. Please take time to read it carefully.

PROJECT "GRADS" has been designed to upgrade the educational level of Huntingdon County's adult population by making it possible for the approximately 40% of adults who do not have a high school diploma to get one --- FREE! We feel that you share our opinion that a better educated population will make for a better community and one much more conducive to industrial expansion.

Since PROJECT "GRADS" is a very special project never before tried on such a large scale anywhere in Pennsylvania, its chances for success depends entirely upon the support of community leaders like the members of your organization. As you can see in the enclosed brochure, a great many area organizations are supporting the project. Now we are seeking more localized support. We desperately need local volunteers to help make certain that the citizens of your community participate in and profit from PROJECT "GRADS". We need volunteers to serve in the following roles:

1. Two persons to be present at the local site on the nites that the project is scheduled for your community. These persons will serve as local hosts and/or hostesses to make certain the equipment is set-up and ready, to help the students relax and enjoy the project, and to make certain the equipment is properly secured after the session. This need not be the same two persons each evening.

2. One person each nite to provide informal tutoring for students needing help with the lessons. This need not be a person with formal teaching background as the lessons are designed to be self-administered.

3. One person to assume the responsibility of serving as the coordinator for the local site.

Each of the above roles will require about three hours, one nite each week. The duties may be shared in any way that will be convenient. Please urge your members to respond to this project by contacting either of the two co-directors listed above.

Thank You.
PROJECT "GRADS"

Pennsylvania Department of Education

State Correctional Institution
Huntingdon, PA 16652
Phone: 643-2400

Geoffrey S. Lucas
R. D. #1, Box 243-A
Huntingdon, PA 16652
Phone: 643-3272

Harold S. Kimmel
Box 235
Orbisonia, PA 17243
Phone: 447-3191

Dear Pastor,

Are you familiar with PROJECT "GRADS"? If not, the enclosed brochure will explain the project to you. In brief, it is a mass attempt to elevate the educational level of the residents of our county by offering them the opportunity to get their high school diploma.

As a leader of the community and an influential person in your church, we are asking for your help in encouraging those persons who do not have a high school diploma to get involved in Project "GRADS". As you know, it is frequently all too easy to adopt the attitude that we have gotten along all this time without a diploma, why do we need one now. The status quo is all too easy to maintain. We know that you share in our belief that a better educated people makes for a better place in which to live and raise our children.

You can help by making your congregation aware of Project "GRADS", by encouraging them to participate, and by urging them to tell others of the project. We would hope that you will be able to do this through any newsletter that your church publishes, perhaps from your pulpit, even in your Sunday Church Bulletin. We feel that your influence can be one of the most positive forces in attracting those in need of a high school diploma to take advantage of this one-shot opportunity --- Project "GRADS".

Thank you for your support and assistance.

Very truly yours,

Harold S. Kimmel
Geoffrey S. Lucas
November 9, 1982

State Correctional Institution
ATTN: Mr. Jeff Lucas
Academic Counselor
Drawer R
Huntingdon, Pennsylvania 16652

Dear Mr. Lucas:

Please use this letter to confirm that our company would be willing
to participate in the cablecasting of the Kentucky educational video tape
series. We believe that this could be very beneficial to our community.
Because of the potential merits of this program, the Huntingdon TV Cable
Company would make no charges to show these tapes.

If you need more information or have any questions, please contact
me at your convenience.

Yours truly,

Chester P. Isett
Manager

BEST COPY AVAILABLE
November 9, 1982

Ms. Benita Somerfield, President
Cambridge
The Adult Learning Company
888 7th Avenue
New York, New York 10106

Dear Ms. Somerfield:

On November 5th, I spoke with your assistant who instructed me to contact you about the following proposal since it involves using the KET tapes. I wanted to (1) make you aware of what plans I hope to implement, and (2) seek your permission to use the KET tapes in order to implement the plans. I am in charge of academic instruction at the State Correctional Institution in Huntingdon (SCIH) PA.

In brief, let me provide you with some background information. SCIH houses over 1,400 inmates most of whom have TV's and cable hook up. A few years ago, our department purchased the KET Videotape GED program. So far, because we have only one classroom monitor, KET program use has unfortunately been limited to a handful of inmates. Local statistics indicate that Huntington inmates function at about a 6th grade performance level. I would like to see our KET tapes be made available to the entire SCIH population; those inmates with no diplomas could get additional GED preparation outside prison classrooms; those immobile inmates could prepare on their own; and, those inmates with GED's or H.S. diplomas could review in their cells. Through TV transmission, involving the local cable company, our KET program could also easily be made available to Huntingdon County proper (By the way, Huntingdon County has a 15 percent unemployment rate with a surplus of unskilled workers. Countywide, 38.5 percent lack a high school diploma; 8.6 per-
cent have college degrees) [1980 census figures]. GED instructional services are desperately needed and could accomplish a great deal especially since, the GED exam is given biannually in the community and quarterly at SCIH. There has only recently been a small GED preparation program in Huntingdon County.

A colleague from the PA Department of Education, Mr. Harold Kimmel, and myself have contacted the local cable company to see if they were interested in working with us. After an initial frank discussion dealing with purpose and logistics, the cable company contacted our office promising to help in any way as a public service. This was good news! I will forward their letter of endorsement under separate cover. The PA Department of Education (PDE) supports the project as well.

At the same time, I have a newspaper GED program that I would like to see our local Huntingdon newspaper print on a one-day-a-week basis. The combination of both the KET GED program and the newspaper GED program would be a powerful one; it could assist both the civilian and prison communities greatly. At SCIH we are already utilizing the newspaper GED format in the form of handouts primarily for those 10 percent immobile inmates, and in isolation the format is not very effective. In tandem with the KET tape, it would promise much more.

Ms. Somerfield, your assistant asked me to include some logistical specifics in my letter. Let me begin by saying that the estimated market penetration is 15,000-18,000 (4,600 hook ups, 3 to 4 per family); this figure includes SCIH. The cable company and our PDE affiliates are in agreement with the following time frame: one tape should be shown twice weekly over the public information channel. Our broadcast time would consist of one hour of air time per week, i.e., every Wednesday evening (30 minutes) with a follow-up replay on Thursday afternoon (30 minutes). At the same time, we're hoping to coordinate the newspaper lessons—one per week—with the KET lessons.
Ms. Benita Somersfield

Since the local cable company transmits only public service announcements, its equipment consists of ¼ and 3/4 inch video cassette machines. Our tapes (½ inch Betamax format) could easily be transmitted on their present equipment.

Ms. Somersfield, I want to thank you for your time and attention in this matter. As you can imagine, many of us are excited about the possibilities of this joint programming effort involving the local newspaper and cable company to offer GED services to the inmate and civilian communities here in Huntingdon. Should you need additional information or have any questions on areas not addressed in this letter/proposal, please contact me at the following address and/or telephone number.

Sincerely,

Geoffrey S. Lucas
Academic Counselor
SCI-Huntingdon
C/O The Education Department
Drawer "B"
Huntingdon, PA 16652
(814) 643-2400

BEST COPY AVAILABLE
May 2, 1983

Mr. Harold S. Kimmel
Field Coordinator
Pennsylvania Department of Education
State Correctional Institution at Huntingdon
Huntingdon, PA. 16652

To Whom It May Concern:

The Huntingdon County Library welcomes the opportunity to cooperate with area schools, literacy/basic skills programs, and media in a joint program to facilitate preparation for successful completion of the test leading to award of a General Equivalency Diploma to local residents who lack a high school diploma.

We believe the Library is well suited to assist in this effort under Project 310 since many GED students are already turning to the library for study and review workbooks to help them prepare for GED testing. The library also serves as an office, tutoring site, and referral point for the Huntingdon County Literacy Council, an organization which tutors students in basic reading.

The Library's branches in Huntingdon, Mount Union and Orbisonia provide convenient access to residents throughout the county and are open evenings and weekends when many other social service agencies are closed. The public library is also a value-neutral place where all may feel welcome regardless of the level of educational attainment.

The Huntingdon County Library looks forward to participating in any way it can in the program currently being designed by Mr. Kimmel and Mr. Lucas and hopes that all due consideration will be given to this application.

Sincerely yours,

Laurie Tynan
Library Director
February 2, 1983

Mr. Geoffrey S. Lucas
Academic Counselor, Education Dept.
SCI-Huntingdon
Drawer "R"
Huntingdon, PA 16652

Dear Mr. Lucas:

RE: KET-GED Broadcasting License

Just a note to keep you current regarding the broadcasting agreement. On January 13th I contacted Dr. John Christopher's office, Pennsylvania Department of Education, as to the possibility of receiving a copy and am awaiting a reply.

Sincerely,

Ann M. Zearo

AM2/am
Mr. Geoffrey S. Lucas  
Academic Counselor  
SCI-Huntingdon  
c/o the Education Department  
Drawer "R"  
Huntingdon, PA 16652

Dear Mr. Lucas:

RE: KET Videotape GED Program

Based on the specifics mentioned in your letter of November 9, 1982 concerning local cable broadcasting rights to the above captioned program, this will confirm that Cambridge will grant you a one-year license, which will be predicated on a) receipt of a purchase order indicating program title, type, frequency and area of broadcast and, b) payment of license fee ($1,800.).

Please feel free to contact me if you have any questions. We appreciate your interest in our products.

Sincerely,

Ann M. Zgaro

AM2/am
Mr. Jeffrey Lucas
R. D. 1, Box 243A
Huntingdon, PA 16652

Dear Mr. Lucas:

I was most interested to hear of your efforts in establishing a county-wide GED program. It is my understanding from our telephone conversation that approximately 40% of the adults in Huntingdon County do not have a high school diploma. I find this statistic most disturbing and recognize the socio-economic impact of it for this county.

It is apparent that the need for a large-scale effort is there. I understand that you are proposing a program that will coordinate efforts made through the cable television company, the newspaper, and community volunteers working at the county library. I believe the program has great potential and it is an exciting concept in adult education. In our conversation I expressed the following concerns with respect to the design of the program:

1. Great care must be taken in planning and implementing this program. The public school system has, in one way or another, failed the population this program will address. I see this program as "the last chance" we as educators will have of reaching these people. If we spark their interest and encourage their trust in this program and fail then again, we will have caused irreparable harm to them. As the established educational community we are asking for a "second chance." We must be prepared to deliver.

2. Because the people who would enroll in this program did not finish high school, it is probably reasonable to assume they are not highly motivated or disciplined with respect to academic work. Therefore, an important concern in the design of this program is how to monitor progress, and to maintain enthusiasm for completion of the program.
You have requested that the college become involved in the program by encouraging our students to become volunteer tutors available to help program participants at the public library. In discussing the proposed program with students in the Education Department there was a high level of interest and enthusiasm for the program. I believe that we will be able to contribute to the volunteer tutor aspect of the program.

I am not aware of a program similar to the one proposed by you and find this program to be creative, innovative and exciting. I believe that funding for this type of program is important. If I can be of any further help to you, please do not hesitate to contact me.

Sincerely,

Kim Richardson, Ph.D.
Assistant Professor of Education
Ms. Judy Cope  
School of Continuing Education  
Euhler Hall  
Indiana University of Pa.  
Indiana, Pa. 15705

Dear Judy:

It was good to talk with you the other day and we are thrilled that you will be involved in our project. With you and Gerry Volare advising us, our chances for success are greatly enhanced.

The acceptance of our project to provide AE to the masses of Huntingdon County through video, newspaper, and radio has been overwhelming. The list of cooperating agencies grows daily. Apparently we have hit a nerve and the reaction has been totally positive. For example, the local cable company just today agreed to teleview two lessons twice a day, two days a week. This is a great commitment of air time by the cable company and three times what we had originally hoped for.

I am enclosing some information that will give you a greater understanding of what we are hoping to do with Project "GRADS". After you have had a chance to look them over, please call me and give me any suggestions you may wish to make. Also, give me a few dates that you would have available this month and we'll try to get together in Altoona with Gerry.

Very truly yours,

Harold S. Kimmel
(483-1011 Ext. 270)
GET YOUR
HIGH SCHOOL DIPLOMA
IN YOUR SPARE TIME

"PROJECT GRADS"

FREE NIGHT CLASSES BEGIN THE WEEK OF SEPTEMBER 26th, 1983

ON HUNTINGDON CABLE TV (CHANNEL 12)... Tuesday's and Thursday's
AT JUNIATA VALLEY HIGH SCHOOL... Wednesday's
AT MOUNT UNION AREA HIGH SCHOOL... Monday's and Tuesday's
AT HUNTINGDON COUNTY VO-TECH SCHOOL... Thursday's
AT SOUTHERN HUNTINGDON COUNTY HIGH SCHOOL...
Wednesday's
AT HUNTINGDON COUNTY LIBRARY... Monday's

INCLUDES...........
TV Study in your own home
Free Study Lessons in The Daily News
Free Tutoring
Free Study Workbooks
Freedom to Attend Any Site

FOR MORE DETAILS COMPLETE THE FOLLOWING FORM AND FULL INFORMATION WILL BE MAILED TO YOU. RETURN THE FORM TO:

Harold S. Kimmel or Geoffrey Lucas
Box 235 or Box 243-A
Orbisonia, PA 17243 or Huntingdon, PA 16652

**THIS CAN ALSO BE DROPPED OFF AT ANY LIBRARY OR THE BOOKMOBILE**

NAME __________________________ PHONE __________________________
ADDRESS _________________________________________________________

(YOU MUST BE OVER AGE 18)

IT'S FREE

BEST COPY AVAILABLE
PROJECT "GRADS"

Schedule

1st Week --- September 26 - 30 ----- Orientation

2nd Week --- October 3 - 7 ------- Reading Comprehension - Program One
   Unit 1: The Main Idea
   Unit 2: Supporting Ideas
   Unit 3: Relationships
   Mathematics - Program One
   Unit 1: Fractions

3rd Week --- October 10 - 14 ------ Reading Comprehension - Program Two
   Unit 4: Inference
   Unit 5: Author's Point of View
   Unit 6: Application of Ideas
   Mathematics - Program Two
   Unit 2: Fractions (Cont.)

4th Week --- October 17 - 21 ------ English Grammar - Program One
   Unit 1: Subject-Verb Agreement
   Mathematics - Program Three
   Unit 3: Decimals

5th Week --- October 24 - 28 ------ Social Studies - Program One
   Unit 1: Government
   Unit 2: The Constitutional Convention
   Unit 3: Principles of the Constitution
   Unit 4: The Three Branches of Government
   English Grammar - Program Two
   Unit 2: Subject-Verb Agreement (Cont.)

6th Week --- October 31 - November 4 ------ Review

7th Week --- November 7 - 11 ------ Social Studies - Program Two
   Unit 5: Economics
   Unit 6: Different Economic Systems
   Unit 7: The Role of Government in Economics
   Unit 8: Graphs
   Mathematics - Program Four
   Unit 4: Ratio and Proportions

8th Week --- November 14 - 18 ------ Social Studies - Program Three
   Unit 9: Anthropology
   Unit 10: Geography
   Unit 11: Map Reading
   Unit 12: Sociology
   Unit 13: Varying Viewpoints
   English Grammar - Program Three
   Unit 3: Pronouns
9th Week --- November 21 - 25

Science - Program One
Unit 1: The Heart
Unit 2: The Blood Vessels

English Grammar - Program Four
Unit 4: Pronouns (Cont.)

10th Week --- November 28 -
December 2

Science - Program Two
Unit 3: The Blood
Unit 4: The Circulatory & Respiratory Systems

Mathematics - Program Five
Unit 5: Percent

11th Week --- December 5 - 9

Review

12th Week --- December 12 - 16

English Grammar - Program Five
Unit 5: Verbs
Mathematics - Program Six
Unit 6: Percent & Interest

13th Week --- December 19 - 23

Science - Program Three
Unit 5: The Atom
Unit 6: Atomic Energy

English Grammar - Program Six
Unit 6: Adjectives & Adverbs

14th Week --- January 3 - 6

Literature - Program One
Unit 1: Style & Tone
Mathematics - Program Seven
Unit 7: Graphs

15th Week --- January 9 - 13

Literature - Program Two
Unit 2: Prose - Figurative Language

English Grammar - Program Seven
Unit 7: Capitalization & Punctuation

16th Week --- January 16 - 20

English Grammar - Program Eight
Unit 8: Punctuation (Cont.)
Mathematics - Program Eight
Unit 8: Angles

17th Week --- January 23 - 27

Review

18th Week --- January 30 -
February 3

Literature - Program Three
Unit 4: Poetry - Figures of Speech; Devices of
Sound and Repetition; Reading Comprehension
Mathematics - Program Nine
Unit 9: Perimeter & Area

19th Week --- February 6 - 10

Literature - Program Four
Unit 4 (Cont.): Poetry - Additional Information

English Grammar - Program Nine
Unit 9: Spelling
20th Week — February 13 – 17 ——— English Grammar — Program Ten
Unit 10: Miscellaneous Usage Problems
Mathematics — Program Ten
Unit 10: Circumference, Area, & Volume

21st Week — February 20 – 24 ——— Mathematics — Program Eleven
Unit 11: Algebra

22nd Week — February 27 — March 2 ——— Final Review

23rd Week — March 5 – 9 ——— GED Practice Test

24th Week — March 12 – 16 ——— Practice Test Follow-Up

25th Week — March 19 – 23 ——— GED Testing
WELCOME TO PROJECT "GRADS"

We have received your registration and we look forward to having you as part of the project. You will be contacted prior to the start of the project in September and given more information.

If you know any friends who could profit from PROJECT "GRADS", please encourage them to contact us.

Please report to Southern Huntingdon County High School, Room 206 (Junior High Wing), at 7:00 PM on Wednesday, September 28, 1983, and each Wednesday thereafter.

Full details, all necessary materials, and a complete orientation to the project will be given at that time. Bring along a pen or pencil and some type of notebook.

If you have any questions call 447-3191 or 643-2400.

Harold S. Kimmel

BEST COPY AVAILABLE
Subject: Cable TV -- GED Cell Study on Channel 12

To: Inmate Bulletin Boards

From: S. G. Polte
Director of Education

By: G. S. Lucas
Academic Counselor

Beginning on Tuesday, September 27th, you will be able to prepare for the GED test in the privacy of your cell. Each week, for the next 20 weeks, cable TV Channel 12 will telecast GED study lessons.

Telecasting will occur every Tuesday & Thursday morning (from 10:00 to 11:00 A.M.) with a repeat performance on every Tuesday & Thursday evening (from 7:00 to 8:00 P.M.). In other words, two lessons will be shown each week and be repeated.

The first video presentation will describe how to work towards your GED with this program.

For your convenience, the education will make available free lesson supplements should you want additional preparation practice.

Some inmates do not have TV's. For these inmates, the education department will schedule classes.

IF YOU DO NOT HAVE A TV and are interested in participating in such a program (both day & night classes), send a request slip to the education department. Deadline for these request slips is 9/26/83. Indicate whether you want morning or evening classes.

This TV program is an excellent one and can help you to prepare for the GED test. Even those who have GED's or high school diplomas will find the TV program helpful.

This GED TV series is made possible through the efforts of SCI Education Department, and the series will play throughout Huntingdon County.

cc: Acting Superintendent Wicker
Deputy Zumpetta
Major Domovich
Mr. Henry
Education Staff Counselors
File
SUBJECT: Cable TV - G.E.D. Cell Study on Channel 12

TO: General Population

FROM: S.G. Polte
Director of Education

BY: G.S. Lucas
Academic Counselor

Beginning on Tuesday, September 27th, you will be able to prepare for the G.E.D. test in the privacy of your cell. Each week, for the next 20 weeks, cable TV Channel 12 will telecast G.E.D. study lessons.

Telecasting will occur every Tuesday & Thursday morning (from 10:00 to 11:00 A.M.) with a repeat performance on every Tuesday & Thursday evening (from 7:00 to 8:00 P.M.). In other words, two lessons will be shown each week and be repeated.

The first video presentation will describe how to work towards your G.E.D. with this program.

For your convenience, the education department will make available free lesson supplements should you want additional preparation practice.

This TV program is an excellent one and can help you to prepare for the G.E.D. test. Even those who have G.E.D.'s or high school diplomas will find the TV program helpful.

This G.E.D. TV series is made possible through the efforts of SCI Education Dept., and the series will play throughout Huntingdon County.
Have you been watching any of the Project GRADS G.E.D. study lessons on Cable Channel 12? They have been on TV every Tuesday and Thursday morning and evening since late September, 1984.

If you have been watching any of these lessons and you haven't yet registered, please do so by sending a request slip to the Education Department no later than March 1, 1984. Let us know what you are doing. We will follow up your request slip with an interview.

Registration is important for a couple of reasons. First of all, it lets us know that you're studying on your own. Secondly, it gives our office a chance to document your effort in your school record. This gives you credit where the credit is due.

Thanks for your cooperation!
KEY INSTRUCTIONAL FEATURES
- Nationally acclaimed and widely broadcast videotape instructional program developed by Kentucky Educational Television
- The three videotexts developed by Cambridge and keyed to each videotape actively involve the student in each lesson
- Each videotext includes a complete, simulated GED pretest and posttest followed by explanatory answers and skill identification charts
- Lessons allow teachers to pace and individualize instruction
- Entertaining format keeps motivation high and students returning to class.

THE VIDEOTEXTS
Three videotexts, divided into lessons which correspond to the 34 videotapes. Each lesson consists of three sections:
1. Before Watching, which clearly states unit objectives, definitions, and explanations of key vocabulary words, phrases, or concepts, and summarizes the tape.
2. While Watching, which includes passages read by the students along with screen narrator to enhance reading comprehension, practice exercises concurrent with viewing, and detailed explanations for answers.
3. After Watching, with additional exercises to provide practice in acquired skills; includes complete answers and explanations.

USER'S GUIDE
The guide contains a sequential description of the videotapes, with segment times and tape counter numbers provided to make reviewing a section easier. In addition, it provides a list of the skill objectives of each program, key vocabulary and basic principles for each lesson, cross-referenced with related videotext material; a chart of skills presented in the videotapes and videotexts; and suggested lesson plans and teaching strategies.

Reading
13 Video Tapes
1 Student Videotext
1. Orientation/Test Taking Skills
2. Reading Comprehension I Main Idea, Supporting Idea, Relationships, Cause and Effect
3. Reading Comprehension II Inference, Author's Point of View, Application of Ideas, Words in Context
5. Reading/Social Studies II Economics, Different Economic Systems, Role of Government, Graphs
6. Reading/Social Studies III Anthropology, Geography, Map Reading, Sociology, Varying Viewpoints
7. Reading/Science I The Heart, The Blood Vessels, Heart Disorders and Treatments
8. Reading/Science II The Blood, The Circulatory and Respiratory Systems, Diseases and Treatments
9. Reading/Science III The Atom, Atomic Energy
10. Reading/Literature I Style and Tone
11. Reading/Literature II Figurative Language, Simile, Metaphor, Personification
12. Reading/Literature III Poetry—Figures of Speech, Sound and Repetition, Comprehension
13. Reading/Literature IV Poetry—Identifying Poetic Devices Drama—Identifying Plot, Dialogue
Characterization, Setting, and Climax

BEST COPY AVAILABLE
English Grammar
10 Videotapes
1 Student Videotext
1. Grammar I Subject-Verb Agreement, Basic Definitions, Verbs in Present Tense, Formation of Plurals
2. Grammar II Subject-Verb Agreement, Special Types of Subjects
3. Grammar III Pronouns—Subjective, Objective, Possessive Case
4. Grammar IV Pronouns—Agreement and Other Problems in Usage
5. Grammar V Verbs—Regular and Irregular Forms
6. Grammar VI Adjectives and Adverbs
7. Grammar VII Capitalization and Punctuation—Period, Question Mark, Exclamation Point, Comma
8. Grammar VIII Punctuation—Semicolon, Apostrophe, Quotation Marks, Colon
9. Grammar IX Spelling
10. Grammar X Miscellaneous Usage Problems Involving Dangling Modifiers, Verbs, Parallel Constructions, Troublesome Words, Commonly Confused Words, Logic and Organization

Mathematics
11 Videotapes
1 Student Videotext
1. Math I Fractions—Adding Fractions with Like and Unlike Denominators, Mixed Numbers
2. Math II Fractions—Subtraction, Multiplication, Division, Introduction to Decimals
3. Math III Decimals—Addition, Subtraction, Multiplication, Division, Fractional Equivalents
4. Math IV Rounding Off, Ratios, Proportions, Conversions of Measurement
5. Math V Percents—Expressing as a Fraction or Decimal, Finding the Percent of a Number
6. Math VI Percents and Interest—Finding What Percent One Number is of Another, Finding a Number of Which a Percent is Given, Simple Interest, Compound Interest
7. Math VII Graphs—Bar, Line, Circle—Reading Graphs
8. Math VIII Angles—Complements and Supplements, Parallel Lines and Transversals
9. Math IX Perimeter and Area—Square, Rectangle, Triangle, Properties of Triangles
10. Math X Circumference, Area, and Volume—Circles, Volume of Solids, Properties of Circles
11. Math XI Algebra—Introduction to Terminology, Multiplying Algebraic Terms, Factoring Expressions, Combining and Multiplying Expressions
THE OFFICIAL GED PRACTICE TEST

Two Tests in English, Print and Audio
Two Tests in Spanish, Print Only
One-Page Answer Sheet
Administrator's Set

KEY INSTRUCTIONAL FEATURES

This is the bona fide GED Practice Test, written and produced by the actual test makers, the GED Testing Service of the American Council on Education, distributed exclusively by Cambridge. This test can effectively help candidates:
- Determine readiness to take the full-length GED;
- Identify general strengths and weaknesses in the various subject areas;
- Alleviate anxiety associated with taking the actual GED Test.

This test can enable an educator to compare candidate's performance with level of performance required on the actual GED Test.

These tests are essential tools in determining a candidate's readiness. And they are the only official tests from the GED test-makers themselves, distributed exclusively. Why invest in any other? Results from these proven predictors are generally within 5 points of a student's performance on the actual exam.

THE ADMINISTRATOR'S SET

Specially designed scoring templates, which facilitate rapid scoring, along with a detailed Teacher's Manual provide a cost effective way of obtaining and evaluating students' results.

THE NEW ONE-PAGE ANSWER SHEET

In a format similar to that of answer sheets accompanying the full length GED Test, this new Cambridge offering accommodates all five of the subtests on both sides of a single sheet, contains a summary profile chart that helps students compare their scores on the five tests:

Test 1: The Writing Skills Test
Test 2: The Social Studies Test
Test 3: The Science Test
Test 4: The Reading Skills Test
Test 5: The Mathematics Test

PRICE

<table>
<thead>
<tr>
<th>TITLE</th>
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<td>1 student test booklet</td>
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<tr>
<td>1 answer sheet, 1 info bulletin</td>
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<td>English Form A—</td>
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<td>10 student test booklets, 10 answer sheets, 10 info bulletin</td>
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<td>English Form A—10 student test booklets, 10 info bulletins</td>
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<td>English Form B—</td>
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<td>1 student test booklet, 1 answer sheet, 1 info bulletin</td>
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<td>10 student test booklets, 10 answer sheets, 10 info bulletins</td>
<td>14.50</td>
</tr>
<tr>
<td>English Form B—10 student test booklets, 10 info bulletins</td>
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<td>set of 50</td>
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<td>Administrator's set—</td>
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<td>Teacher's Manual PLUS scoring templates for both English Form A &amp; B</td>
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<td>English Form A &amp; B, Teacher's Manual PLUS scoring templates for both English Form A &amp; B</td>
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AUDIOTAPE EDITIONS

Each edition contains 6 audiotapes—in English only—
Writing Skills, Social Studies, Science, Reading, Math, and one instructional tape.

- Student answer keys & tape upon request:
THE TESTS: IN ENGLISH (PRINT AND AUDIO) AND IN SPANISH (PRINT ONLY)

The Official GED Practice Tests were developed and normed under the same conditions, by the same organization, as the full-length secure tests. Each one statistically equated to a full-length secure GED Test, and clearly parallels the content, format, and range of difficulty of the full-length GED Tests. There is Test A and Test B in both English and Spanish. The Spanish tests are not merely translations but completely different versions.
### PROJECT "GRADS"

**KET Television Study Guides**

**READING**

**READING COMPREHENSION**

**PROGRAM ONE:**
- **UNIT 1:** THE MAIN IDEA  
  OLD EDITION: P. 6  
  NEW EDITION: P. 18
- **UNIT 2:** SUPPORTING IDEAS  
  OLD EDITION: P. 7  
  NEW EDITION: P. 19
- **UNIT 3:** RELATIONSHIPS  
  OLD EDITION: P. 10  
  NEW EDITION: P. 20

**PROGRAM TWO:**
- **UNIT 4:** INFERENCE  
  OLD EDITION: P. 17  
  NEW EDITION: P. 29
- **UNIT 5:** AUTHOR'S POINT OF VIEW  
  OLD EDITION: P. 21  
  NEW EDITION: P. 31
- **UNIT 6:** APPLICATION OF IDEAS  
  OLD EDITION: P. 22  
  NEW EDITION: P. 32
- **UNIT 7:** WORDS IN CONTEXT  
  OLD EDITION: P. 23  
  NEW EDITION: P. 33

**SOCIAL STUDIES**

**PROGRAM ONE:**
- **UNIT 1:** GOVERNMENT  
  OLD EDITION: P. 33  
  NEW EDITION: P. 44
- **UNIT 2:** CONSTITUTIONAL CONVENTION  
  OLD EDITION: P. 36  
  NEW EDITION: P. 45
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You are cordially invited to attend the Projects Grads Kick-Off Luncheon
Monday morning, the twenty-sixth of September

Nineteen hundred and eighty-three
at eleven-thirty o'clock
at the Raystown Country Inn
Huntingdon, Pennsylvania

honored guest will be
Dr. William Jeter
Special Assistant to the Secretary
Department of Education
Commonwealth of Pennsylvania

R.S.V.P.
Harold S. Kimmel
643-2400 Ext. 270
enthusiastic group of men and women from all sections of Huntingdon County gathered at the Raystown Country Inn at luncheon yesterday to officially kick-off Project GRADS - the ‘Never Too Late’ program designed to encourage and help area residents obtain high school diploma.

The multi-faceted program gives residents a variety of options to select in pursuing a course of study expected to culminate in testing for the General Equivalency Diploma.

Harold Kimmel and Geoffrey Lucas, coordinators of the program reported that more than 150 persons have already signed up to take the course in one of the many forms being offered.

John Neumann of the State Correctional Institution at Huntingdon, served as the master of ceremonies for the luncheon and the invocation was given by Huntingdon County Commissioner Merle Steninger.

Special guest at the luncheon was Dr. William Isler, special assistant to the Secretary of the Department of Education of the Commonwealth of Pennsylvania.

He told the members of the Project GRADS advisory committee that "we feel that this program is a model for the state." He explained that success in Huntingdon County could mean that the program will spread through other counties in the Commonwealth.

Dr. Isler noted that the Department of Education is very concerned about programs for adult literacy and adult education throughout the state and noted that this is a "key area that we are working on."

Noting the many educators from throughout the county in the audience Dr. Isler said "I work with the Tuscarora Intermediate Unit and the school districts and I'm not surprised at this response."

Dr. Isler stressed the importance of this cooperation in making a project work and told the advisory committee that "this program can really help people get moving."
One Of Project GRADS Options

‘Never Too Late’ Course Lessons To Begin Oct. 3

“Never Too Late,” GED newspaper course designed for readers of The Daily News who want to earn a high school equivalency diploma begins this week. The first two study lessons will appear beginning the week of Oct. 3. Every week thereafter 34 more lessons will appear for approximately 20 consecutive weeks.

The newspaper lessons require no classroom attendance and are just one of several study options offered by Project GRADS.

Once completed, readers will have a better chance of obtaining sufficient scores in the GED (General Equivalency Diploma) test.

The “Never Too Late” study lessons deal with English usage, reading skills, vocabulary and basic mathematics. A complete set of all the “Never Too Late” study lessons will be made available FREE to non-subscribers in the form of a special supplement to The Daily News. Beginning this week, the supplements can be picked up at any of the branch libraries in Alexandria, Mount Union, and Orbisonia, or at the main library in Huntingdon. Supplements will also be available at The Daily News office, through the Bookmobile, as well as at any of the sites listed below.

It is recommended that adult students work two newspaper lessons each week. Should additional help be needed by the student, tutoring sites are set up at the following locations, evenings and times:

- Huntingdon Area Senior High School, 110 - By the Gym, Mondays and Wednesdays, 6:00 to 9:00 p.m.; Huntingdon Area Vocational Technical School, Cosmetology Room, Thursday, 7:00 to 9:00 p.m.; Juniata Valley Senior High School, 135 - Jr. High Wing, Wednesday, 7:00 to 9:00 p.m.; Mount Union Junior High School, 113 - Door at end of parking lot, Mondays and Tuesdays, 6:00 to 9:00 p.m.; Huntingdon County Library, McMurtrie Room, Monday, 7:00 to 9:00 p.m.

In addition to the newspaper supplement, GED study lessons will be cablecast on Channel 12 by the Huntingdon TV Cable Company beginning Tuesday, Sept. 27. The cable company will telecast two ½ hour lessons each week for approximately twenty weeks. Viewing times will be from 10:00 to 11:00 a.m. every Tuesday and Thursday mornings and from 7:00 to 8:00 p.m. every Tuesday and Thursday evenings. The same TV lessons will be available for viewing at all of the sites listed above except for Huntingdon High School.

Participants are encouraged to fill out registration forms if they choose to participate in any of the study options that make up Project-“GRADS” (Grass Roots Alternative Diploma Study) because “GRADS” is a PA Dept. of Education experimental program that encourages personalized contact.

Anyone interested in volunteering to help make “GRADS’ work in Huntingdon County, is encouraged to call Harold Kimmel or Geoff Lucas at 643-2400 from 8:00 a.m. to 4:00 p.m.

Watch next week’s Daily News for the first lesson, one on vocabulary and one on fractions. Don’t get discouraged or give up if you don’t understand a lesson. Go to one of the sites for additional help or call one of the co-directors.
But these days, you can be sure people are walking because they prefer to. DO YOU THINK MANY TREES around Huntingdon are dying - and I don’t mean coming to the end of the season? I’ve been disappointed to see many leafless or brown-leaved trees on our streets. THAT BROKEN ELBOW caused me to miss some things around beautiful Raystown this summer, but I assable to pull up to the Firmer’s Table for a bowl of tasty tomato-zucchini soup a la Andrea McGraw. Congratulations on your FIFTH!...RE THAT ELBOW OF MINE and other broken pinions suffered this summer, I want to say “Thanks” again to Hector Feagley, at Ritchey’s, my “therapist” who was so forthcoming onto hot, humid day this summer. One day? Every day! He really helped me feel good about feeling bad. When I told him that my elbow hurt, he said, “I know, Jo. Mine does, too.” I was injured a few years back...“IT’S A SMALL WORLD” stories popped out at the GRADS kick-off luncheon at Raystown Country Inn the other day. First of all, seated at our table, was Amy Pepple Christopher, a graduate of Northern Bedford High School, who had been a member of the Press Club there. I had frequently edited her stories, but we had never met. She’s the volunteer coordinator in the program, and those with whom she works are lucky indeed - a charming, outgoing, bright young woman...DR. WILLIAM ISLER, of Harrisburg, special assistant to the Secretary of the Department of Education, was speaker at the meeting, and at one point, he thought Christmas! There in the audience was “Santa” Claus: Tony Zumpetta, a deputy super at SCII. They had worked in years past together at Monessen, Isler with handicapped children and Tony as “St. Nick.” Tony loves this activity and is planning to purchase an authentic North Pole suit, and offer his services in our area. His little boy will accompany him dressed as one of Santa’s elves...PRINCIPAL EDWIN HASSON, of Southern Huntingdon County High, was at the GRADS luncheon. First time I heard him addressed as “Dr.” He received his doctorate in education ad-
ATTACHED - please find an article from Geoff Lucas for the Corrections Newsfront.

cc: Geoff Lucas

FILE
PROJECT "GRADS" COMES TO HUNTINGDON

Two Pennsylvania Department of Education employees at SCIH Huntingdon have launched an innovative project which provides free General Education Development (GED) preparation. Project "GRADS", or Grass Roots Alternative Diploma Study, revolutionizes standard GED instruction programs for it brings GED preparation directly into the adult’s home and his community.

"GRADS" directors, Harold Kimmel, PDE Field Coordinator, and Geoffrey Lucas, Academic Counselor, have created a three phase or option program linking existing community services, local school districts, and area businesses. It is supported by federal funds channeled through Pennsylvania’s Department of Education and by public service contributions by The Daily News and the Huntingdon TV Cable Company. It’s the first of its kind in the state of Pennsylvania.

Projects GRADS - Grass Roots Alternative Diploma Study - was deemed necessary when the 1980 census revealed the following statistics: (1) 40% of the adults in Huntingdon County have not earned a high school diploma, (2) unemployment stands at 20% in Huntingdon County, (3) Huntingdon County’s rate of teenage pregnancies is the highest in Pennsylvania and, unofficially, the third highest in the nation.

GRADS is designed to prepare any interested Huntingdon County resident to take a high school equivalency test. Lessons are available 3 ways: by television, newspaper, and tutoring.

Two one-half hour lessons of the Cambridge KET GED videotapes are broadcast twice a week by Huntingdon TV Cable Company. For those adult students out of the cable company’s viewing area, video cassette recorders are set up at predetermined contact sites throughout the county. Each site is manned with volunteer tutors.

The Huntingdon Daily News newspaper prints 2 "Never Too Late" study lessons each week as a public service. For those non-subscribers, the newspaper provides free supplements.

At the present time there are over 300 Huntingdon county residents participating in "GRADS". An additional 60 SCIH inmates also watch "GRADS" on cable TV and have already checked out a set of "GRADS" study guides and a set of study lessons entitled "Never Too Late". The "Never Too Late" program and its practice study lessons were recently adopted by the Bureau of Corrections as a major component of the cell study program for execution cases. Steven Polte, Director of Education, Geoff Lucas, and Mike Dimoff, Learning Center Coordinator, recently presented a "Never Too Late" workshop at the Bureau.

"GRADS" has become very popular inside SCIH. Inmates can attend class as well as have the convenience of TV lessons in their cell.

The Pennsylvania Department of Education is looking at "GRADS" in hopes that it may hold even greater promise statewide.

(Any questions concerning this article may be directed to Geoff Lucas at (814) 643-2400 ext. 382).
October 5, 1983

Geoffrey Lucas,
State Correctional Institution of Huntingdon
Huntingdon, PA 16652

Dear Geoff:

First, may I take this opportunity to sincerely thank you for involving me in the Grass Roots Alternative Program Study (GRADS). The more I read about this innovative outreach project, the more enthused I become.

The article, which was run in The Juniataian on our campus is enclosed for your information. Although we haven't had a great response yet, I'm confident they will volunteer. Would you like me to refer the volunteers to you or Mr. Kimmel?

Again, thank you for including me. I look forward to working with you further on this important project.

With common interests,

Julia A. Keehner
Assistant Dean of Student Services for Residential Life
An innovative blessing...

By Joe McMeen

When you count your blessings tomorrow, Thanksgiving Day, be sure to include two Huntingdon County educators because of the interest and dedication of these two men, Huntingdon County has an opportunity to make a great stride forward in the education of its citizens.

Harold "Jim" Kimmel and Geoffrey Lucas, both of Huntingdon, are the recipients of the 1983 ATJ "Some Pumpkins" designation. This honor is being bestowed on them for an innovative educational idea, thought through and implemented by the Gross Roots Alternative Diploma Study.

How admirably they meet the criterion for the annual citation, "contributing something of value to the community, for the betterment of all its people above and beyond the norm." - GRADS

Well Touted

I'll wager most every person who can hear, read or see in our area knows about the GRADS program. It's been touted through The Daily News, Huntington TV Cable Company, on radio and at schools, clubs and civic organizations.

The program aims to bring the GED, General Educational Development preparation, directly into homes.

A GED equivalency diploma, equal to a high school diploma, could bring major changes in the life of the recipient, and the community in which he or she lives.

According to the GRADS originators and coordinators, "Attaining a diploma could be the important first step to a new or better job, vocational training, college, military service or even self-satisfaction." The value of persons with high school diplomas to the overall economic advancement of a community is obvious.

Who Needs It?

Through census figures, it was discovered that 40 percent plus of Huntington County adults do not have high school diplomas or GED equivalency diplomas.

Wanted!

The response has been beyond the "wildest dreams" of the originators and the enthusiastic supporters. The Daily News, Huntington TV Cable Company and the Pennsylvania Department of Education have sponsored a special GED test. Everyone in the program has been contacted recently via letter or telephone during review work. This allows the coordinators to keep an up-to-date status on their progress. After the conclusion of the program in the spring, the coordinators will arrange for review sessions and all kinds of personal help for the students before they take the test.

Felicitations!

Felicitations! Felicitations! Felicitations! to Harold and Geoffrey who reached out to touch a lot of people. After thinking, talking and bargaining, they came up with an innovative opportunity to help Huntingdon County residents who don't have high school diplomas.

And they gave hours of their personal time to the project and not because they had a lot to spare.

Harold is the field director for the Pennsylvania Department of Education with offices at the State Correctional Institution at Huntingdon. His civic commitments are heavy; chairman of the Southern Hum...
A bookkeeper for the Health Systems Agency and the Comprehensive Health Planning board, two regional responsibilities.

Great Escape

For years he has been the master of ceremonies at the Orby Homecoming Beauty Pageant. That's how I first got to know Harold, through judging and doing PR work for the event. Everyone in that area calls Harold, "Jim," and I just talked with his wife, Jo, and asked her why.

She thinks it goes back to her childhood. She doesn't remember the exact circumstances but has a habit of telling the story about how Harold's hobbies are. How would he have time for anything?

She said facetiously, "Well, he would tell you anything my wife found me to do. But he doesn't have the time to do anything."

Two Daughters

Harold and Jo are the parents of two daughters: Susan, who lives in Huntingdon, and Joanne, who lives in Juniata County, where she works at Juniata College.

I commented to Jo, "Say, you can't get away from him, can't you?"

She laughed and said, "I suppose not, when we can find time to go over there. Jo is a bookkeeper for C. Blake Pharmaceutical in Orbisonia."

This busy man had time to come up with GRADS. He surely is "Some Pumpkins" and the same goes for his same. Geffrey Lucas, academic advisor at SCH, for the Pennsylvania Departmental Education.

Other Responsibilities

Geoff is involved in other ways at SCH. He teaches Transactional analysis, communications dynamics, and effective speaking to the inmate. He is secretary of the social events committee and voluntarily has spoken to various clubs within the institution on communications and related topics.

He is also a member of the 15th Street United Methodist Church in Huntingdon, singing in the choir and serving on committees. He was a former Sunday school teacher. Geoff is a member of Phi Delta Kappa and Sigma Upsilon fraternity. He is a veteran of the Vietnam War and a member of the VFW. He has had two articles published in three different magazines which he wrote in connection with his job at SCH.

Likewise Father

He has been a Daddy for his two year old son, Ryan. His wife Renee told me, "He loves being Daddy to his two year old son, Ryan."

She has taken an interest in the "Some Pumpkins" project. She was so busy preparing the books that she had to get copies made for the program. She helped to prepare the books.

She also informed me of an aspect of the program about which I had not heard.

Need Funds?

"The only problem with the program so far is the fact that we are in a financial bind because of having to purchase more and more hooks due to the large number of participants. Some of the students have had to get copies made of the lessons on a weekly basis without having the funds to do it. That's why Geoff will be sending out a letter on this subject."
"NEVER TOO LATE" Schedule - Newspaper

1st Week - Orientation - Small article about what to expect

2nd Week - Reading #1 - Vocabulary (Introduction)
Math #2 - Fractions

3rd Week - Reading #7 - Vocabulary (Context)
Math #3 - Fractions

4th Week - English #3 - Subject & Verb
Math #5 - Decimals to Fractions

5th Week - Reading #3 - Vocabulary (Prefixes)
English #10 - Confusing Word Pairs

6th Week - REVIEW - Small article to review concepts

7th Week - Reading #4 - Vocabulary (Using the Dictionary)
Math #4 - Ratio & Proportion

8th Week - Reading #5 - Vocabulary (Synonyms)
English #4 - Pronoun Agreement

9th Week - Reading #6 - Vocabulary (Signal Words)
English #5 - Pronoun Usage

10th Week - Reading #2 - Vocabulary (Suffixes)
Math #6 - Percent

11th Week - REVIEW - Small article to review concepts

12th Week - English #7 - Sentence Fragments
Math #7 - Interchanging Fractions & Percents

13th Week - Reading #9 - Vocabulary (Spelling & Reading)
English #6 - Correct Modifier - Adjectives & Adverbs

14th Week - Reading #8 - How to Read a Graph
Math #1 - Averages

15th Week - Reading #10 - Vocabulary (Sources of Words)
English #2 - Punctuation & Capitalization

16th Week - English #9 - Style & Diction
Math #8 - Signed Numbers

17th Week - REVIEW - Small article to review concepts

18th Week - Reading #11 - Vocabulary (Homonyms)
Math #9 - Powers & Roots
English #8 - Misplaced Modifiers
19th Week-
Math #10- Substitution
English #1- Spelling

20th Week-
Math #11- Equations
English #11- Choosing the Right Word- Usage

21st Week-
Math #12- Area
Reading #12- Technical Vocabulary

22nd Week-
English #12- Review Grammar
REVIEW- Math & Reading (Small article to review concepts)

23rd Week-
GED Practice Test printed in the newspaper
LESSON 1 — READING COMPREHENSION VOCABULARY

INTRODUCTION TO SERIES

What is the status of your vocabulary? Is it high, wide, and handsome, or shifty and shallow? Are you often puzzled by an unfamiliar word that you read? What is the correct way to look up a word in the dictionary? Do you recognize that this word has a different sound from this one? And do you know which sound it has? Do you ever try to figure out the meaning of an unfamiliar word by seeing it stark and studying its prefixes, root, and suffix? Do you ever hesitate to write a word you know simply because you are not sure of its spelling?

TAKING STOCK OF YOUR VOCABULARY

A strong and sturdy vocabulary is the basic cornerstone on which you build satisfactory reading comprehension. If you instantly react - with understanding - to each word you see on paper, your reading is smooth, swift, and efficient. If you stumble over unfamiliar words, if you must worry and wonder about their meanings - you will be a painful, slow, and inefficient reader.

The meaning of a single word is often the key to the significance of a sentence. If simple key words is a mystery to you, you may well miss an important concept that the writer is presenting.

For instance - read this sentence: "Through successful application of the basic principles of aerodynamics, these men hope to solve many perplexing problems of communication and propulsion."

Did you register - instantly - on the underlined word? If so, the meaning of that sentence was immediately clear to you. Without that single key word, you could not possibly grasp the concept presented in the sentence. True when you meet technical words in your reading they are usually defined for you. This simple fact about reading:

Efficient reading demands that you understand every word the writer uses. Moreover, a word does not help to be long and complex to slow down - or stop - your reading pace. It might well be a clue to the sentence as a whole. Many short and simple words are confusing for some readers. List in this series you will meet some of them confusing words and learn how to handle them with ease.

To study the forms and meanings of words you - or coming to know or be better able to find out the meanings of unfamiliar words. If you work hard enough, you will be able to express your own ideas clearly, and to interpret someone else's ideas correctly.

This lesson deals with:

1. The parts of speech: subject, predicate, connectives.
2. The rules and meanings of these parts, and.
3. How these parts are put together to form words. Suffixes, prefixes.

Lesson 2 suffices, and lesson 3 prefixes will go into greater depths.

English words are made of words parts, classed roots, prefixes, and suffixes. Different combinations of these word parts make different words.

Look at the word transportation.

The parts of this word are:

ROOT: trans-
PREFIX: -port
SUFFIX: -ation

The ROOT is the basic part of the word, the root gives the word its essential meaning. A ROOT is the basic root of a word which prefixes and suffixes are added.

In the word transportation, the root -port means "to carry." (Compare report, transport, portage, import, export, exportation, representation.)

A PREFIX is a word part added to the beginning of a word or root. A prefix usually changes the meaning of the word or root itself, but it is not attached to, sometimes changes the form of the word, and sometimes does both.

In the word transportation, the prefix trans- means "across," or "over.""

A SUFFIX is a word part added to the end of a word or root. A suffix sometimes changes the meaning of the word or root it is attached to, sometimes changes the form of the word, and sometimes sometimes does both.

In the word transportation, the suffix -ation means "the action, process, or result of." (Compare transposition, transformation, civilization.)

Now let's put the three word parts and their meanings together. You get the following:

"trans-port-ation."  "across" "carry" "the action of" "the act of carrying"

This is a satisfactory basic definition of the word transportation, and you know the basic meaning. English words can also be made up of two roots.

ROOT: menu-
ROOT: -fect-

The first root means "hand," the second root means "to affect." The two roots together with their meanings give us: manufacture, to hand make, or "to make by hand." This is the basic definition of the word manufacture, and thus you know its basic meaning.

Knowing the meaning of every part of a word will not necessarily give you the exact meaning of that word as it is used today. The English language is a living language and so it is constantly changing. Some words have become broader and more general. Other words have become narrower. Some words have become more specialized. However, knowledge of the word parts, together with the context of the word, and the meaning of the passage, will help you to decide the actual meaning of the word as it is being used.

ROOTS

In studying the roots that follow, and in doing the exercises, remember one thing: the "roots" given here for each root are vague and general. A root talks on a precise and definite meaning, only when it is combined with other word parts to form a specific word.

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Co-ordinators
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Geoffrey S. Lucas, Box 243-A, R.D. 1, Huntingdon, 16652

Most Frequently Used Word Roots (Rager, S.E.)

<table>
<thead>
<tr>
<th>Root</th>
<th>Meaning</th>
<th>Example</th>
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When you think you know all the roots in the list of "Most Frequently Used Word Roots (Rager, S.E.)" complete the following test. Do not refer to the list. When you have completed the test check your answers against the list.

DIRECTIONS: Complete each of the following sentences with an appropriate word from the list of "Most Frequently Used Roots" as shown:

1. The police will be called to __________ the unruly mob if it does not leave the premises at once.
2. A __________ is a message written below the main body of a letter.
3. The meeting will __________ in the foreman's office at 5:30 p.m.
4. When he reached __________ of the two roads, he didn't know how to go.
5. His story was so __________ that no one who heard it believed it.
6. The __________ child never stopped talking during the entire trip.
7. His __________ in Africa was to photograph rare species of birds.
8. Everyone __________ and looked at the men in the red underwear who was padding about.
9. Following his lecture tours and his widely published stories and articles of many long battles against pollution, the well-known author wrote a __________ about his career.
10. No one could __________ the strange food.

ANSWERS:

1. A message written below the main body of a letter.
2. A postscript
3. The meeting will
4. When he reached
5. His story was so
6. The child
7. His
8. Everyone
9. Following his lecture tours and his widely published stories and articles of many long battles against pollution, the well-known author wrote a
10. No one could

EXPLANATION:

1. A message written below the main body of a letter.
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G.E.C. READING SERIES TYPES

1. To improve your reading effectiveness, plan to read at regular intervals, perhaps for only a half hour each time.
2. A. Do glance through the passage to discover what field of knowledge it concerns.
   B. Read the passage carefully, noticing the relationship of each sentence to the next.
   C. If you reread the passage if you still do not understand the main idea.
**LESSON #1 — ENGLISH GRAMMAR**

### Spelling

**Six Rules Rules**

Many people stop trying to learn English spelling rules because they are so complicated and because there are so many exceptions. But a knowledge of half a dozen rules can help you spell better, because thousands of words follow these rules.

1. **In and A**
   Use the sound of the in the word, as in *Pine*, except after a.

2. **Final Silent E**
   Drop the final silent e before a suffix (word ending) that begins with a vowel (i.e., -e, -i, -e, -e).

3. **Initial E**
   If a word ends with a consonant plus e, preceded by a single vowel (stop, riot, begin, but not eted, hate), change the e to a before a.

4. **Adding Prefixes**
   If a word ends with a consonant plus vowel plus e, preceded by a single vowel (stop, riot, begin, but not eted, hate), change the e to a before a.

5. **Doodling the Final Consonant**
   Take it one step at a time.

6. **Adding Prefixes**
   A prefix is a letter or combination of letters attached ("fixed") to the beginning of a word. *Pre-*, in fact, is a prefix meaning "before." Other common prefixes are *dis-*, *mis-*, *ill-*, *ill-, *in-*, *ex-, *re-

### DIRECTIONS:

**Antwone can be found at the end of the exercise.**

**Averages**

Suppose that a student took five math tests during a term and received grades of 94, 97, 91, 76, and 82. If the teacher wanted to give the student a final grade for the course, the teacher might choose a number near the "middle" of the scores. The student should not receive either 94, his lowest score, or 90, his highest score. The number representing the score he should receive is called an average.

**Rule for Finding Average**

1. Add all the numbers being averaged.
2. Divide the total by the number of numbers added.

**EXAMPLE D** Find the average grade for the student mentioned above.

\[ \text{Total} = 94 + 97 + 91 + 76 + 82 = 430 \]
\[ \text{Divide by 5, the number of scores.} \]
\[ 430 \div 5 = 86 \]

Notice that the average, 86, is less than the number of grades, 5, but equal to the average number of days these people spent reading the book.

**Totals:**

\[ 25 + 7 = 32 \text{ days} \]

**Divide by 3.**

\[ 32 \div 3 = 10.66 \text{ days in the average.} \]

**LESSON #1 — MATHEMATICAL ABILITY**

**Avetages**

Suppose that a student took five math tests during a term and received grades of 94, 97, 91, 76, and 82. If the teacher wanted to give the student a final grade for the course, the teacher might choose a number near the "middle" of the scores. The student should not receive either 94, his lowest score, or 90, his highest score. The number representing the score he should receive is called an average.

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**Totals:**

\[ 25 + 7 = 32 \text{ days} \]

**Divide by 3.**

\[ 32 \div 3 = 10.66 \text{ days in the average.} \]

**Whole Numbers Exercise 1:**

1. Find the average of 240, 313, 199, and 270.
2. Joe weighs 75 pounds. His little brother, Manny, weighs 55 pounds. What is their average weight?
3. A team had 12 games in which they scored 138, 140, 120, 180, 185, and 190. What is their average number of points scored in the 12 games?
4. Milt she get on the sixth test in order to get an average of 80 on her six tests?
5. Sue received grades of 81, 15, and 83 on three tests. What must she get on the fourth test in order to have an average of 90 on her four tests?

**EXAMPLE D**

Ruby has received grades of 92, 83, and 85 on three tests. What must she get on a fourth test in order to have an average of 90 on her four tests?

\[ \text{Sum of 3 tests: 92 + 83 + 85} = 250 \]
\[ \text{To get an average of 90 on four tests, she must have a total of} \]
\[ 4 \times 90 = 360 \]
\[ \text{Since she needs 360, and she has 250, the most she can} \]
\[ \text{get is 110.} \]
\[ \text{On the sixth test, she must get} \]
\[ 110 \]

**AVG.**

94 on the fourth test.

**Whole Numbers Exercise 2:**

1. Find the average of 240, 313, 199, and 270.
2. Joe weighs 75 pounds. His little brother, Manny, weighs 55 pounds. What is their average weight?
3. Sylvia received scores of 95, 75, 77, 92, and 87 on five tests. What must she get on the sixth test in order to get an average of 90?
4. Mr. Shipler, a car salesman, sold three used cars for $125 each, four used cars for $250 each, and two used cars for $100 each. What was the average amount each of his customers paid for the used cars?
5. Five members of the steeplechase team, the "Acme Club," have a combined weight of 15 pounds. How much does the center weigh if the average weight of the players is 156 pounds?

**Answers to Whole Numbers Exercise 2:**

1. 240 + 313 + 199 + 270 = 922
   \[ \text{Average:} \frac{922}{4} = 230.5 \]
2. 75 + 55 = 130
   \[ \text{Average:} \frac{130}{2} = 65 \]
3. 95 + 75 + 77 + 92 + 87 = 420
   \[ \text{To get an average of 90 on six tests, she must have a total of} \]
   \[ 6 \times 90 = 540 \]
   \[ \text{Since she needs 540, and she has 420, the most she can} \]
   \[ \text{get is 120.} \]
4. 3 \times 125 = 375
   4 \times 250 = 1000
   2 \times 100 = 200
   \[ \text{Total:} 375 + 1000 + 200 = 1575 \]
   \[ \text{Average:} \frac{1575}{10} = 157.5 \]
5. 15 + 15 + 15 + 15 + 15 = 75
   \[ \text{Average:} \frac{75}{5} = 15 \]
   \[ \text{Therefore, the center weighs} \]
   \[ 156 - 15 = 141 \]

**Best Copy Available**


## SUFFIXES

### FORMING ADJECTIVES

<table>
<thead>
<tr>
<th>Suffix</th>
<th>Meaning</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>able, -able</td>
<td>able to, having the power to</td>
<td>capable, possible, accessible</td>
</tr>
<tr>
<td>ary, -ary, -ory, -er, -er, -ury</td>
<td>pertaining to</td>
<td>practical, theoretical, ornate</td>
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<tr>
<td>-able, -ible</td>
<td>pertaining to</td>
<td>manageable, sensible, ignorable</td>
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<td>-ful, -ful, -ful</td>
<td>pertaining to</td>
<td>plentiful, advantageous, culpable</td>
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<td>-less, -less</td>
<td>pertaining to</td>
<td>helpless, helpless, helpless</td>
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<td>-ly, -ly</td>
<td>pertaining to</td>
<td>gently, hopefully, surely</td>
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### FORMING NOUNS

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<thead>
<tr>
<th>Suffix</th>
<th>Meaning</th>
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<tbody>
<tr>
<td>-acter, -ator</td>
<td>person who</td>
<td>actor, agent</td>
</tr>
<tr>
<td>-er, -or</td>
<td>doer, agent, person</td>
<td>writer, player</td>
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<td>-ist, -ist</td>
<td>master of</td>
<td>artist, pilot</td>
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### FORMING VERBS

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<th>Meaning</th>
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<td>-ate</td>
<td>make, do</td>
<td>fasten, baptize</td>
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<tr>
<td>-ate</td>
<td>do</td>
<td>educate, fabricate</td>
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<tr>
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<td>-ly</td>
<td>manner, mannerly</td>
<td>certainly, happily</td>
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When you think you know all the suffixes in the list of "Commonly Used Suffixes," complete the following test. Do not refer to the above list.

**DIRECTIONS:** Complete each of the following sentences with an appropriate word from the list of "Commonly Used Suffixes." You should remember the words you need from the "example" column that were read.

**ANSWERS APPEAR AT THE END OF THE TEST**

1. Philadelphia is called the City of ________love.
2. After painting the room, his apartment was more ________
3. He was tired of his condition of ________, and vowed to become his own master.
4. His excellent ________guided the bowling team to victory.
5. He was very ________in choosing the personnel.
6. After their unexpected victory, they spoke more ________about the future.
7. Her experiences with children made her an excellent ________.
8. The opportunities are ________for men of ability and determination.
9. Some people equate socialism with ________
10. He was ________for his red hair and green eyes.

Below is a list of additional suffixes that will help you increase your vocabulary.

### SUFFIX

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<tr>
<td>-en, -ien</td>
<td>pertaining or belonging to, designated as</td>
<td>Jamaican, guardian</td>
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<td>-er, -ier</td>
<td>one who</td>
<td>auctioneer, gregarious</td>
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<td>-est, -iest</td>
<td>one who</td>
<td>wittiest, best</td>
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<tr>
<td>-istic</td>
<td>pertaining or belonging to</td>
<td>scientific, aesthetic</td>
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<tr>
<td>-ous, -ious</td>
<td>pertaining or belonging to</td>
<td>precious, important</td>
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### EXPLANATION:

- Suffixes - Meaning

1. -able: pertaining to
2. -ible: pertaining to
3. -ful: pertaining to
4. -less: pertaining to
5. -ly: pertaining to

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</tr>
<tr>
<td>-less, -less</td>
<td>pertaining to</td>
<td>helpless, helpless, helpless</td>
</tr>
<tr>
<td>-ly, -ly</td>
<td>pertaining to</td>
<td>gently, hopefully, surely</td>
</tr>
</tbody>
</table>

### FORMING ADVERBS

<table>
<thead>
<tr>
<th>Suffix</th>
<th>Meaning</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>-able, -ible</td>
<td>pertaining to</td>
<td>manageable, sensible, ignorable</td>
</tr>
<tr>
<td>-ful, -ful, -ful</td>
<td>pertaining to</td>
<td>plentiful, advantageous, culpable</td>
</tr>
<tr>
<td>-less, -less</td>
<td>pertaining to</td>
<td>helpless, helpless, helpless</td>
</tr>
<tr>
<td>-ly, -ly</td>
<td>pertaining to</td>
<td>gently, hopefully, surely</td>
</tr>
</tbody>
</table>

### G.E.D. READING SERIES TIPS

1. Do:
   A. Do inference through the passage to discover what field of knowledge it concerns.
   B. Do read the passage carefully, noticing the relationship of each sentence to the next.
   C. Do reread the passage if you still do not understand the main idea.

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LESSON #2 — ENGLISH-GRAMMAR®

PUNCTUATION & CAPITALIZATION

THE COMMA (,)

RULE 1: Use a comma to separate three or more items in a series.

The items in the series may be words, phrases, or clauses. (A clause is any group of words containing a subject and a verb.)

- John ordered a hamburger, french fries, onion rings, a pizza with pepperoni and sausage, and a Coke.

RULE 2: Use a comma after an introductory group of words.

When you have a sentence with two complete thoughts and the first thought will not stand alone, use a comma to separate the two thoughts.

- When I am ready, I will do it.

RULE 3: Use a comma before and after a word or phrase that interrupts the smooth flow of a sentence.

- Mrs. Jones, John’s mother, was walking along the street.

But, you put it in the way, he has no friend of any kind.

Semicolons:

Semicolons are used to separate two or more complete thoughts that would otherwise be separated by AND, BUT, OR, NOR, SO, or FOR.

- The policeman called the operator; he finally caught him.

The policeman charged the speeder; he finally caught him.

RULE 4: Use a semicolon before and after a word or phrase that interrupts the smooth flow of a sentence.

- The situation had become intolerable; therefore, a general strike was called.

The Apóstrophe (’)

RULE 1: Use an apostrophe for possessives and contractions.

There were four items missing: shoes, an umbrella, a valley, and a flower vase.

The Apostrophe ( ’)

RULE 1: Use an apostrophe for possessives and contractions.

There were four items missing: shoes, an umbrella, a valley, and a flower vase.

RULE 2: Use the apostrophe to pluralize letters, numbers, and words.

H’s, ‘s, F’s, etc.

RULE 3: Use the apostrophe as if it were the same word or phrase.

- He’s going to the party.

- She’s going to the party.

RULE 4: Use the apostrophe to set off words and phrases that are repeated as if they were said by another person or said by another source.

- She’s going to the party.

- He’s going to the party.

Quotation Marks (”)

RULE 1: Use quotation marks to set off words and phrases that are repeated as if they were said by another person or said by another source.

- She’s going to the party.

- He’s going to the party.

RULE 2: Use quotation marks to set off words and phrases that are repeated as if they were said by another person or said by another source.

- She’s going to the party.

- He’s going to the party.

EXERCISE:

Directions: Each sentence below contains four underlined sections. Each section may contain an error in the use of punctuation. In the answer column, underline the other section and write the number of the section that is incorrectly punctuated. If there are no errors, write the number 1.

1. After church last Sunday, Tom and Milton decided to walk downtown.
2. When you come home, please make sure to hang up your coat and fold your trousers.
3. The Stenmers, a lawyer and his family, arranged to meet.
4. She has been at work, the house, and two cups of coffee for breakfast.
5. Mary drew and Alice had tickets for the concert, however, they were unable to go.
6. It was over two weeks ago that I ordered the following items: three sets of glassware, two cymbals, and eight yards of red linen.
7. I do not know who she wrote The Navy’s message, however, it would be too difficult to find out.
8. I wouldn’t believe it was true.
9. John, who had been out in the snow all morning, came home wet and cold. His spirits were unaccounted and he announced that after lunch, he planned to go out again.

Answers:

1. ( )
2. ( )
3. ( )
4. ( )
5. ( )
6. ( )
7. ( )
8. ( )
9. ( )

LESSON #2 — MATHEMATICAL ABILITY®

FRACTIONS

Adding and Subtracting Fractions

You ordered’s pizza for eight people. You want to cut it up into eight equal slices.

First cut it into 1 equal slices. Then cut out 3 equal slices. Then cut out 2 equal slices. Count the slices.

- How many slices is one slice? 2 equal slices. 2 divided by 8.

- Write the fraction.

Don’t forget the line between the top number and the bottom number. Sometimes the line is slanted, like ⅛. It’s still the same fraction. The top number is often called the numerator and the bottom number is often called the denominator. The fraction line separates the numerator from the denominator.

Back to the pizza. Slices are gone. How much of the pizza is that? three slices.

- Write the fraction.

Exercise 1:

Directions: Add or subtract the fractions. Add and subtract as indicated. Write your answers after the equal sign. Answers can be found at the end of this exercise.

1. ⅛ + ⅛ = ⅛
2. ⅛ + ⅛ = ⅛
3. ⅛ + ⅛ = ⅛
4. ⅛ + ⅛ = ⅛
5. ⅛ + ⅛ = ⅛
6. ⅛ + ⅛ = ⅛

Answers to Exercises: Fractions — Adding and Subtracting

Exercise 1:

1. ⅛ + ⅛ = ⅛
2. ⅛ + ⅛ = ⅛
3. ⅛ + ⅛ = ⅛
4. ⅛ + ⅛ = ⅛
5. ⅛ + ⅛ = ⅛
6. ⅛ + ⅛ = ⅛

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Exercise 1:

1. ⅛ + ⅛ = ⅛
2. ⅛ + ⅛ = ⅛
3. ⅛ + ⅛ = ⅛
4. ⅛ + ⅛ = ⅛
5. ⅛ + ⅛ = ⅛
6. ⅛ + ⅛ = ⅛
### LESSON 3 — READING. COMPREHENSION- VOCABULARY

**PREFIXES**

Prefix is an addition at the front of a word. It changes the meaning of the word. Prefixes and suffixes in Latin and Greek are used to form words. Prefixes are added to the beginning of a word or root, whereas suffixes are added to the end. A good knowledge of suffixes and prefixes will help you to know the meanings of the words in a dictionary. Most of the words in our language have their roots in Latin and Greek, but there are similar roots in Latin and Greek which have different meanings. For example, if we know that the Latin root ject means throw and the prefix in has the meaning of into, we can figure out the meaning of the word inject. The prefix in changes the root ject from the meaning of throw to the meaning of put into.

### MOSTLY FREQUENTLY USED PREFIXES

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Meaning</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>anti</td>
<td>against</td>
<td>against</td>
</tr>
<tr>
<td>dis</td>
<td>away, from</td>
<td>away, from</td>
</tr>
<tr>
<td>mis</td>
<td>wrong, bad</td>
<td>mislead</td>
</tr>
<tr>
<td>un</td>
<td>not</td>
<td>unacceptable</td>
</tr>
<tr>
<td>re</td>
<td>again, back</td>
<td>retrace</td>
</tr>
<tr>
<td>pro</td>
<td>forward, before</td>
<td>proceed</td>
</tr>
<tr>
<td>non</td>
<td>not</td>
<td>nonfiction</td>
</tr>
<tr>
<td>per</td>
<td>through</td>
<td>permeate</td>
</tr>
<tr>
<td>anti</td>
<td>against</td>
<td>antibiotic</td>
</tr>
<tr>
<td>trans</td>
<td>across</td>
<td>transcontinental</td>
</tr>
<tr>
<td>inter</td>
<td>between</td>
<td>international</td>
</tr>
<tr>
<td>post</td>
<td>after</td>
<td>postdate</td>
</tr>
<tr>
<td>ante</td>
<td>before</td>
<td>anticipate</td>
</tr>
<tr>
<td>contra</td>
<td>opposite, against</td>
<td>contradict</td>
</tr>
</tbody>
</table>

### Lesson 4 — READING. COMPREHENSION- VOCABULARY

**APPLICATION:**

1. **If he had to be a winner in next month's election, I would probably pick the incumbent.**
2. **He described carefully in detail the lengths under which he met her.**
3. **Three years after his death, a medal was given to his widow.**
4. **His remarks about racism were thought to be directly to the topic they were discussing.**
5. **There is a law in this city against any noise on the street outside a hospital.**
6. **There are many beautiful mansions in Charleston, built well before the Civil War.**
7. **Whatever I would say, he would contradict me, and in the most insulting way.**
8. **The clergyman of the diocese could not decide whether such music was too unnecessary for church services or not.**
9. **Although he tried to write a novel and one poetry, his talents were best displayed in his works.**
10. **We played the tenors in an outdoor tournament.**
11. **Halfway through his speech, I wanted to contradict the Senator and ask him what he thought of the Equal Rights Law.**
12. **The dandelion, like many weeds, is a plant.**

### ANSWERS:

1. transcontinental 6. posthumous 11. profane
2. Antacid 7. irrelevant 12. nonfiction
3. expel 8. unnecessary 13. incremental
4. predict 9. antebellum 14. interrupt
5. circumstances 10. contradict 15. perennial

### EXPLANATION:

Following is a list of additional prefixes that will help you increase your vocabulary.

**PREFIX**

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>anti</td>
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</tr>
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<td>un</td>
<td>not</td>
</tr>
<tr>
<td>re</td>
<td>again, back</td>
</tr>
<tr>
<td>pro</td>
<td>forward, before</td>
</tr>
<tr>
<td>non</td>
<td>not</td>
</tr>
<tr>
<td>per</td>
<td>through</td>
</tr>
</tbody>
</table>

**EXAMPLE**

- **hypersensitive**
- **microscope**
- **telepathy**
- **teleology**
- **megaton**
- **megallax**
- **megapollis**
- **microcosm**
- **omniscient**
- **omniscience**
- **omniscient**

### G.E.O. READING SERIES TIPS # 3

Don't:

- Don't look at or try to answer the questions before you have read the entire passage.
- Don't answer the questions on the basis of your opinion or previous knowledge.
- Don't jump at the first likely looking answer. You may be taking it out of context or overemphasizing its importance.
- Don't rush through the reading material.
- Don't linger too long on a difficult passage. Go on to the others and then return to the troublesome one.
LESSON #3 - ENGLISH GRAMMAR
AGREEMENT OF SUBJECT AND VERB

A verb must agree with its subject.

That means that a singular subject must have a singular verb and a plural subject must have a plural verb.

There are several points to remember about agreement of subject and verb.

1. Make sure the verb agrees in number with its subject.
   - Miss Brown is in the library.
   - His interest is in football.
   - She visited several places a week.

2. A collective noun names a whole group, usually singular.
   - Some examples of collective nouns include: band, choir, committee, crowd, family, field, gang, herd, jury, public, team.
   - The band was in a concert.
   - The jury has given its verdict.

3. The plural is used with a collective noun when one wants to refer to the individual parts of the group.
   - The family gave their own ways.
   - Each member of the family regarded separately.

4. Some nouns are singular in meaning, but plural in form.
   - Examples include: dinner, famous, mathematics, United States.

5. The verb agrees with the nearest singular subject.
   - There are three possible solutions for the problem.
   - Both Mike and Ted are in the room.
   - Neither Mike nor Ted knows the answer.

6. Each, either, neither, another, anyone, anybody, anything, someone, somebody, something, one, everyone, everybody, anything, nobody, and nothing are singular words and take singular verbs.

   There is no problem when the one turn at driving.
   - Neither Mike nor Ted's sister.

7. Nouns that refer to an amount (money, measurement, weight, and number with its is regarded separately.)
   - The United Nations is sending a new style.
   - The United States is sending a new style.

8. Subjects joined by and usually take a plural verb. When subjects are joined by or, either...or... neither...nor... they take verbs that agree with the nearer subject.
   - All delegates to the conference (plural)
   - Neither the husband nor his wife knows the reason for divorce.
   - Either our class or the other class was in school.

9. Do not be misled by words coming between the subject and verb. Look for the real subject, and make the verb agree with it.
   - The Jundis, together with Ann and Bobbie, is going to party. (singular)
   - One of our students is missing from his class today. (singular)

Exercise:

DIRECTIONS: In each of the following sentences, underline the verb that agrees in number with the subject. Answers can be found at the end of the exercise.

1. The committee (is meeting, are meeting) to discuss your proposal.
2. The new (are, are not) good.
3. Some of the apples (was, were) rotten.
4. Here (is, are) the reports that I promised you.
5. Everyone (is, are) waiting for the party to start, and they (are, is) waiting for the party to start.
6. Either the husband nor his wife knows the reason for divorce.
7. Each of the students (is, are) in his own way.
8. The governor, along with several of his aides, (was, were) considering the budget.
9. Each of the plans (is, are) a merit.
10. Everybody (is, are) going to Murphy's tonight.
11. Thirty-five cents (is, are) too much for a newspaper.
12. The family (is coming, are coming) to our house for Christmas.
13. My husband and I (was planning, were planning) to take the children to Disneyland this summer.

Answers to Exercise:

1. is meeting
2. are
3. was
4. is
5. are
6. is
7. are
8. are
9. is
10. was considering
11. was
12. is going
13. is
14. is
15. are planning

LESSON #3 - MATHEMATICAL ABILITY

MULTIPLYING WITH FRACTIONS

Back to the pizza that was left over from last week.

One slice is left on the plate. You share it with a friend. Each of you takes half. How part of the original pizza do each of you get? To find out, you multiply one-half and one-eighth. When you multiply, the answer is called the product.

Step 1. Get ready to multiply fractions.

Step 2. Multiply the top numbers (numerators). Show the product above the line.

Step 3. Multiply the bottom numbers (denominators). Show the product below the line.

Step 4. 1 \times 1 = 1 and 2 \times 2 = 4. Write your answer on a fraction. Above the line, is below the line.

The answer is \frac{1}{4}. The answer is read "one-fourth."

You get one-fourth of the original pizza.

Exercises

Directions: Multiply the fractions.

Write your answers after the equal sign.

\[
\begin{array}{c}
\frac{1}{2} \times \frac{1}{4} = \\
\frac{1}{3} \times \frac{1}{5} = \\
\frac{2}{3} \times \frac{1}{3} = \\
\frac{3}{4} \times \frac{1}{4} = \\
\frac{1}{5} \times \frac{1}{5} = \\
\frac{1}{6} \times \frac{1}{6} = \\
\frac{1}{7} \times \frac{1}{7} = \\
\frac{1}{8} \times \frac{1}{8} = \\
\frac{1}{9} \times \frac{1}{9} = \\
\frac{1}{10} \times \frac{1}{10} = \\
\frac{1}{11} \times \frac{1}{11} = \\
\frac{1}{12} \times \frac{1}{12} = \\
\end{array}
\]

Answers to Exercises:

\[
\begin{array}{c}
\frac{1}{8} = \\
\frac{1}{15} = \\
\frac{1}{9} = \\
\frac{1}{16} = \\
\frac{1}{25} = \\
\frac{1}{36} = \\
\frac{1}{49} = \\
\frac{1}{64} = \\
\frac{1}{81} = \\
\frac{1}{100} = \\
\frac{1}{121} = \\
\frac{1}{144} = \\
\end{array}
\]

DIVIDING WITH FRACTIONS

If you can multiply with fractions, you can also divide. The secret is to keep track of the fraction you are dividing by. Suppose you want to divide \frac{1}{2} by \frac{1}{3}.

Step 1. Get ready to divide \frac{1}{2} by \frac{1}{3}.

Step 2. Invert the fraction in front of the \div sign.

Step 3. Write a "times" sign.

Step 4. Now, switch top and bottom numbers in the fraction you are dividing "by" (the one after the \div sign). \frac{1}{3} becomes \frac{3}{1}.

Step 5. Multiply fractions. Remember that you multiply top and bottom numbers (numerators). Then multiply bottom numbers (denominators).

The answer is \frac{3}{2}.

Exercises

Directions: Divide the fractions.

\[
\begin{array}{c}
\frac{1}{2} \div \frac{1}{3} = \\
\frac{1}{3} \div \frac{1}{4} = \\
\frac{1}{4} \div \frac{1}{5} = \\
\frac{1}{5} \div \frac{1}{6} = \\
\frac{1}{6} \div \frac{1}{7} = \\
\frac{1}{7} \div \frac{1}{8} = \\
\frac{1}{8} \div \frac{1}{9} = \\
\frac{1}{9} \div \frac{1}{10} = \\
\frac{1}{10} \div \frac{1}{11} = \\
\frac{1}{11} \div \frac{1}{12} = \\
\frac{1}{12} \div \frac{1}{13} = \\
\end{array}
\]

Answers to Exercises:

\[
\begin{array}{c}
\frac{3}{2} = \\
\frac{4}{5} = \\
\frac{3}{2} = \\
\frac{2}{5} = \\
\frac{3}{2} = \\
\frac{2}{3} = \\
\frac{2}{3} = \\
\frac{1}{9} = \\
\frac{1}{10} = \\
\frac{1}{11} = \\
\frac{1}{12} = \\
\end{array}
\]
LESSON # 4 - READING COMPREHENSION-VOCABULARY USING THE DICTIONARY

Your basic equipment for vocabulary study is the dictionary. It contains a vast wealth of information about words.

This lesson explains what information you can find in the dictionary - how you can use the dictionary efficiently. Following this explanation, there are many drills which will help you develop the ability to use the dictionary efficiently.

These examples will give you practice in the needed skills so that the dictionary will become a necessary aid to your reading.

A. INFORMATION ABOUT WORDS

1. Spelling. What is the preferred British spelling or American spelling of a word whose spelling is not given in parentheses? What is the preferred spelling of a word of foreign origin?

2. Definition. What is the meaning of atmosphere? What is the meaning of atmosphere as an adjective and as an antonym?

3. Derivation. What word is the oldest known form of a word? What word is the root of a word?

4. Usage. What is the plural or the singular of a word? What is the meaning of a word in the past tense?

5. Pronunciation. What is the pronunciation of a word? What accent mark follows a word?

6. Capitalization. How is a word capitalized in the dictionary?

B. OTHER INFORMATION

1. Illustrations. What does the flag of Argentina look like? What does the national flower of Australia look like?

2. Biographical information. In what fields did these achievements take place? What is the nationality of a famous person?

3. Table of measurements. How many cubic feet are there in an acre? How do you measure a volume?


5. Foreign words. What is the meaning of this foreign word?

6. Symbols. What is the capital letter used in this word?

7. Acronyms. What is the meaning of this acronym?

8. Antonyms. What is the meaning of this antonym?

9. Synonymy. What is the meaning of this synonym?

10. Homonyms. What is the meaning of this homonym?

EXPLORING A WORD IN THE DICTIONARY

When you look up a word in the dictionary, you understand all the information given to you. You want to learn your technique.

1. Use the guide words. These are the two words printed in large type at the top of each dictionary page. They show the first and last word listed on that page. Does your word fit alphabetically, between the two guide words?

2. Study the word's spelling. (a) If you don't find your word under the spelling you have in mind, try another. (b) Check your dictionary's explanatory notes to discover how they present various spellings.

3. Examine the pronunciation. This is the pronunciation for operation.

4. Examine the dictionary words. These words follow the dictionary guide words and are not printed in dark type on this page. They show the first and last word listed on that page. Does your word fit alphabetically, between the two guide words?

5. Study the usage and the derivate. These words follow the dictionary guide words and are not printed in dark type on this page. They show the first and last word listed on that page. Does your word fit alphabetically, between the two guide words?

6. Note the notes after the dictionary words. These words follow the dictionary guide words and are not printed in dark type on this page. They show the first and last word listed on that page. Does your word fit alphabetically, between the two guide words?

7. Use the guide words. These words follow the dictionary guide words and are not printed in dark type on this page. They show the first and last word listed on that page. Does your word fit alphabetically, between the two guide words?

8. Check the pronunciation. This is the pronunciation for operation.

9. Use the guide words. These words follow the dictionary guide words and are not printed in dark type on this page. They show the first and last word listed on that page. Does your word fit alphabetically, between the two guide words?

10. Check the pronunciation. This is the pronunciation for operation.

ANSWERS APPEAR AT THE END OF THE TEST

1. The following words are found in the dictionary:
   a. stalin
   b. stalinism
   c. stalinist

2. The following words are not found in the dictionary:
   a. stalinism
   b. stalinist
   c. stalinism

3. The following words are not found in the dictionary:
   a. stalinism
   b. stalinist
   c. stalinism

4. The following words are not found in the dictionary:
   a. stalinism
   b. stalinist
   c. stalinism

5. The following words are not found in the dictionary:
   a. stalinism
   b. stalinist
   c. stalinism

6. The following words are not found in the dictionary:
   a. stalinism
   b. stalinist
   c. stalinism

7. The following words are not found in the dictionary:
   a. stalinism
   b. stalinist
   c. stalinism

8. The following words are not found in the dictionary:
   a. stalinism
   b. stalinist
   c. stalinism

9. The following words are not found in the dictionary:
   a. stalinism
   b. stalinist
   c. stalinism

10. The following words are not found in the dictionary:
    a. stalinism
    b. stalinist
    c. stalinism

G.E.D. READING SERIES TIPS # 4

1. Fixation Points and Fixation Pauses
   This first group of exercises will give you practice in working with fixation points and fixation pauses. From here you will move on to develop a better understanding of reading for idea-units, rather than reading word by word. After that you will learn to recognize the recognition span, to avoid regressions, and to effect a smooth return sweep.

   1. Read the dot on the dot
      you read on the dot
      everyone reads on the dot
      look at the dot now

   2. Count the words
      read on the dot
      on the dot
      everyone reads on the dot
      look at the dot now

   3. Read the dot
      you read on the dot
      everyone reads on the dot
      look at the dot now
### LESSON 4 — ENGLISH-GRAMMAR

**AGREEMENT OF PRONOUN AND ANTECEDENT**

Each of the contexts has taken their places at the starting line. Every member of the team was committed for their part in the victory.

The preceding sentence illustrate another type of agreement error. The rule that applies in this case is this: A pronoun must agree with its antecedent in number. You already know how a team name is not written in the way to which the pronoun refers. The antecedents in the sentences above have been underlined. Let's correct the pronouns so that they agree in number with their antecedents:

- **Past of the contest** has taken **their** places at the starting line.

Two can apply part of what you learned in the section on agreement of subjects and verbs to agreement of pronouns and antecedents, but here are a few additional reminders:

1. *he, his, his*  
   *she, her, hers*  
   *it, its*  
2. *we, us, our*  
   *they, them, their*  
3. *who, whom, whose*  
   *whom, whose*  
4. *one* (singular)  
   *ones* (plural)  

You can apply part of what you learned in the section on agreement of subjects and verbs to agreement of pronouns and antecedents, but here are a few additional reminders:

- *he, his, his*  
- *she, her, hers*  
- *it, its*  
- *we, us, our*  
- *they, them, their*  
- *one* (singular)  
- *ones* (plural)  

**Exercise**  
**DIRECTIVES:** In each of the following sentences, circle the pronoun that agrees with the underlined word in the sentence. Answers can be found at the end of this exercise.

1. Dog of the men owned (he, their) life to O’Shelby’s quick thinking.  
2. Each (her, his) room had an opportunity to give (he, their) opinion.  
3. The players had brought (he, their) own gloves for the softball game.  
4. The race winner went to trade (he, their) new coat for a new one worn.  
5. Everyone should go out there (to go, their) best.  
6. Either of the girls could understand why (she, they) couldn’t go to the party.  
7. A person sometimes has to be told (he, their) about it.  
8. Both Oliver and William lost (he, their) life to a wife.  
9. Either Jenkins or Barnes could be sure (he, they) make the team.  
10. After 15 years in business, Wally’s West Market is closing their doors.  
11. After 35 years in business, Wally’s West Market is closing their doors.  
12. Any person needing help on their income tax must make an appointment by March 15.  
13. It would seem apparent that either Paul or Tom intends to say (he, their) own thing.  
14. Mrs. Ford is morally obligated to obey a law without (she, they) being consulted.  
15. A student’s registration for classes may be canceled if (she, they) don’t fulfill the above requirements.  
16. We no longer have a coffee pot in the office; you have to go to the diner when (she, they) is wanted.  
17. Each person must decide that (he, his) selfish.  
18. When people travelled by horse and wagged you didn’t encounter traffic jams.  
19. Every son who argues with (he, their) father may not be wrong.  
20. Each member of the team was committed for their part in the victory.

**Answers to Exercise**  

- 1. he (he is singular)  
- 2. she (she is singular)  
- 3. they (they are plural)  
- 4. his (his is singular)  
- 5. her (her is singular)  
- 6. their (their is plural)  
- 7. whose (whose is singular)  
- 8. who (who is singular)  
- 9. whom (whom is singular)  
- 10. whose (whose is singular)  
- 11. his  
- 12. she  
- 13. they  
- 14. he  
- 15. she  
- 16. he  
- 17. she  
- 18. they  
- 19. he  
- 20. their

### LESSON 4 — MATHEMATICAL ABILITY

**RATIO and PROPORTION**

**RATIO**  
A ratio is a comparison of numbers by division. For example, if a man is 28 years old, and his daughter is 7 years old, the ratio of his age to his daughter’s age is 28 to 7 or 4 to 1. Ratios can be written three ways with the word _to_ with a colon (:) or as a fraction. Use whichever form is best. A ratio should be reduced. Following are three ways of writing the ratio of a man’s age to his daughter’s age:

- **1**: **4**  
- **2**: **5**  
- **3**: **7**

The numbers in a ratio must be written in this order requested. Look at these examples carefully. All final solutions are written with the colon (:) form.

**EXAMPLE 1:** Evelyn earns $50 per month. What is the ratio of her rent to her income?  
**Rate:**  
- **50**: **1**  
- **5**: **1**  
- **1:** **10**

**EXAMPLE 2:** Simplify the ratio  **3**: **7**  
Since ratio is a comparison of numbers by division, we can rewrite the problem as a division one:

- **3**: **7**  
- **3**  
- **7**  
- **3**  
- **7**  
- **3**

**Ratio Exercise 1**  
Express each of the following ratios in reduced form. Use the colon (:) form.

1. Simplify the ratio  **2**: **5**  
2. In a factory with 150 workers, 103 workers belong to the union. What is the ratio of the number of workers who do not belong to the union to the total number of workers in the factory?  
3. In a 7th grade class with 20 students, there are 12 women. What is the ratio of the number of women to the total number of students?

**Answers to Ratio Exercise 1**  

1. **4**: **3**  
2. **3**: **10**  
3. **2**: **3**

**Proportion**

A proportion is a statement that two ratios are equal. Since a ratio can be written as a fraction, the two ratios are equal as a proportion. It can also be written as a fraction, 1:5 = 1:3, which is read: "Two is to four as one is to two." The proportion is written as 1/5 = 1/3. If one element or term is missing, the elements can be found by solving an equation for the missing element.

A shortcut for solving proportions is called cross-multiplication.

**Rule for Solving Proportions**

1. Multiply the numerator of each side of the proportion by the denominator of the other side, and set the products equal to each other.
2. Divide both sides by the coefficient of the unknown.

**EXAMPLE 1** Solve the proportion **8**: **x** by cross-multiplication.

**Step 1:** Cross-multiply.  
**Step 2:** Divide both sides by 8.

- **8**  
- **x**  
- **8**  
- **x**

**Ratio Exercise 2**  
Solve for the unknown in each of the following proportions:

1. **2**: **x**  
2. **3**: **y**  
3. **5**: **z**

**Answers to Ratio Exercise 2**  

1. **2**: **x**  
2. **3**: **y**  
3. **5**: **z**

**Proportion Word Problems**

A proportion is a useful technique for solving many word problems.

**Example 1:** If 25 yards of 1-inch rope cost $10, how much do 30 yards of 1-inch rope cost?  
**Solution:** Write two ratios with corresponding numerators and denominators.

- **25**: **10**  
- **30**: **x**

Notice that x is in the place of cost, which is the unknown cost.  
**Step 1:** Write two ratios with corresponding numerators and denominators.

- **25**: **10**  
- **30**: **x**

**Step 2:** Divide both sides by 12.

- **25**: **10**  
- **30**: **x**

- **25**: **10**  
- **30**: **x**

**Answers to Ratio Exercise 3**  

1. **25**: **10**  
2. **3**: **x**  
3. **5**: **z**

**Ratio Exercise 3**  

1. If 6 ounces of silver cost $50, how much do 9 ounces of silver cost?  
2. The scale on a map says that 1 inch = 150 miles. If two cities are actually 325 miles apart, how far apart will it be on the map?  
3. If 30 minutes is 3/4 of an hour, how many eggs will 60 chickens lay in a month?  
4. If a plane travels 450 miles in 2 hours, how long will it take to go 1,100 miles?  
5. If 300 women belong to the union, how many men belong to the union?  
6. If 24 people enter a contest, how many will win blue ribbons in 3rd place?  
7. How many gallons of blue paint are required to add with 14 gallons of white paint in order to make the color?

**Answers to Ratio Exercise 3**  

1. **3**: **5**  
2. **4**: **6**  
3. **5**: **7**
LESSON #5 - READING COMPREHENSION - VOCABULARY
SYNONYMS

Words that are the same or similar in spelling are synonyms.

Can you write a synonym for each of these words?

1. elegant
2. obsequious
3. pungent
4. unkept
5. controversy
6. malevolent
7. heretical
8. evidence
9. obsequious
10. genial

4. Obstinate
5. Bubbling
6. Nauseate
7.一下下下
8. Arrose
9. Kindly, cheerful
10. Washing

5. Rightful
6. Effervescent
7. Nervous
8. Malevolent
9. Effusive
10. Bubbling

6. Unanimous
7. Effusive
8. Malevolent
9. Rightful
10. Bubbling

7. Rightful
6. Effervescent
5. Nervous
4. Malevolent
3. Effusive
2. Unanimous
1. Rightful

8. Rightful
7. Effervescent
6. Nervous
5. Malevolent
4. Effusive
3. Unanimous
2. Malevolent
1. Rightful

9. Rightful
8. Effervescent
7. Nervous
6. Malevolent
5. Effusive
4. Unanimous
3. Malevolent
2. Effusive
1. Rightful

10. Rightful
9. Effervescent
8. Nervous
7. Malevolent
6. Effusive
5. Malevolent
4. Effusive
3. Unanimous
2. Malevolent
1. Rightful

1. Rightful
2. Effervescent
3. Nervous
4. Malevolent
5. Effusive
6. Malevolent
7. Effusive
8. Unanimous
9. Malevolent
10. Rightful

1. Rightful
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6. Malevolent
7. Effusive
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9. Malevolent
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7. Effusive
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2. Effervescent
3. Nervous
4. Malevolent
5. Effusive
6. Malevolent
7. Effusive
8. Unanimous
9. Malevolent
10. Rightful
LESSON #5 — ENGLISH GRAMMAR

USING THE CORRECT PRONOUN

1. He and we don't always agree.
2. Bruce drove Ken and I to the game.
3. That man over there is Billy Ann.
4. Art gave his tickets to Carlos and I.
5. Who did you invite for dinner?

The pronoun used in the preceding sentences are used incorrectly. The problem with pronouns is that the pronouns that can be subjects and predicates nominatives cannot be objects. And the pronouns that can be objects cannot be subjects or predicates nominatives. Study the following list of pronouns and their uses:

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>OBJECT</th>
<th>CAUSATIVE</th>
<th>SUBJECTIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>me</td>
<td>myself</td>
<td>mine</td>
</tr>
<tr>
<td>you</td>
<td>you</td>
<td>yourself</td>
<td>yours</td>
</tr>
<tr>
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<td>him</td>
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</tr>
<tr>
<td>she</td>
<td>her</td>
<td>herself</td>
<td>hers</td>
</tr>
<tr>
<td>it</td>
<td>it</td>
<td>itself</td>
<td>its</td>
</tr>
<tr>
<td>we</td>
<td>us</td>
<td>ourselves</td>
<td>our</td>
</tr>
<tr>
<td>they</td>
<td>them</td>
<td>themselves</td>
<td>their</td>
</tr>
</tbody>
</table>

Now look again at the five sentences with incorrect pronouns. Using the list of pronouns and their uses, let's correct the sentences:

1. He and we don't always agree. (He and I)
2. Bruce drove Ken and I to the game. (Ken and I)
3. That man over there is Billy Ann. (He and I)
4. Art gave his tickets to Carlos and I. (Art gave)
5. Who did you invite for dinner? (You invited)

The following sentences illustrate another tricky pronoun problem:

Bruce says that he has no objection to them staying with us until the night of the moratorium. He and I have been friends, since

1. Was that really she and Leonard in that taxi? (they, them)
2. You can keep the dog if you can stop it from barking. (it, its)
3. The policeman ordered Paco and me to move the wall. (he and I)
4. Between you and me, the Cougars don't have a chance this year. (I, me)

Now look back at the five sentences with incorrect pronouns. In each of the following sentences, underline the correct pronoun.

Exercise: In each of the following sentences, underline the correct pronoun.


The atoning of in entire paragraph may be misinterpreted, or, at least, sad. The place of a Jingle, which, when dropped into place, suddenly brings unity.

Supplementary Ideas:

These words say, "What comes next is in addition to what I have already said." and moreover furthermore

In the above example, the word therefore is like the last but crucial piece of a jigsaw puzzle which, when dropped into place, suddenly brings unity to the whole picture. Likewise, therefore brings unity to coherence to the author’s whole message.

If you will take the time to memorize and to apply your signal words, your thinking will make you a better reader and a better thinker. It is likely that few other successful people have education of one kind or another.

Chapter 10

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If you will take the time to memorize and to apply your signal words, your thinking will make you a better reader and a better thinker. It is likely that few other successful people have education of one kind or another.

The words following a signal word are, indeed, the hint. On which all basic thought pattern, owing, it.

VICTORY - Joseph Conrad

"I took this course of signaling to you,” said Mr. Davidson, “because to preserve appearances might be of the utmost importance. Not to me, of course, for I don’t care what people may say, and of course no one can hurt me.”

Following the word because is

a. a suggestion of doubt;

b. a suggestion of explanation;

b. a reason for signaling;

d. an example of a reason.

THE AUTOCRAT OF THE BREAKFAST TABLE - Oliver W. Holmes

There are four or five stages of alcoholic senility which, in themselves, and without regard to their consequences, might be considered as positive improvements of the persons affected. When the sluggish intellect is aroused, the slow speech quickened, the cold nature warmed, the least

The word because is used to demonstrate

a. an attempt to unite the thoughts in the passage;

b. an intellectual word;

c. a time factor;

da. a connection between a cause and result.

THE OLD MAN AND THE SEA - Ernest Hemingway

We could not see the green of the shore now but only the tops of the blue hills, which were always white when we looked at them through the snow-covered and the clouds that looked like high snow mountains above them. The sea was very dark and the light made prisms in the water. The myriad fish of plankton were annihilated by the high sun and it was only the great deep prisms in the blue water that the old man saw with his line going straight down into the water that was all deep.

The use of a signal word is

a. makes an unfavorable comparison;

b. might give a wrong impression;

c. impossible;

da. adds to the description by including comparisons.

AN ISLAND VOYAGE WITH A DONUT - Robert Louis Stevenson

The next day was Sunday, and the church bells had little used; indeed, I do not think I remember anywhere else or on the occasion as near as was offered to the devout. And while the bells made merry in the sunshine, all the world with his dog was out shooting among the beasts and coals.

The word because is used to demonstrate

a. another idea;

b. fact;

c. an action;

d. a way to show uncertainty.

Reading Series Tips #6

1. THE END TIP - Herman Melville

As I write the last sentence of this paragraph, I find myself almost

2. THE SCARLET LETTER - Nathaniel Hawthorne

By means of the, the sufferer’s conscience had been kept in an irritated, state, the tendency of which was, not to cure by, abstinence, but to disorganize and corrupt his spiritual being.

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The word because is used to demonstrate

a. another idea;

b. fact;

c. an action;

d. a way to show uncertainty.
LESSON #6 — ENGLISH-GRAMMAR

USING THE CORRECT MODIFIER

Anita Valied angrily out of the room.

Anita felt angry.

You already know that an adjective modifies a noun or pronoun and an adverb modifies a verb or an adjective. You refer to this as modifying the subject noun, Anita, or modifying the verb Valied, which is usually followed by an adverb. Study the following examples:

Ralph looked angrily. (Angrily modifies the noun Ralph, and modifies the verb looked, looked angrily.)

This coffee tastes bad. (Bad modifies the noun coffee, but coffee is an adjective modifying the subject noun, You.)

He plays the guitar rather badly. (Badly modifies the verb plays, played badly.)

The second pair of sentences above illustrates a particularly troublesome point where modifying verbs such as ARE, BECOME, TELL, Etc., small, sound, leak, and appear are usually followed by an adjective modifying a predicate adjective, resulting in a sentence that is unhappy followed by an adverb. Study the following examples:

If the food tastes (bad, badly) don't eat it.

I can't hear very (good, well) in that theater.

Finish the job as (quick, quickly) as possible.

The three. The following show the three degrees of comparison of several adjectives and adverbs:

SINGLE STATEMENT

<table>
<thead>
<tr>
<th>COMPARISON OF TWO</th>
<th>COMPARISON OF MORE THAN TWO</th>
</tr>
</thead>
<tbody>
<tr>
<td>good (adj.)</td>
<td>better (adv.)</td>
</tr>
<tr>
<td>better (adv.)</td>
<td>best (adj.)</td>
</tr>
<tr>
<td>well (adv.)</td>
<td>most (adj.)</td>
</tr>
<tr>
<td>more (adj.)</td>
<td>most (adv.)</td>
</tr>
<tr>
<td>more (adv.)</td>
<td>best (adj.)</td>
</tr>
<tr>
<td>most (adv.)</td>
<td>better (adv.)</td>
</tr>
</tbody>
</table>

As you can see, adjectives and adverbs change form to show degree of comparison: bigger, biggest, faster, fastest. There are three degrees of comparison. The first is used for simple statements: John is a fast ran. The second is used to compare two persons or things: John is shorter than Jose. The third is used to compare more than two: Abe is the shortest of the three. The following chart shows the three degrees of comparison of several adjectives and adverbs:

Exercise 1

DIRECTIONS: In each of the following sentences, underline the correct adjective or adverb in parentheses. Answers can be found at the end of the exercises.

Glories is looking (beautiful, beautifully) today.

I can't bear very (good, well) in that theater.

If the food tastes (bad, badly) don't eat it.

Speak as (fast, softly) as you can.

Wrong: Brune is more stronger than you are.

Right: Brune is stronger than you are.

1. Add ed and est: warm, warmer, warmest.
2. Use more and most: easy, more easy, most easy.
3. For certain irregular adjectives and adverbs, change the word: good, better, best.

Remember: Do not use double comparisons.

Wrong: Brune is more stronger than you are.

Exercise 2

DIRECTIONS: Some of the following sentences contain incorrect adjectives or adverbs; some do not. If the sentence is incorrect write the letter C in the answer line. If the sentence is incorrect write the letter I and underline the word or words that are wrong.

I compared the prices of both brands and found that Cat's Delight is the cheaper.

The housewives were asked to test the cleansers and select the best one.

It is not true that the cost of living is higher in Nevada than in New York.

I've always found dogs to be more friendly than mice.

All four of the brothers can ski, but the youngest one skis better.

Exercise 3

Answers to Exercise 1

1. beautiful (prepositional adjective following the linking verb in looking and modifying the subject noun Glory) 2. quickly (adverb modifying the action verb flies) 3. better (adjective modifying the action verb flies and modifying the subject noun Glory) 4. softly (adverb modifying the action verb speak)

Answers to Exercise 2

1. (C). Cat's Delight is cheaper (comparing two) 2. (I). comparing more than two) 3. (C). comparing two) 4. (C). despite comparisons: leave out more) 5. (I). the youngest one also best (comparing more than two)

Answers to Exercise 3

1. .063 2. .08 3. .364

LESSON #6 — MATHEMATICAL ABILITY

PERCENT

Percent is another special type of fraction. It is used in figuring out discounts, calculating sale tax, determining interest on a loan, and in many other everyday transactions. Decimals can be expressed with the denominators 10, 100, 1,000, etc. Percent can only be expressed with the denominator 100. The denominator 100 is not written but is symbolized by the percent sign (%). In percent one whole is 100 or 100% One-half is half the parts of 100 or 50%.

Interchanging Decimals and Percent

Rule for Changing a Decimal into a Percent

Move the decimal point two places to the right and write the percent sign (%). The two places correspond to hundredths.

Examples.

<table>
<thead>
<tr>
<th>Decimal</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>.25</td>
<td>25%</td>
</tr>
<tr>
<td>.6</td>
<td>60%</td>
</tr>
<tr>
<td>.003</td>
<td>.3%</td>
</tr>
<tr>
<td>.2</td>
<td>20%</td>
</tr>
<tr>
<td>2.7</td>
<td>270%</td>
</tr>
<tr>
<td>.125</td>
<td>12.5%</td>
</tr>
<tr>
<td>.625</td>
<td>62.5%</td>
</tr>
<tr>
<td>0.008</td>
<td>.008%</td>
</tr>
</tbody>
</table>

Exercise 1

Change each of the following decimals to percents.

1. .91   2. .48   3. .5   4. .643   5. .0099   6. .237

Exercise 2

1. 15%   2. 45%   3. 50%   4. 7.4%   5. 100%   6. 21.7%   7. 23.8%   8. 32.5%   9. 71.2%   10. 84.5%

Exercise 3

Problem Exercise 1

Percent Exercises I

<table>
<thead>
<tr>
<th>Percent Exercise I</th>
<th>Percent Exercise 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. 81%</td>
<td>1. 96</td>
</tr>
<tr>
<td>2. 84.5%</td>
<td>2. 12%</td>
</tr>
<tr>
<td>3. 11%</td>
<td>3. 4%</td>
</tr>
<tr>
<td>4. 10%</td>
<td>4. 2%</td>
</tr>
<tr>
<td>5. 9%</td>
<td>5. 1%</td>
</tr>
<tr>
<td>6. 4%</td>
<td>6. 1%</td>
</tr>
<tr>
<td>7. 2%</td>
<td>7. 1%</td>
</tr>
</tbody>
</table>

Exercise 4

Rules for Changing a Percent to a Decimal

Drop the percent symbol (%), move two places to the left, and put the decimal place in the proper position. If there is already a decimal point in the percent, move it two places to the left. You are placing the two places that the percent sign represents.

Answers and Solutions — Percent Exercise 1

<table>
<thead>
<tr>
<th>Percent Exercise 1</th>
<th>Percent Exercise 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. 81%</td>
<td>1. 96</td>
</tr>
<tr>
<td>2. 84.5%</td>
<td>2. 12%</td>
</tr>
<tr>
<td>3. 11%</td>
<td>3. 4%</td>
</tr>
<tr>
<td>4. 10%</td>
<td>4. 2%</td>
</tr>
<tr>
<td>5. 9%</td>
<td>5. 1%</td>
</tr>
<tr>
<td>6. 4%</td>
<td>6. 1%</td>
</tr>
<tr>
<td>7. 2%</td>
<td>7. 1%</td>
</tr>
</tbody>
</table>

Exercise 5

Rules for Changing a Percent to a Decimal

Drop the percent symbol (%), move two places to the left, and put the decimal place in the proper position. If there is already a decimal point in the percent, move it two places to the left. You are placing the two places that the percent sign represents.

Answers and Solutions — Percent Exercise 2

<table>
<thead>
<tr>
<th>Percent Exercise 1</th>
<th>Percent Exercise 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. 009</td>
<td>1. 24%</td>
</tr>
<tr>
<td>2. .003</td>
<td>2. 5%</td>
</tr>
<tr>
<td>3. .007</td>
<td>3. 1%</td>
</tr>
<tr>
<td>4. 1.005</td>
<td>4. 21.7%</td>
</tr>
<tr>
<td>5. 12%</td>
<td>5. 23.8%</td>
</tr>
<tr>
<td>6. 32.5%</td>
<td>6. 32.5%</td>
</tr>
<tr>
<td>7. .0395</td>
<td>7. 50%</td>
</tr>
<tr>
<td>8. 117%</td>
<td>8. 117%</td>
</tr>
<tr>
<td>9. 11%</td>
<td>9. 11%</td>
</tr>
</tbody>
</table>

Exercise 6

Solve these word problems

1. The cost of living index rose by 6.5% one year. Express this increase as a decimal.

2. Express a safe tax rate of 5% as a decimal.

3. A baseball player had a batting average of .380. What is the percent of hits for times at bat?

Answers

1. .063 2. .05 3. .380
CONTEST CLUES—IDENTIFYING WORDS IN CONTEXT

A sentence may provide context clues to the meaning of a word, phrase, or sentence that is used in context. Words of various kinds, phrases, synonyms, antonyms, and supplied definitions can be used in context. Lessons 2 and 3 will expand your knowledge of context clues, words in context, synonyms, and antonyms in great detail. Supplied definitions are usually expressed in one or other words, to repeat, provided that differently sized, signal words were taught to detail in lesson 6.

The exercises that follow are intended to help you sharpen your ability to identify words in their context.

Select the word which best completes each of the following sentences:

1. As the surprised fish raced upstream an attempt to rid itself of the hook, the fishing line became
   (a) taut; (b) slack; (c) wobbly; (d) slippery.

2. In this sentence our clue is a label for unusual behavior. (a) fatal; (b) thorough; (c) local; (d) peculiar.

3. Roy did you do your math?
   (a) trouble; (b) bully. (c) smart; (d) wise.

4. The map who refused to eat nothing but bread buttered on both sides, vu 5000
   (a) locatable; (b) digestible; (c) weighted; (d) colored.

5. The word capricious can best be replaced in the opening sentence, the author means that the
   animal is (a) likable, (b) sharp; (c) unraveled; (d) loathsome.

6. It is using the term peculiar to the opening sentence, the author means that the
   word is (a) light, (b) colored; (b) wincing; (c) edible.

7. The word capricious can best be replaced in the opening sentence, the author means that the
   word is (a) light, (b) colored; (b) wincing; (c) edible.

8. The word capricious can best be replaced in the opening sentence, the author means that the
   word is (a) light, (b) colored; (b) wincing; (c) edible.

9. The word capricious can best be replaced in the opening sentence, the author means that the
   word is (a) light, (b) colored; (b) wincing; (c) edible.

10. The word capricious can best be replaced in the opening sentence, the author means that the
    word is (a) light, (b) colored; (b) wincing; (c) edible.

Analyze your answer. Check the following interpretation.

How did you get your answer?

1. 6. peculiar - because an attempt to rid would indicate going away and
   therefore the correct choice is (d).

2. 5. peculiar - because an attempt to rid would indicate going away and
   therefore the correct choice is (d).

3. 4. peculiar - because an attempt to rid would indicate going away and
   therefore the correct choice is (d).

4. 3. peculiar - because an attempt to rid would indicate going away and
   therefore the correct choice is (d).

5. 2. peculiar - because an attempt to rid would indicate going away and
   therefore the correct choice is (d).

6. 1. peculiar - because an attempt to rid would indicate going away and
   therefore the correct choice is (d).

7. 0. peculiar - because an attempt to rid would indicate going away and
   therefore the correct choice is (d).

8. 9. peculiar - because an attempt to rid would indicate going away and
   therefore the correct choice is (d).

9. 8. peculiar - because an attempt to rid would indicate going away and
   therefore the correct choice is (d).

10. 7. peculiar - because an attempt to rid would indicate going away and
    therefore the correct choice is (d).
**Lesson 7 — English Grammar**

**Sentence Fragments**

In order for a group of words to qualify as a sentence, three elements must be present: A subject must (1) contain a subject; (2) contain a verb; and (3) contain a complete thought. If the group of words lacks any of these three characteristics, it is classed as a fragment. Look for fragments or sentence fragments in the following groups of words.

1. The last boy on the court.
2. The last boy on the court.
3. Although George could drive.

Each of the three word groups is a sentence fragment. Each lacks something that is needed to convey a complete thought. Let's correct the three fragments.

**Exercise 1**

In each sentence below, there are four groups of words. In the answer column write the letter that corresponds to the letter of the word group that is not a complete sentence. If all the word groups are complete sentences write the letter E. Answers can be found at the end of the exercises.

1. (a) Women's liberation is a social movement.
   (b) The role of man in today's society is changing.
   (c) The role of man in today's society is changing.
   (d) Women want equal opportunities.

   1. Answer: A
   2. Answer: D
   3. Answer: D
   4. Answer: A

   **Exercise 2**

2. (A) Football has been successful on television, baseball fans seems to prefer the ball park.
   (B) Football fans seem to prefer the ball park.
   (C) Although football has been successful on television, baseball fans seems to prefer the ball park.
   (D) Although football has been successful on television, baseball fans seem to prefer the ball park.

   1. Answer: A
   2. Answer: B
   3. Answer: C
   4. Answer: D

   **Exercise 3**

3. (A) George could drive. He bad no permit.
   (B) George could drive. He bad no permit.
   (C) George could drive. He bad no permit.
   (D) George could drive. He bad no permit.

   1. Answer: A
   2. Answer: B
   3. Answer: C
   4. Answer: D

**Exercise 4**

4. (A) Harried men tend to change jobs or start new professions.
   (B) They tend to change jobs or start new professions.
   (C) Harried men tend to change jobs or start new professions.
   (D) Harried men tend to change jobs or start new professions.

   1. Answer: A
   2. Answer: B
   3. Answer: C
   4. Answer: D

**Exercise 5**

5. (A) Football fans seem to profit from the ball park.
   (B) Football has been successful on television, baseball fans seem to prefer the ball park.
   (C) Although football has been successful on television, baseball fans seem to prefer the ball park.
   (D) Although football has been successful on television, baseball fans seem to prefer the ball park.

   1. Answer: A
   2. Answer: B
   3. Answer: C
   4. Answer: D

**Exercise 6**

6. (A) The liberated woman knows she has a rare opportunity to try something new.
   (B) She wants equal opportunities.
   (C) She wants equal opportunities.
   (D) The liberated woman knows she has a rare opportunity to try something new.

   1. Answer: A
   2. Answer: B
   3. Answer: C
   4. Answer: D

**Exercise 7**

7. (A) Women do not want to be restricted by traditional roles.
   (B) Women do not want to be restricted by traditional roles.
   (C) Women do not want to be restricted by traditional roles.
   (D) Women do not want to be restricted by traditional roles.

   1. Answer: A
   2. Answer: B
   3. Answer: C
   4. Answer: D

**Exercise 8**

8. (A) After all, he has had to carry a big load; he should be given some relief.
   (B) He should be given some relief.
   (C) After all, he has had to carry a big load; he should be given some relief.
   (D) He should be given some relief.

   1. Answer: A
   2. Answer: B
   3. Answer: C
   4. Answer: D

**Exercise 9**

9. (A) Answers can be found at the end of the exercises.
   (B) Answers can be found at the end of the exercises.
   (C) Answers can be found at the end of the exercises.
   (D) Answers can be found at the end of the exercises.

   1. Answer: A
   2. Answer: B
   3. Answer: C
   4. Answer: D

**Lesson 7 — Mathematical Ability**

**Interchanging Fractions and Percents**

**Changing Fractions to Percents**

We use a chart to show the relationship between fractions and percents. There are two ways to change fractions into percents. You can make a fraction of 100 which means to multiply, or you can first change the fraction into a decimal and then move the point two places to the right.

Example 1. Change 25% to a fraction.

Method 1. \( \frac{25}{100} = \frac{1}{4} \)

Method 2. \( 25 \times \frac{1}{100} = \frac{25}{100} \)

Example 2. Change 3 1/4 percent to a fraction.

Method 1. \( \frac{31}{4} \times \frac{1}{100} = \frac{31}{400} \)

Method 2. \( \frac{125}{4} \times \frac{1}{100} = \frac{125}{400} \)

**Percent Exercise**

Change each of the following fractions into percents.

1. \( \frac{1}{2} \)
2. \( \frac{1}{3} \)
3. \( \frac{1}{4} \)
4. \( \frac{1}{5} \)
5. \( \frac{1}{6} \)
6. \( \frac{1}{7} \)
7. \( \frac{1}{8} \)
8. \( \frac{1}{9} \)
9. \( \frac{1}{10} \)
10. \( \frac{1}{11} \)

**Answers to Percent Exercise**

1. 50%
2. 33 1/3%
3. 25%
4. 20%
5. 16 2/3%
6. 14 2/7%
7. 12 1/8%
8. 11 1/9%
9. 10%
10. 9 1/11%

**Changing Percents to Fractions**

This process sometimes gives students trouble. It is easy if you remember that a percent is a special fraction where denominator is 100. That is, the percent sign (%) can be replaced with the denominator 100.

Example 1. Change 75% to a common fraction.\( \frac{75}{100} = \frac{3}{4} \)

Example 2. Change 125% to a mixed number.\( \frac{125}{100} = 1 \frac{25}{100} \)

Example 3. Change 16 2/3% to a fraction.\( \frac{16 \frac{2}{3}}{100} \)

This is a complex fraction. Remember that the fraction bar means to divide.

\[ \frac{16 \frac{2}{3}}{100} = \frac{16 \frac{2}{3}}{100} = \frac{49}{100} \]

**Percent Exercise**

Change each of the following percents into fractions or mixed numbers.

1. \( \frac{45}{2} \)
2. \( \frac{32}{4} \)
3. \( \frac{19}{3} \)
4. \( \frac{31}{2} \)
5. \( \frac{29}{3} \)
6. \( \frac{30}{2} \)
7. \( \frac{27}{2} \)
8. \( \frac{30}{3} \)
9. \( \frac{28}{3} \)
10. \( \frac{31}{2} \)

**Answers to Percent Exercise**

1. \( \frac{45}{2} \)
2. \( \frac{32}{4} \)
3. \( \frac{19}{3} \)
4. \( \frac{31}{2} \)
5. \( \frac{29}{3} \)
6. \( \frac{30}{2} \)
7. \( \frac{27}{2} \)
8. \( \frac{30}{3} \)
9. \( \frac{28}{3} \)
10. \( \frac{31}{2} \)
HOW TO READ A GRAPH

To read and interpret data on graphs, you will have to use your mathematical skills. The reading and interpretation of a graph depends on (1) the general idea, which is usually found in the title of the graph; (2) some specific facts, which may be found by reading the scale on the sides, top, or below the graph; (3) your common sense, which means, using the given facts, you make comparisons, draw inferences, and conclusions. In general, the graph should be read in the following manner:

1. Read the title or heading.
2. Notice the label on the horizontal line.
3. Find the scale, or key, to the information given.
4. Determine the amount or amounts of the intervals.
5. Study the graph carefully, and see if you can understand what it is trying to show.
6. Make a list of the facts you see, and compare them with your own ideas about what the graph should show.
7. Draw conclusions, or inferences, to deduce the meaning of the graph.

Reading graphs is not an easy thing to do. It helps to remember that two lines, or two scales, are always related; speed to time, family income to year, barley pole production to company, and so on. A graph should show how a single quantity is divided among several categories. For example, a circle graph might be used to show how the income of a family is spent. The circle graph is divided into sections, like a pie, and each section is labeled to show how much of the total is represented by that piece.

LESSON #8 - READING COMPREHENSION-VOCABULARY

1. Problem: The circle graph shows how a family spends its income of $15,000 per month. What is the largest item in the budget? What is the smallest item? How much does the family save each month? How much does the car cost each month?

Solution: The largest area represents the largest amount spent. The largest item is rent. The smallest area represents the smallest item. The smallest item is electricity. The family saves 175 each month. Insurance costs the family 75 each month.

THE FOLLOWING FICTITIOUS GRAPHS RELATE TO THE TOWN OF VINELEAND. Miles of street paving

1. In which year did Vineleand pave the most streets?
2. When did the barometric pressure reach its highest point in the first four days of May 1971?
3. What is the average speed of the car during the first four days of May 1971?

Solution: The barometric pressure reached its highest point in May 1971. The average speed of the car was about 60 mph.
4. What was the barometric pressure at noon on May 1, 1973?
5. How many miles of streets were paved in 1972?
6. How much of each tax dollar is spent on running the city of Vineleand?
7. In which year did Vineleand pave the most streets?
8. How many miles of streets were paved in 1972?

ANSWERS
1. May 1972
2. Noon May 2
3. Schools
4. 29.4
5. About 11
6. 10.0
7. From the morning of May 1 to the evening of May 2, and from late evening of May 2 to early afternoon May 4
8. About 11 miles

G.E.D. READING SERIES TIPS #8

DON'T

1. Expect that you can always find the answers in just one sentence or paragraph. To choose the right answer in some questions you must consider the meaning and intent of the entire passage.
2. Forget that some of the answer will require that you use information that does not appear in the quoted passage.
3. Write out reasons for your answers or add notes to your answer sheet. You should know the reason in your mind, and commit yourself to one of the choices given.
4. Write your opinion on an answer unless specifically asked to do so. If a question asks you to choose the writer's opinion from a list of choices, make sure it is his opinion.
5. Be disturbed if some of the passages deal with subjects outside your field of special interest. Even if you are not familiar with the subject matter, you can read through the passage and work out the answers using your general background knowledge and sound reasoning to guide you.

LESSON #8 — ENGLISH-GRAMMAR

MISPLACED MODIFIERS

Marlyns thought about how much she had hated her ex-husband while she was drinking her coffee. Marilyn didn't know her ex-husband at all while she was drinking her coffee. It's equally unlikely that the dog was the one with the snowy ears or that the street was hanging from the ledge. This kind of revision requires the writer of a single-word phrase, or of clausal modifiers so near as possible to the words they modify. The three sentences would make perfectly good sense if the modifiers were placed near the words they modify:

1. While she was drinking her coffee, Marilyn thought about how much she had hated her ex-husband.
2. While she was drinking her coffee, Marilyn didn't know her ex-husband at all.
3. It's equally unlikely that the dog was the one with the snowy ears or that the street was hanging from the ledge.

Test your ability to spot misplaced modifiers in the following exercises.

Exercise 1

1. Better: The telephone rang while I was eating my dinner.
2. Better: The telephone rang while I was eating dinner.
3. Better: Having grown up in Topeka, Kansas, she found San Francisco a beautiful and exciting city.
4. Better: In a briefcase.
5. Better: Louis looked to see whether he still had the peanut butter and jelly sandwich his mother had made in his briefcase.

Explanations to Exercise 1

1. Sentence 1 has parallel structure.
2. Sentence 2 has parallel structure.
3. Sentence 3 is in the present tense.
4. Sentence 4 is in the past tense.
5. Sentence 5 is in the past tense.

Solution to Exercise 1

1. 4, 5
2. 1, 2, 3
3. 1, 2, 3
4. 1, 2, 3
5. 4, 5

LESSON #8 — MATHEMATICAL ABILITY

SIGNED NUMBERS

In all the operations studied so far in this program, the numbers have been positive numbers. That is, they have all been greater than zero. However, it is often useful to perform calculations with numbers less than zero. These numbers are called negative numbers, and are indicated by a "minus sign" in front of them.

Negative numbers can be used in calculating just as easily as positive numbers can, but the rules are slightly different.

Rule 1. When adding a negative number and a positive number, ignore the signs and subtract. The result has the same sign as the number you subtracted from.

Examples

1. Problem: Add -4 and -6.
   Solution: Ignore the + and - signs. Subtract as with whole numbers.
   Since the number you subtracted from was positive, the result is positive. The answer is +10.

Rule 2. When adding two negative numbers, ignore the signs and add. Give the result a negative sign.

Examples

1. Problem: Add -6 and -5.
   Solution: Ignore the signs and add. The answer is +11.

Subtraction of signed numbers is based on addition of signed numbers and the idea of an opposite. To find the opposite of a number, simply change the sign.

The opposite of 3 is -3.

The opposite of -2 is 2.

Rule 1. When subtracting a number, add its opposite.

Examples

1. Problem: Subtract 3 from 7.
   Solution: Since you are subtracting 3, find the opposite of 3 and add. The answer is 4.

Rule 2. Subtract -2 from 5.
   Solution: Since you are subtracting -2, find the opposite of -2 and add. The answer is 7.

   Solution: Since you are subtracting -4, find the opposite of -4 and add. The answer is 1.

   Solution: Ignore the signs and multiply. Since it is a positive number and -1 is a negative number, the product is negative. The answer is -6.

   Solution: Ignore the signs and multiply. Make the quotient positive if there are opposite signs. The answer is 252.

Exercise Directions: Solve these problems.

1. 12 + -2 =
2. 12 - -2 =
3. 24 + -14 =
4. 24 - -14 =
5. 4 - -14 =
6. -4 - -14 =
7. 14 - -14 =
8. -14 + -14 =
9. +14 + -14 =
10. -14 + -14 =

Answers to Exercise 3

1. 1216
2. 16
3. 14
4. 4
5. 4
6. 15
7. 15
8. 15
9. 15
10. 15

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LESSON #9 — READING COMPREHENSION-VOCABULARY

CORRELATION OF SPELLING AND READING

You cannot truly call a new word your own until you know how to spell it. You must learn the spelling of a word before you can use it. A good speller does not encourage homonymy, he reads it. A good speller absorbs new words rapidly, for he has not hesitated to use them when he writes.

As you become a better speller, you become a better reader. How do you become a better speller? You learn the important spelling rules. You learn the exceptions by heart. You drill—drill—drill.

FIVE HELPFUL RULES

The English language and its orthography (correct spelling) have changed in form over many centuries, taking whatever they needed from other languages of the world. The result is a rich language, full of many words but also full of difficulties for the careless.

We have all met people who can spell some of the most difficult and tricky words even though they had never met the words before! However, these natural spellers are very few indeed. The rest of us are sometimes dismayed by the seeming lack of logic in the spelling words of our language. Despite the spelling rules that the experts have made up, there are so many exceptions that it seems as if there are as many words that follow the exceptions as follow the rules.

Rules in themselves are no guarantees of success. Knowing the rules does not necessarily make a world's champion chess player. It is the application of the rules to specific situations that can lead to success.

Each of these rules is a valuable tool to better spelling. Some rules can be extremely helpful. There are the rules that govern the most common words, and although they have exceptions, they are not troublesome.

SPELLING KEYS

Sometimes there is no rule at all, and spelling is just a matter of knowing, but you can profit by some spelling hints.

1. You have your ears.
2. The word here is contained in its opposite there.
3. There is no word in English ending in ful except the adjective full. All other adjectives end in ed.
4. The word separate has a pre-e in it.
5. Villas—imagines a villager living in a villa.
6. Donkeys—imagines the left in these animals.
7. Compounds of under and over are written as one word.
8. Possessive pronouns never take the apostrophe because they are already in the possessive case.
9. There are only three verbs that end in ask: ask, except, proceed, succeed.
10. Right is all wrong. Use the right.

Adverbs are formed by adding ly to the verb.
Ex: occasional—occasionally; accident—accidentally; wonderfully—wonderfully.

13. Anytime has a meaning different from all else.
Ex: The boys are already in school. They were all ready when the bus came.

TEST

A. In each of the following groups only one of the words is misspelled. Write the correct spelling on spaces below.

1. typhoid, tariff, stable, recent, contrary
2. direct, jaguar, stand (abs.), complex, interior
3. profit (gains), tremendous, shocked, responses, innocent
4. sensitive,, wage, burning, ignorant, sorcery, strange
5. distinguished, Jenkins, unfortunately, economical, lettuce
6. hazed, primarily, consumed, accompanied, doped
7. unnecessary, fake ice, undemanding
8. woman's, toilet, 'll, Pullman, envelop (verb)
9. feelings, Question, page, vertical, advice
10.USELESS, gallery, suburb, you're
11. border, warrant, operated, economic, illegal
12. Pike, speech, Luban, colliding, realization
13. museums, promptness, hopes, tract
14. vivid, episode, destructive,� peach, lecture
15. igniting, habitation (raging), weather, parasite, bash

B. Completing the indicated words with as many letters as needed.

(Not all blanks need to be filled.)

1. Mary and Juan had sep__are (spelling) houses, but many of th__ classes were the same.
2. The t__est reads surrounded them. The weather conditions and the enemy troops prevented the sol__nce of food or aid. The t__t was burned.
3. The little boy was laughing at__ ready to the fun__ clown.
4. If the proof__ are from the e__ show easy__e, fifty dollars, a contribution might be presented to the K__t who held the key.
5. It often ocur__d to me that mo__g might get real__y tired of living in cages.
6. Mother said she was stop__ing at the store before c__ing home.
7. When I be__rd the mournful sound from the house next door, I became pa__ed.
8. You may have benefit__ed from the system of keep__ing a record of mil__ ed words?
9. People who belie__ve in ghosts may become frighten__ed when they see a__.
10. You don't need to be the courag__eous or greatnes__ of a man.

G.E.D. TIPS FOR IMPROVING YOUR SPELLING #9

1. Keep a spelling log or notebook to record the correct spelling of words you don't know.
2. When in doubt, look it up in your dictionary.
3. Don't use more than one spelling for the same word.
4. Write often, the words you find difficult. The more frequently you write a word correctly, the sooner your errors will disappear.
5. Don't avoid words that cause you difficulty. If you stumble over a word, look it up and the next time you will know it, as you read or write it.

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LESSON # 9 — ENGLISH-GRAMMAR

STYLE AND DICTION

Style and diction refer to the accurate and effective use of language. Most errors in this area do not Violate a rule of grammar. However, they do less such errors are often the ones that somehow the student could have been avoided. The study materials that follow are designed to give you some general guidelines which may be useful in dealing with these types of errors.

NOTE: This section contains many errors. They are intended to be corrected and avoided. The purpose of this section is to provide examples of the kinds of errors that are common in written English, and to show how they can be corrected.

Adverb Construction

Consider the following sentence: "What I wanted to say today I want to say tomorrow."

Sentence 1: "What I wanted to say today I want to say tomorrow." This sentence is not grammatically correct. The correct version is: "What I wanted to say today I want to say tomorrow." Note that the adverb "today" is placed before the verb "say" instead of after it.

Other Common Errors

These kinds of errors usually result from misuse of words or phrases: "It was a very fine day..." This sentence is not grammatically correct. The correct version is: "It was a fine day..." Note that the adverb "very" is placed after the adjective "fine" instead of before it.

LESSON # 9 — MATHEMATICAL ABILITY

POWERS AND ROOTS

The basic operations in arithmetic are adding, subtracting, multiplying, and dividing. Two important operations used in mathematics are described below:

POWERS

- A power is a number raised to another number. For example, 2^3 is read as "two to the second power." The 3 is called the base. The 2 is called the power or exponent.

UNDERSTANDING POWERS

The power tells you how many times to write the base in a multiplication problem.

Examples:

1. What is 2^2?
   - We must write 2 twice and multiply.
   - 2^2 = 2 x 2 = 4

2. Evaluate 4^3.
   - We must write 4 three times and multiply.
   - 4^3 = 4 x 4 x 4 = 64

3. Find the value of 5^2.
   - We must write 5 twice and multiply.
   - 5^2 = 5 x 5 = 25

There are some special cases.

- Any number to the first power is that number.

   Examples:

   1. What is 1^3?
      - 1^3 = 1
   - Any number to the zero power is one.

      Examples:

      1. Find 2^0.
         - 2^0 = 1

- The zero power actually means the number divided by itself.

      Example:

      1. Simplify 3^2 / 3^2.
         - Step 1: Find each power.
           - 3^2 = 3 x 3 = 9
           - 3^2 = 3 x 3 = 9
         - Step 2: Combine the results by dividing.
           - 3^2 / 3^2 = 9 / 9 = 1

- Finding the second power of a number is often called finding the square. Finding the third power of a number is often called finding the cube.

   Examples:

   1. Simplify 2^2 - 3^2.
      - Step 1: Find each power.
        - 2^2 = 2 x 2 = 4
        - 3^2 = 3 x 3 = 9
      - Step 2: Combine the results by subtracting and adding.
        - 2^2 - 3^2 = 4 - 9 = -5

- The third power of a number is often called finding the cube.

   Example:

   1. Evaluate 4^3 - 2^3.
      - Step 1: Find each power.
        - 4^3 = 4 x 4 x 4 = 64
        - 2^3 = 2 x 2 x 2 = 8
      - Step 2: Combine the results by subtracting and adding.
        - 4^3 - 2^3 = 64 - 8 = 56

- Notice that the value of each power is found before you add or subtract.

POWERS AND ROOTS EXERCISES

Evaluate the following.

<table>
<thead>
<tr>
<th>1.</th>
<th>2.</th>
<th>3.</th>
</tr>
</thead>
<tbody>
<tr>
<td>4°</td>
<td>4^2</td>
<td>4^3</td>
</tr>
<tr>
<td>5</td>
<td>5^2</td>
<td>5^3</td>
</tr>
</tbody>
</table>

ANSWERS TO - POWERS AND ROOTS EXERCISES

1. 1 | 2 | 3 |
2. 4 | 16 | 64 |
3. 5 | 25 | 125 |
4. 4 | 16 | 64 |
5. 5 | 25 | 125 |
LESSON #10 — READING COMPREHENSION VOCABULARY SOURCES OF WORDS

FOREIGN WORDS AND PHRASES

As you know, many words from other languages have been incorporated into our language. In addition, many foreign words and phrases, although they have not become part of our everyday language, are used frequently in newspapers, magazines, novels, biographies, and other forms of writing. Below are a number of foreign words and phrases you are most likely to encounter in your reading.

Here are some tips on how to approach reading in a foreign language:

1. Read the text first, then look up the words you do not know.
2. Use a dictionary to look up unfamiliar words.
3. Try to understand the context of the word in the sentence.

HERE ARE SOME TIPS ON READING IN A FOREIGN LANGUAGE:

1. Read the text first, then look up the words you do not know.
2. Use a dictionary to look up unfamiliar words.
3. Try to understand the context of the word in the sentence.

INITIALIZE

INITIALIZE are a form of acronyms in which the beginning or essentially significant letters of words are joined for more streamlined identification and usage.

Here are a number of INITIALIZE you can identify List other frequently used INITIALIZE:

1. FBI 4. CIA 11. UPO 12. TDS
2. OGD 17. KDO
3. VA 6. OCS 13. MD 18. EC
4. LH 9. DUE 19. JOU
5. CH 10. USA 15. NSP 20. COU

Answers to INITIALIZE


IDioms

Idioms are expressions or short phrases peculiar to a language. Often, they are grammatically and logically absurd, but they are popular.

Possible Answers to Idioms:

1. Strikes a bargain quickly. 2. Make a bargain or deal. 3. Don't drop out of school. 4. Don't quite school. 5. A peal in the nest. 6. A peal in the nest. 7. A peal in the nest. 8. Don't get into the fire. 9. Go from a bad situation to a worse one. 10. Throw out something of value, along with something worthless. 11. The secret gets out. 12. Very frightened.

The word acronyms, derived from the Greek words aoros (open) and omy (name), was invented in 1913 to describe the shortening of a word by the combination of beginning letters, syllables, or sounds of component words.

Acronyms are well suited to the rapid pace of the twentieth century and the need to conserve space and time.

How many of the following military and scientific acronyms do you know?


Cullumns

Cullumns contain a number of expressions whose meanings are determined through popular usage rather than literal interpretation.

Do you know what they mean?

Possible Answers to Cullumns:


Q. What are some of the key items on your list of foreign words (fruits), Latin words, idioms, initials, acronyms and abbreviations?

Try not to look back at list. Some test items are new examples, others are from above examples.

TRY IT

1. a in aide 2. to state 3. to urge 4. to urge 5. to urge 6. to urge 7. to urge 8. to urge 9. to urge 10. to urge

EXIT

CULTURAL READING TIPS — READING THE NEWSPAPER #10

There are four rates (speed) adequate to reading the newspaper because of its wide variety of content. Reading flexibility is accomplished by learning to vary your speed (rate) of reading according to your purpose. The four rates are: rapid, normal, slow, and thorough.

1. Preview is the fastest and covers the page such as finding a reference, locating material (information), or reviewing passing at times in aiming skim lightly.

2. Rapid reading is a desirable rate for rapid reading. You read rapidly but you may do any work.

3. Normal rate is used for finding answers in questions or summaries. At this speed the literary style of authors can be appreciated.

4. Careful reading is used for finding answers to personal questions or summaries. At this speed the literary style of authors can be appreciated.

OCR: [OCR quality is low]
LESSON #10 — ENGLISH-GRAMMAR

CONFUSING WORD PAIRS

There are many words in the English language that sound or look alike. Although they may appear to be similar, the meanings of these words are very different and can cause misunderstanding. Here is a list of words that tend to cause much confusion for most of us. The list, if studied thoroughly, will help you when you are tested on word choices on the CED test.

1. (noun) the seat of government of a state or country
   - capital

2. (noun) a form of wealth owned by an individual or company
   - fortune

3. (adjective) noticeable by death
   - mortal

4. (noun) the building in which a legislature holds its sessions
   - capital

5. (noun) advice or guidance (verb) to give advice
   - counsel

6. (noun) silent (adjective) quiet
   - silent

7. (adjective) the best or finest (noun) the capital of
   - capital

8. (noun) a quiet place
   - bedroom

9. (adjective) quiet (noun) a library
   - quiet

10. (noun) a quiet place
    - library

11. (verb) to have a good day
    - have a day

12. (adjective) silent (noun) the capital of
    - capital

13. (noun) the capital of
    - capital

14. (noun) the capital of
    - capital

15. (noun) capital
    - capital

16. (noun) capital
    - capital

17. (noun) capital
    - capital

18. (noun) capital
    - capital

19. (noun) capital
    - capital

20. (noun) capital
    - capital

21. (noun) capital
    - capital

22. (noun) capital
    - capital

23. (noun) capital
    - capital

24. (noun) capital
    - capital

25. (noun) capital
    - capital

26. (noun) capital
    - capital

27. (noun) capital
    - capital

28. (noun) capital
    - capital

29. (noun) capital
    - capital

30. (noun) capital
    - capital

31. (noun) capital
    - capital

32. (noun) capital
    - capital

33. (noun) capital
    - capital

34. (noun) capital
    - capital

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37. (noun) capital
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42. (noun) capital
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44. (noun) capital
    - capital

45. (noun) capital
    - capital

46. (noun) capital
    - capital

47. (noun) capital
    - capital

48. (noun) capital
    - capital

49. (noun) capital
    - capital

50. (noun) capital
    - capital

LESSON #10 — MATHEMATICAL ABILITY

SUBSTITUTION

Much of algebra involves the manipulation of letters as though they were numbers. In one type of algebra problem you will be given a numerical value to substitute for a particular letter.

If a = 2, b = 3, and c = 4, the expression 4a + 2b + 3c might be evaluated two different ways. You might first add 2 and 3 then multiply and add 4. However, you will only arrive at the correct answer if you multiply first (2×4 + 12) and then add (3 + 12). Mathematicians have agreed upon a certain order in which to perform operations, following the list.

ORDER OF OPERATIONS FOR SUBSTITUTION

1. Parentheses
2. Powers and roots
3. Multiplication and division
4. Addition and subtraction

For our problem, a + b + c, we see that multiplication (step 3) must be done before addition (step 4).

EXAMPLE 1.

Let a = 2 and b = 3. Find the value of 4a + 2b + 3c.

In this problem multiplication is implied because there is no sign between the 4 and the b.

Step 1. Substitute

4a + 2b + 3c = 4(2) + 2(3) + 3c = 8 + 6 + 3c

Step 2. Perform the operation inside the parentheses.

(8 + 6) + 3c = 14 + 3c

Step 3. Find the power

14 + 3c = 14 + 3c

Step 4. Multiply

14 + 3c = 14 + 3c

EXAMPLE 2.

Let a = 2 and b = 3. Find the value of - (ab).

In this problem, the multiplication is placed inside parentheses, which is the first step in the order of operations.

Step 1. Substitute

- (ab) = - (2×3)

Step 2. Perform the operation inside the parentheses.

(-6) = -6

Step 3. Find the power

-6 = -6

Step 4. Multiply

-6 = -6

EXAMPLE 3.

If c = 5, find the value of 3c - c.

Step 1. Substitute

3c - c = 3(5) - 5

Step 2. Find the power

15 - 5 = 10

Step 3. Multiply

10 = 10

Step 4. Subtract

10 - 0 = 10

EXAMPLE 4.

Let a = 0, b = 7, and c = 6. Find w + a + c.

Step 1. Substitute

w + a + c = 0 + 7 + 6

Step 2. Multiply

7 = 7

Step 3. Add

7 + 6 = 13

Step 4. Subtract

13 - 0 = 13

SUBSTITUTION EXERCISES

1. If a = 3 and b = 2, find w - a.

2. If a = 5 and b = 1, find w - b.

3. What is the value of 3a - 2b when a = 12?

4. Multiply 2 and 3, then add 4.

5. If 3a = b and c = 4, what is a = y?

6. If a = 9, find the value of a + 9.

ANSWERS AND SOLUTIONS — SUBSTITUTION EXERCISES

1. 15

2. 18

3. 10

4. 1

5. 8

6. 9
LESSON #11—READING COMPREHENSION VOCABULARY: HOMONYMS AND NEAR HOMONYMS

TEXT SOUNDED LIKE MY...

They don't sound the same thing. Below are several pairs of words that sound alike but have very different meanings. When you come across these words in your reading, be certain that you can distinguish between each pair, or you may misunderstand their meaning.

Do the reader a favor to grasp the significance of the author's words because you are reading a word with another word.

This confusion is especially common with homophone words that sound alike but differ in spelling and meaning.

COMING HOME...(accept, except) accept means "to approve," "to receive," or "to accomplish". except means "to leave out of account from a number of things". affect, effect means "to influence" or "to make an impression on."  both mean "to result," or "to result in." all ready, already, all ready means completely prepared; already mean "previously" or "so soon.

besides, besides: besides is "a word by the side of;" besides in "in addition to" or "moreover.


formally, formally means "following established form or custom." emulate, imitate: imitate means "to leave any active country to settle permanently in another country." imitate means "to enter a country to settle permanently.

liable, liable means "be responsible" or "likely to." liable means "to say or write something to harm or to ruin a person's reputation.

principal, principle: principal can mean "chief or head of a group or organization," "a sum of money," or "a matter or thing of fundamental importance; principal means "a rule, law, or code of belief or behavior.

Riddles

Two words are alike, please. We rode by the lake in the river.

You must beat the car slowly go. It's to be the skies!

It was a capital idea. Did you visit the Capitol?

We visited the National Capitol. The kernel of grain were everywhere.

The corn seed meets tomorrow. Be sure to do good counsel.

The dear thing was much. I shall never be able to shoot a deer.

On your duty. officer. The library books was due yesterday.

What burst into life? It is the beauty of yesterday's flowers.

Go forth into the world. Which is the fourth house down the street?

Did you hear the call for help? Here is what I find average and peace.

His houses town frightened me. My kingdom for a horse!

Have you tried this fishing belief? Until the whole west sea!

Please let us enjoy our leisure time. It is the hour of retribution.

How long shall we have to seek peace on earth? Make also a place of apples please.

Have you read this report? Does he really own a red headscarf?

Who is he who always right? This is the most excellent of the values rises.

What is the root of this science? We followed the prescribed route.

Bail into the land of tomorrow. The sale of the cookies ended today.

You may have some of my knickels. Water it and divide it in half.

Was the host extremely tired? At high tide the ocean lawn called.

He tied his gun belt around his waist. Do it on the precise hour of noon.

I pise to those shoes tonight. Where can I find happiness?

How rough and tired he appears! My mozzarella began a new week.

The weather was excellent all during our trip. I am still not sure whether I shall go.

We must order wood for the fire. Would you allow them to change your mind for you?

**DRILL OF THE DAY**

A. Choose the correct word from the pair of words in parentheses. Refer to the dictionary.

1. The purpose of your school work is to (develop, devote) the best possible form in you.

2. The (stock, store) of the book was unexpectedly high.

3. He (was, were) the only one who did not go to the party.

4. If you (are, is) the kind of person who likes to be alone, you are in the right.

5. If you (are, is) the kind of person who likes to be alone, you are in the right.

6. If you (are, is) the kind of person who likes to be alone, you are in the right.

7. If you (are, is) the kind of person who likes to be alone, you are in the right.

B. Choose the correct word from the pair of words in parentheses. Refer to the dictionary.

1. He (is, are) the kind of person who likes to be alone.

2. He (is, are) the kind of person who likes to be alone.

3. He (is, are) the kind of person who likes to be alone.

4. He (is, are) the kind of person who likes to be alone.

5. He (is, are) the kind of person who likes to be alone.

C. Choose the correct word from the pair of words in parentheses. Refer to the dictionary.

1. He (is, are) the kind of person who likes to be alone.

2. He (is, are) the kind of person who likes to be alone.

3. He (is, are) the kind of person who likes to be alone.

4. He (is, are) the kind of person who likes to be alone.

5. He (is, are) the kind of person who likes to be alone.

D. Choose the correct word from the pair of words in parentheses. Refer to the dictionary.

1. He (is, are) the kind of person who likes to be alone.

2. He (is, are) the kind of person who likes to be alone.

3. He (is, are) the kind of person who likes to be alone.

4. He (is, are) the kind of person who likes to be alone.

5. He (is, are) the kind of person who likes to be alone.

E. Choose the correct word from the pair of words in parentheses. Refer to the dictionary.

1. He (is, are) the kind of person who likes to be alone.

2. He (is, are) the kind of person who likes to be alone.

3. He (is, are) the kind of person who likes to be alone.

4. He (is, are) the kind of person who likes to be alone.

5. He (is, are) the kind of person who likes to be alone.

**SUGGESTED ACTIVITIES**

1. Find a fair and lasting (will, want) for the peace of this world.

2. Be careful of the (do, don't) you are going to do.

3. He (is, are) the kind of person who likes to be alone.

4. He (is, are) the kind of person who likes to be alone.

5. He (is, are) the kind of person who likes to be alone.

**TEST OF RECOGNITION**

A. Choose the correct word from the pair of words in parentheses. Refer to the dictionary.

1. He (is, are) the kind of person who likes to be alone.

2. He (is, are) the kind of person who likes to be alone.

3. He (is, are) the kind of person who likes to be alone.

4. He (is, are) the kind of person who likes to be alone.

5. He (is, are) the kind of person who likes to be alone.

B. Choose the correct word from the pair of words in parentheses. Refer to the dictionary.

1. He (is, are) the kind of person who likes to be alone.

2. He (is, are) the kind of person who likes to be alone.

3. He (is, are) the kind of person who likes to be alone.

4. He (is, are) the kind of person who likes to be alone.

5. He (is, are) the kind of person who likes to be alone.

C. Choose the correct word from the pair of words in parentheses. Refer to the dictionary.

1. He (is, are) the kind of person who likes to be alone.

2. He (is, are) the kind of person who likes to be alone.

3. He (is, are) the kind of person who likes to be alone.

4. He (is, are) the kind of person who likes to be alone.

5. He (is, are) the kind of person who likes to be alone.

**SUGGESTED ACTIVITIES**

1. Find a fair and lasting (will, want) for the peace of this world.

2. Be careful of the (do, don't) you are going to do.

3. He (is, are) the kind of person who likes to be alone.

4. He (is, are) the kind of person who likes to be alone.

5. He (is, are) the kind of person who likes to be alone.

**SUGGESTED ACTIVITIES**

1. Find a fair and lasting (will, want) for the peace of this world.

2. Be careful of the (do, don't) you are going to do.

3. He (is, are) the kind of person who likes to be alone.

4. He (is, are) the kind of person who likes to be alone.

5. He (is, are) the kind of person who likes to be alone.
**LESSON #11 - ENGLISH-GRAMMAR**

CHOOSING THE RIGHT WORD

The following list explains how to deal with certain word choices. Here are a few examples.

1. **Use amount** to refer to quantities that can be measured or weighed.  
   Example: 2 cups of sugar

2. **Use some** to refer to quantities that cannot be counted.  
   Example: a few dollars

3. **Use number** with singular words, use **numbers** with plural words.  
   Example: 2 dollars, $2 dollars

4. **Use use** to introduce a dependent clause.  
   Example: I wonder if you can help me.

5. **Use have** to express a state, like a possession and cannot be used to introduce a dependent clause.  
   Example: I have a lot of work to do.

6. **Use be able to** instead of **can** as a verb.  
   Example: I can skate.

7. **Use because** to express a reason.  
   Example: I left because I was late.

8. **Use if** to express a condition.  
   Example: If it rains, we won't go.

**LESSON #11 - MATHEMATICAL ABILITY**

An equation is a statement that two quantities are equal.  
**Example:** 2 + 3 = 5

To solve an equation, you need to find the value of the unknown.  
**Example:** 2x + 3 = 5

First, you add 3 to both sides of the equation.  
2x + 3 + 3 = 5 + 3
2x = 8

Then, you divide both sides by 2.  
2x / 2 = 8 / 2
x = 4

You have now solved the equation for x.

**Rule for Solving Equations Involving One Operation**

Identify the operation of the equation, and perform the inverse operation upon both sides in order to get a statement that says, "Unknown = ."

**EXAMPLE 1.**  
If 4x = 12, what is the value of x?  
**Solution:**  
To find x, you divide both sides of the equation by 4.  
4x / 4 = 12 / 4  
x = 3

**EXAMPLE 2.**  
Solve for x in the equation 2x + 3 = 7.  
**Solution:**  
To solve for x, you subtract 3 from both sides of the equation.  
2x + 3 - 3 = 7 - 3  
2x = 4  
x = 2

**EXAMPLE 3.**  
Find the value of x in the equation 2x - 5 = 3.  
**Solution:**  
To find x, you add 5 to both sides of the equation.  
2x - 5 + 5 = 3 + 5  
2x = 8  
x = 4

**EXAMPLE 4.**  
Solve for x in the equation 3x = 18.  
**Solution:**  
To solve for x, you divide both sides of the equation by 3.  
3x / 3 = 18 / 3  
x = 6

**EXAMPLE 5.**  
Solve for x in the equation x + 7 = 13.  
**Solution:**  
To solve for x, you subtract 7 from both sides of the equation.  
x + 7 - 7 = 13 - 7  
x = 6
LESSON #12 - READING COMPREHENSION- VOCABULARY

SPECIFIC (TECHNICAL VOCABULARY)

Your final vocabulary lesson will deal with some of the terms you are most likely to encounter on the literature section of your test. Read over the words and their definitions thoroughly, and then quiz yourself on the test or with a friend. Do not forget to write them in your notebook.

Look at the picture with your group definitions.

1. Alliteration - The use of identical characters or sounds in syllables (repetitive) words or sentences in normal conversation.
2. Colloquialism - A word or expression used in a particular geographic area in informal conversation.
3. Dialogue - A conversation between two or more speakers.
4. Epic - A long dramatic poem that tells the story of a noble or heroic action or series of actions.
5. Exposition - Exposition is the incidental setting that is necessary for the execution of a poem or story. It serves as a prologue.
6. Center - A type of literary composition.
7. Idiom, Linguistic - An expression whose meaning is understood from its context, but whose meaning changes depending on context.
8. Image, Imagery - An image in a picture or a perception of a sound, smell, taste, or touch is the mind of the writer.
9. Metaphor - A figure of speech in which one thing is likened to another, different thing, by being spoken of as if it were that. For the Black Hills, this line, has flown, Alfred Lord Tennyson's "court" is compared to a black "sea" without using "sea" or "sea".
10. Monologue - A long, uninterrupted speech by one person.
11. Narrative - The person (a work of literature) who is telling the story.
12. Parallelism - The repetition of a word or group of words, usually at the beginning of a line of poetry, in order to achieve a rhythm or emotional effect.
14. Rhetoric, Rhetorical - The arrangement of ideas in formal and elegant language.
15. Simile - A figure of speech in which one thing is likened to another, different thing, by being spoken of as if it were that.
16. Spoke, Spoken - A word or expression used in a particular geographic area in informal conversation.
17. Allegory - The use of fictional characters and objects to symbolize (represent) truths or preeminences about human conduct or experiences.
18. Meter - Meter, meaning "measure," refers to the number of poetic feet in a line of poetry. You will probably be asked to identify the meter of a given poem. To do this, determine the number of feet used in the poem (less poetic feet): then determine the number of lines per stanza.
19. Metronome - A type of rhythmic instrument.
20. Prose, Spoken - A word or expression used in a particular geographic area in informal conversation.

ANSWERS:

1. Alliteration - The use of identical characters or sounds in syllables (repetitive) words or sentences in normal conversation.
2. Colloquialism - A word or expression used in a particular geographic area in informal conversation.
3. Dialogue - A conversation between two or more speakers.
4. Epic - A long dramatic poem that tells the story of a noble or heroic action or series of actions.
5. Exposition - Exposition is the incidental setting that is necessary for the execution of a poem or story. It serves as a prologue.
6. Center - A type of literary composition.
7. Idiom, Linguistic - An expression whose meaning is understood from its context, but whose meaning changes depending on context.
8. Image, Imagery - An image in a picture or a perception of a sound, smell, taste, or touch is the mind of the writer.
9. Metaphor - A figure of speech in which one thing is likened to another, different thing, by being spoken of as if it were that. For the Black Hills, this line, has flown, Alfred Lord Tennyson's "court" is compared to a black "sea" without using "sea" or "sea".
10. Monologue - A long, uninterrupted speech by one person.
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14. Rhetoric, Rhetorical - The arrangement of ideas in formal and elegant language.
15. Simile - A figure of speech in which one thing is likened to another, different thing, by being spoken of as if it were that.
16. Spoke, Spoken - A word or expression used in a particular geographic area in informal conversation.
17. Allegory - The use of fictional characters and objects to symbolize (represent) truths or preeminences about human conduct or experiences.
18. Meter - Meter, meaning "measure," refers to the number of poetic feet in a line of poetry.
20. Rhetoric, Rhetorical - The arrangement of ideas in formal and elegant language.

G.E.D. READING SERIES TIPS 12
Tips to help acquire the essential scientific, social sciences and literature, functional reading skills - Vocabulary Mastery.
1. Develop basic scientific vocabulary on the concepts represented.
2. Evaluate the differences between complementing (decomposing) words and understanding (comprehending) words.
3. Recognize and comprehend technical terms unique to specific area.
4. Develop different words with multiple meanings.
5. Select word meanings depending on specific use in context.
6. Develop structural analysis to determine meanings of words (prefix, root, suffix). See lesson 1-5 of this series.
LESSON #12  —  ENGLISH-GRAMMAR

**REVIEW EXERCISES**

The review exercises which follow have two purposes: (1) to serve as a general review of all you have studied so far, and (2) to acquaint you with other ways of asking questions that are sometimes used in written English. However, regardless of the way in which the questions are put to you, remember that the context is almost always the same.

Before you begin the review exercises, review briefly any of the trouble spots that you may have run into during your study program.

Directions: In each of the following sentences, choose the correct grammatical form for the underlined section. Then write the number in the answer column. If the underlined section is correct as it stands (no change), write the number 1 in the answer column. If neither the underlined section nor any of the alternatives is correct (none right), write the number 3 in the answer column.

Answers and Explanations appear at The End of the Chapter

**Answer Column**

1. It takes years of study to become a lawyer.
   1. no change
   2. you need
   3. to become

2. His letters never concern old people who wish to be young.
   1. no change
   2. concerned old people who wish to be young
   3. concerned old people who wish to be

3. You please us exactly as we boys like you.
   1. as much as we boys
   2. as much as you
   3. as much as

4. Jane and Mary are more polite than he, but Bill is the brightest of all three.
   1. more polite
   2. more polite than him
   3. more polite than him

5. It is a thing of joy, beauty, and containing terror.
   1. containing
   2. contained
   3. containing

6. If he was able, he would demand that she return home.
   1. able
   2. able to
   3. was able

7. So we two, when he was supposed to.
   1. when he was supposed to
   2. when we was supposed to
   3. when we was supposed

8. I saw the geometrics and asked her for a needle, hook and thread.
   1. geometrics
   2. geometries
   3. geometries and

9. A tall, young man threw the heavy, soggy ball.
   1. heavy, soggy
   2. heavy and soggy
   3. heavy, soggy

10. The week before my sister, thinking of other matters, thrust her head into the fire.
    1. other matters
    2. other matters
    3. other

**Answers and Explanations**  Review Exercises

1. (1) no change
2. (1) you need
3. (4) The direct object you
4. (5) The comparative adjective brightest when two things are being compared.
5. (2) Is it a thing of joy, beauty, and terror.
6. (1) No change
7. (4) Need to mean "habitually or customarily."
8. (5) Young is not compared from tall by a comma because tall modifies the whole noun young man.
9. (1) The week before my sister, thinking of other matters, thrust her head into the fire.

---

**AREA**

Area is a measure of the amount of space on a plane figure. It is measured in square inches, square feet, square yards, square miles, etc. Generally it is found by multiplying.

**EXAMPLE 1**

Find the area of a rectangle that is 9 feet long and 5 feet wide.

Area

\[ A = l \times w \]

9 ft. \times 5 ft. = 45 square feet (sq. ft.)

**EXAMPLE 2**

A rectangle has an area of 122 square inches. If the rectangle is 8 inches long, how wide is it?

Area

\[ A = l \times w \]

122 in. \times w =

The area of a square is given by the formula \( A = s^2 \), where \( s \) is the length of one side.

**EXAMPLE 3**

Find the area of a square with a 7 inch side.

\[ A = s^2 \]

7 in. \times 7 in. = 49 square inches (sq. in.)

**EXAMPLE 4**

A square has an area of 36 square yards. Find the length of one side.

\[ A = s^2 \]

36 yd. \times s =

**EXAMPLE 5**

Find the area of a triangle with a base of 6 inches and a height of 9 inches.

\[ A = \frac{1}{2}bh \]

Triangle

\[ A = \frac{1}{2} \times 6 \times 9 = 27 \text{ square inches} \]

**EXAMPLE 6**

The area of a triangle is 24 square feet. The base of the triangle measures 8 feet. Find the height.

\[ A = \frac{1}{2}bh \]

8 ft. \times h = 24 sq. ft.

**EXAMPLE 7**

A rectangle

\[ A = lw \]

24 \times h = 24 sq. ft.

6 ft. \times h =

Following is a list of the area formulas.

**Rectangle**

\[ A = lw \]

**Triangle**

\[ A = \frac{1}{2}bh \]

**PLANE AND SOLID FIGURES EXERCISE**

1. Find the area of a rectangular floor which is 12 feet wide and 15 feet long.
2. What is the area of a square with one side that measures 14 feet?
3. Find the area of the triangle at the right.
4. If the area of a rectangle is 108 square miles, and the width is 9 miles, what is the length of the rectangle?
5. A square has an area of 100 square inches. How long is one side of the square?
6. A triangle has an area of 60 square feet. If its height is 20 feet, what is the measurement of its base?
7. Find the height of a triangle with an area of 48 square yards and a base of 12 yards.

**ANSWERS TO PLANE AND SOLID FIGURES EXERCISE**

1. 180 square feet
2. 196 square feet
3. 57 square inches
4. 12 miles
5. 10 inches
6. 6 feet
7. 8 yards
"GRADS" INFORMATION

NAME __________________________ PHONE NUMBER _______________________

ADDRESS __________________________

HOW DID YOU STUDY FOR THE G.E.D.? (CHECK ANY THAT APPLY)

( ) TV G.E.D. PREPARATION LESSONS ON HUNTINGDON CABLE CHANNEL 12

( ) NEWSPAPER GED PREPARATION LESSONS IN THE DAILY NEWS

( ) G.E.D. STUDY GUIDES CHECKED OUT FROM THE LIBRARY

( ) I ATTENDED A "GRADS" STUDY SITE (CHECK ONE)

( ) HUNTINGDON AREA HIGH SCHOOL

( ) MOUNT UNION AREA HIGH SCHOOL

( ) SOUTHERN HUNTINGDON AREA HIGH SCHOOL

( ) JUNIATA VALLEY HIGH SCHOOL

( ) HUNTINGDON COUNTY LIBRARY

( ) HUNTINGDON COUNTY VOCATIONAL-TECHNICAL SCHOOL

( ) HEADSTART MOTHERS-BORO BUILDING

( ) YOUTH FORESTRY CAMP (USING THE NEWSPAPER LESSONS)

( ) G.E.D. CLASSES IN EITHER HUNTINGDON OR MOUNT UNION (NOT A PART OF "GRADS")

( ) ON MY OWN - INDEPENDENT OF "GRADS" OR G.E.D. CLASSES

( ) OTHER __________________________

(PLEASE SPECIFY)

THANK YOU FOR YOUR COOPERATION!!
CHANNEL 12-CABLE TV VIEWING SCHEDULE:
EVERY TUES. & THURS. MORNING
10:00 UNTIL 11:00 A.M.
AND
EVERY TUES. & THURS. EVENING
7:00 UNTIL 8:00 P.M.

TWO LESSONS WILL BE BROADCAST EACH TUESDAY MORNING AND REPLAYED AGAIN ON THURSDAY MORNING.

THE SAME TWO LESSONS WILL BE AIRED ON TUESDAY EVENING AND REPLAYED AGAIN ON THURSDAY EVENING.
Project GRADS Comes To Review, Catch-Up

This is the catch-up and review week for the nearly 300 participants who are formally registered for Projects "GRADS." Or for you faction buffs, "GRADS" is about one quarter over.

On Tuesday and Thursday the Huntington TV Cable Company will be replaying each of the eight video study lessons that have been covered so far. "GRADS" cablecasts on Tuesday and Thursday evenings, from 7:00 to 8:00. Anyone who has either missed a lesson or needs to review one or more must do so by coming to the video study site at Merss Hall or Southern High School. If you haven't yet received a "GRADS" video lesson, you can do so by calling 643-0200 or 843-3272 or 643-3191.

During the week of November 7th, additional "NEVER TOO LATE" practice exercise books will be available at the main library in Huntington and at all study sites. These newly compiled practice exercise books will provide "GRADS" participants with even more preparation help. They cover the newspaper lessons and provide in-depth assistance on a somewhat easier working level. These are identical to those used at the Mead Corporation and Reeves Marvin. Our thanks go out to these fine companies. In addition, special thanks go out to The Movie House for their continued support in donating VCR equipment.

In all, it appears that the first quarter of "GRADS" has been successful. In fact, at the Southern High School video study site, there are 76 hungry people who are eager to get their GED's. There are an additional 50 adults at the video study site in Mount Union and 20 more participants at the Junius Valley video study site. There are 25 at Higdonville High School if you haven't yet registered for "GRADS," you can do so by calling 643-0200, 643-3272, or 647-3191.

If you are not experiencing any difficulties (study problems, transportation, child care, attitude, etc.), please call. There are people available who care and want to help. All you need to do is to phone to one of the above numbers.

Best Copy Available
Project GRADS Has Reached Halfway Point

Project "GRADS" is now in its eleventh week, the halfway point. This is the week for reviewing, catching up, and working ahead. It is the second of four such reviews during the course of the program. There are no new lessons for this week. Students who need special assistance or have any questions are urged to visit a contact site if they wish tutoring help.

In addition, a complete set of video lessons is available at the main library in Huntington for those who wish to review any of the thirty-four lessons; this is possible at any time during normal library hours. Many students are already doing this.

By now, "GRADS" has covered half the material needed to pass the GED exam. In this second of four phases, a number of ideas and terms were presented. On cable TV and at contact sites throughout the county, four reading lessons were presented; two social studies lessons and two science lessons. Two English grammar programs were also presented as well as two math programs. These are reviewed below.

The first social studies video program introduced various economic systems and the role of government in the economic system. Reading and interpreting graphs were also covered. When you read, take the time to read each passage carefully noticing the relationship of each sentence to the next. Plan to always read for the main idea. If in the course of your reading you main idea, reread the passage.

The second social studies video lesson dealt with anthropology, geography, and sociology. Map reading and political viewpoints were introduced and discussed. As you read, don’t expect that you can always find the answers in just one sentence. To choose the right answer to some questions, you must consider the meaning and intent of the entire passage. In

(Cont’d on back page)
Project

(Cont'd from Page 1)

The science video lessons introduced you to the heart, blood vessels, the blood, the circulatory system, and the respiratory system. A variety of technical terms were presented. Science reading often requires very careful reading. Right now you should be developing a basic scientific vocabulary to fit the concepts represented while at the same time recognizing and comprehending technical terms unique to specific areas. Be sure to select precise meanings depending on their precise use in context. Often you can call on your general knowledge of science to help you answer questions.

Pronouns were presented in the video English lessons. You were introduced to the subjective, objective, and possessive cases, and you were to determine if the pronoun in a sentence agrees with its antecedent in gender and number. These were tricky lessons. Students found the special "NEVER TOO LATE" supplements to be extremely helpful as are the newspaper lessons on grammar. Many will want to review these lessons this week before moving onto the next grammar phase. As you try to unravel each sentence, learn to spot the verb(s). Next, link the verb(s) to the pronoun(s) by asking who or what is doing the action of the verb. When you've done this, you've identified the subject. Remember, only the following pronouns can be used in the role of subjects: I, you, he, she, it, we and they. There are no other subject pronouns.

There were two math video lessons. The first was on ratios and proportion, and the second on percent. Additional review material can be found in the newspaper lessons and in the "NEVER TOO LATE" supplements available for checkout at the library. Next week's video math lesson continues with percent. Be certain that you understand ratios and proportions; they form the basis for many future math operations. If you are experiencing problems with them, then plan to visit the library to review the videotape, or go to one of the many contact sites set up around the county.

In the newspaper lessons, students were introduced to a variety of vocabulary lessons especially as they relate to the reading portions of the GED test. The lessons included using the dictionary, synonyms, signal words, and suffixes. "GRADS" students who are relying solely on the Daily News newspaper lessons will want to check out the video reading lessons available at the library. The newspaper lessons deal with reading primarily through the medium of vocabulary development. The reading videotape, on the other hand, provide greater detail through actual reading practice in a variety of simulated GED test passages. These video tapes can provide a greater depth of reading understanding. The two math newspaper lessons, like the video lessons, covered ratio and proportion and percent. The two English newspaper lessons, too, dovetailed the video lessons; they were on pronoun usage and agreement.

Remember, "GRADS" takes a holiday break the week of December 28th and resumes in full swing the week of January 3, 1984.
Now Is Time To Evaluate

Project GRADS Hits Three Quarter Review

Project "GRADS" is now in its 17th week. This is the week for reviewing, catching up, and working ahead. It is the third of four such reviews during the course of the program. There are no lessons for this week.

Students who need special assistance or have any questions are urged to visit a contact site if they wish tutoring help. In addition, a complete set of video GED lessons is on hand at the main library in Huntingdon for those who wish to review any of the 34 lessons; this is possible at any time during normal library hours.

There are now official GED practice tests available at the Huntingdon library. These mini-tests can reliably forecast your future performance on the actual GED test. They are free and are being used at all contact sites throughout the county. Practice testing not only yields performance scores similar to actual GED test scores, but it also reveals any weakness areas and suggests what to do about them. Practice testing proves helpful.

Slightly more than 75 percent of those who have already taken the practice tests have scores well above the required 225 points. This has encouraged some who have felt ready to give up and now want to continue; many of the remaining 25 percent, by the way, were very close to passing.

By now, "GRADS" has covered three quarters of the material needed to pass the GED exam. In this third of four phases, a number of ideas and terms were presented. On cable TV and at contact sites, four English grammar lessons were presented — one on verbs, one on modifiers (adjectives and adverbs), and two on punctuation and capitalization. Three math lessons were also presented as well as three reading programs. These and the newspaper lessons are reviewed briefly below.

The first English grammar video program taught how to identify and use the correct verb tense form of either a regular or an irregular verb.

Weather


Cont'd from Page 1

Project

It also explained the difference between the active and passive voice. Remember, the active voice of the verb is always the stronger voice.

The second video English grammar lesson dealt with adjectives and adverbs as modifiers. Adjectives can only be used to describe or modify nouns and pronouns while adverbs describe verbs, adjectives, and other adverbs. Adverbs cannot be used to describe nouns or pronouns.

Remember, with linking verbs, the modifier that comes after the linking verb describes the subject and not the verb.

The third English grammar lesson covered the rules of capitalization and punctuation. Don't forget to capitalize names of particular persons, places, and things. Always capitalize any word that comes from the name of a place (He is German), words that are used as a person's name or part of a name (as in Uncle Joe but not as in my uncle), and names of particular regions (the South but not south of here). This lesson also introduced you to the proper use of the period, the question mark, the exclamation point, and the comma. The toughest comma rule deals with what to do about phrases or clauses that are not essential or necessary to the sentence. Remember to set off these non-essential clauses or phrases with commas.

Bill Smith, a used car salesman, was driving east on Route 22. Don't forget that introductory phrases are set off, too, with commas:

Because the new store wasn't open, Joe shopped out of town. Two complete sentences joined by and, but, or, and for are also separated by commas.
Project GRADS Reaches Home Stretch This Week.

Project GRADS is now in its 23rd week. This is the week for final reviewing and catching up. It is the last of four such reviews during the course of the program. There is also a final English grammar review accompanying this article.

Students who need additional assistance or have any questions are urged to visit a contact site if they wish tutoring help. In addition, a complete set of video GED lessons is on hand at the main branch of the Huntington County Library for those who wish to review any of the 34 lessons; this is possible at any time during normal library hours.

There are now official GED practice tests available at the library. These mini-tests can reliably forecast future performance on the actual GED test. They are free and are being used at all contact sites throughout the county.

Practice testing not only yields performance scores similar to actual GED test scores, but it also reveals any weakness areas and suggests what to do about them. Practice testing has been found to be quite helpful. Slightly more than 75 percent of those who have already taken the practice tests have scored well above the required 225 points required to pass the GED.

This has encouraged some who have felt ready to give up to want to continue; many of the remaining 25 percent, by the way, were able to key in on weakness areas and better prepare themselves in the long run.

By now, GRADS has covered all of the material needed to pass the GED exam. In this last of four phases, a number of ideas and terms were presented. On cable TV and at contact sites, two video English grammar lessons were presented - one on spelling and miscellaneous usage problems. These math lessons were also presented as well as two reading programs. These and the "never too late" newspaper lessons are (Cont'd on Page 3)
Project

(Cont'd from Page 1)

The first English grammar video program taught you to identify and correct misspelled words by applying certain spelling rules. It explained eleven common spelling rules and certain exceptions to these rules. Remember to try to keep a list of any words you misspell and regularly use a dictionary.

The second video English grammar lesson dealt with miscellaneous usage problems. This video lesson is an important one. It sums up all the previous grammar programs by dealing with the correct usage of modifiers (adjectives & adverbs), verbs, and parallel construction. Be sure to spend some time with this grammar lesson and the grammar review lesson in today's Daily News.

There were three video math lessons presented in this "GRADS" phase. Perimeter and area was dealt with in the program nine. By now you should be able to find the measure of an angle in a triangle plus compute the perimeter and area of a square, a rectangle, and a triangle.

In the second math lesson, you learned about the circumference (or perimeter) and the area of a circle. In addition, you were introduced to the term volume and some geometry concepts.

The third and last GRADS math lesson presented algebra terms and expressions. You were asked to multiply algebraic terms, factor and multiply expressions, and combine like terms. Be sure to re-read pages 193 to 201 in your graph math study guide to get a handle on this lesson. By the way, NEVER TOO LATE newspaper math lessons nine, ten, and eleven provide an excellent overview of basic algebra as does the big NEVER TOO LATE Supplemental Lesson workbook. Math lessons nine, ten, and eleven. Although the algebra video tape removes a lot of the fears and mystery associated with algebra, the newspaper algebra lessons more than sufficiently prepare you for the GED test.

Both literature video lessons concluded the reading preparation portion in your yellow reading study guide. Each introduced you to an abundance of technical terms reminiscent of high school English literature class. Literature program three, however, is the more important of the two lessons. Do not get bogged down by trying to memorize terms. More importantly, concentrate on reading to understand the main idea and the interpretations of the meaning of a poem. Remember that poetry is a type of writing in which a writer uses images, sound, and rhythm to express an ideal or an emotion frequently in the fewest words possible.

Parts of literature video program four can be eliminated from your study. The first several units attempt to deal with the very technical parts of poetry that give a poem rhythm and are not "need-to-know" things when it comes to passing the GED test. Unit five, drama, on the other hand, does require some review. There are drama passage questions in the literature portion of the GED test.

Be sure to review "Troublesome Words" and "Logic and Organization" in your green English grammar workbook. There are final tests in the back of each workbook. These can provide excellent review.

This week The Huntington TV Cable Company will review each of the video lessons talked about here as part of their regular programming. Also, each of the sites around the county will likewise be reviewing these lessons.

The NEVER TOO LATE Daily News newspaper lessons presented four math lessons, four English lessons, and two reading vocabulary lessons. The math lessons, dealing primarily with algebra and geometry, are excellent math study lessons. These nicely complement the math video lessons on algebra and geometry.

The NEVER TOO LATE GRADS lessons also dovetail nicely with the video grammar lessons. Review each of these lessons as part of your preparation.

Remember, the newspaper reading lessons deal with reading primarily through the medium of vocabulary development. If you're working the newspaper lessons, plan to do some extra reading; practice your reading skills by working on your reading comprehension. Quiz yourself when you read. Search for the main ideas and supporting details, and survey, read, and re-read.

When you are finished with the three workbooks and/or the large NEVER TOO LATE newspaper lesson supplement, please return them to your nearest library. If you wish to keep these books after April 1st, please call the library at 643 - 0200 and renew them.

For those who wish to take the GED test, we recommend that you practice test first. If you are unsure about what to do, contact either project director of a tutor at one of the "GRADS" sites. A schedule of GED testing follows: $15.00 is the required fee. Look for more details in The Daily News.

The NEVER TOO LATE Daily News, Huntingdon, Salton, and Mount Union

THE DAILY NEWS, Huntingdon, Salton, and Mount Union

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As this is the sixth week of the "GRADS" Project, we have just had a review week, and we felt that this would be a good time to check with you to see how you are doing. If you have any questions concerning problems in the "Never Too Late" newspaper lessons and/or the study guide workbooks, we would like to know what they are.

As you know, there are several sites around the county meeting on various evenings where video tapes are played and where tutors are standing by for your questions. If transportation is a problem and you cannot get to a site but would like to, please call or write us so we can try to provide transportation depending on where you live. Also, you could call or write to either co-ordinator listed above with your problems and they will try to help you.

If you are using the "Never Too Late" newspaper lessons and need more practice exercises or examples, or perhaps wish to have easier lessons to work with, we have a new book of lessons made available by the "Never Too Late" publishers. These lessons resemble the newspaper lessons but are easier yet very thorough in the treatment of each topic. There are limited quantities of these books. You can check out a book free of charge, at the Huntingdon County main library or at any of the "GRADS" sites.

Write us a note or give us a call - or go to a site!! We would like to hear from you!!

Sites and Schedules

Huntingdon Library - Monday evenings, 7:00 - 9:00, Video tapes and tutors available
Huntingdon High School - Monday and Wednesday evenings, 6:00 - 9:00, tutors available Room # 112
Mount Union High School - Monday and Tuesday evenings, 6:00 - 9:00, Video tapes and tutors, Room # 113
Juniata Valley High School - Wednesday evening, 7:00 - 9:00, Video tapes and tutors Room # 6
Hill Creek Vo-Tech - Thursday evening, 7:00 - 9:00, Video tapes and tutors available Cosmotology Room
Southern Huntingdon High School - Monday evenings 7:00 - 9:00 for review only, tutors available - Wednesday evening, Video tapes and tutors Room - Library

Sincerely,

Renee Lucas
"GRADS" Secretary
As this is the eighteenth week of the "GRADS" project, we have just had another review week, and we felt that this would be a good time to check with you again to see how you are doing. If you have any questions concerning problems in the "NEVER TOO LATE" newspaper lessons and/or the study guide workbooks, we would like to know what they are.

There are several sites around the county meeting on various evenings where videotapes are played and where tutors are standing by for your questions. If transportation is a problem and you cannot get to a site but would like to, please call or write us so that we can try to provide transportation depending on where you live. Also, you could call or write either director listed above, and they will try to help you.

Official GED practice tests are now available at the Huntingdon library. These mini-tests can reliably forecast your future performance on the actual GED test. They are free and are being used at all contact sites throughout the county. Practice testing not only yields performance scores similar to actual GED test scores, but it also reveals any weakness areas and suggests what to do about them. Practice testing proves helpful. If you are unable to get to the main library in Huntingdon, contact your branch librarian to have them shipped to your local area.

Slightly more than 75 percent of those who have already taken the practice tests have scores well above the required 225 points. This has encouraged some who have felt ready to give up and now want to continue. Many of the remaining 25 percent, by the way, were very close to passing.
Some "GRADS" participants are already wanting to take the GED test. For those who wish to take the test, we recommend that you practice test first. If you are unsure about what to do, contact either project director or a tutor at one of the "GRADS" contact sites. A schedule of GED testing follows; $15.00 is the required fee. Look for more details in The Daily News.

DATES AND TIMES *

February 24 and 25 .............. Huntingdon Area High School
March 16 and 17; 23 and 24 ...... Southern Huntingdon High School
April 13 and 14 ................. Huntingdon Area High School
May 11 and 12 .................. Huntingdon Area High School
June 15 and 16 .................. Huntingdon Area High School

*Testing begins Friday evening, 5:30 P.M.

GOOD LUCK!!
Dear "GRADS" Student:

We hope you have benefited from one of the many options of our "GRADS" program. At this time, I need some information about you as well as letting you know some important things.

Enclosed with this letter is a Pennsylvania Dept. of Education form. We were to have these forms at the beginning of the program for all persons interested in the program to complete; however, we just received them. Please complete all sections that are circled in red, as best you can, and return the form to us as soon as possible. They also may be taken to the library instead of mailing them. We really need your cooperation in this matter.

As you probably already know, the newspaper lessons and the cable TV lessons are completed. However, there are still existing sites open at the Huntingdon High School and the Mount Union High School for any studying or questions you may have. Also, a complete set of GED video tapes are available at the Huntingdon Library for your viewing during regular library hours.

Also available at the Huntingdon Library are practice tests which we are urging all students to take to find out exactly where they stand in relation to taking the actual GED test. (If you cannot make it to the library, just let us know and we will mail you a test.) This test will let you and me know what areas you may need to work on. Or maybe you will find that you are ready now to take the GED test. In any case, the test is free and you have nothing to lose!

The actual GED testing schedule is as follows: April 13 & 14; May 11 & 12; June 15 & 16 at the Huntingdon Area High School. The test starts at 5:30 pm on Fri. evening and ends at 9:00 pm, then again Sat. morning at 8:00 till 12:00 pm. A required fee of $15.00 is collected at the time you take the test. (If the money is a problem, please let us know and maybe we can help.)

Please return the "Never Too Late" newspaper lessons and/or the three study texts to the nearest library after you have taken the GED test, or the end of June, whichever comes first.

A graduation get together is being planned at the end of June for all "GRADS" graduates. All graduates will be informed about this later on.

Good luck on your test! Hope we will be seeing you at our graduation ceremony!

Sincerely yours,

Geoffrey S. Lucas
Co-Director
"GRADS"
GED TESTING SCHEDULE

DATES AND TIMES

February 24th and 25th
March 16 & 17, and 23 & 24
April 13th and 14th
May 11th and 12th
June 15th and 16th

LOCATION

Huntingdon Area High School
Southern Huntingdon H. School
Huntingdon Area High School
Huntingdon Area High School
Huntingdon Area High School

GED testing begins on Friday evening at 5:30 P.M. and continues half a day on Saturday. Pencils are provided.

TEST

(1) Writing Skills (English)
(2) Social Studies
(3) Science
(4) Reading Skills (literature)
(5) Math

MAXIMUM TIME LIMIT

75 minutes
90 minutes
90 minutes
60 minutes
90 minutes
Library Has Tapes Of GRADS Lessons

"GRADS" participants who wish to view or review any of the videotape GED lessons can now do so at their leisure at the Huntingdon main branch library anytime during normal library hours. These video lessons are identical to the GED lessons now being aired on Huntingdon TV Cable Channel 12 on Tuesdays and Thursdays, and they are just like the lessons now being shown at six video instructional sites around the county each week.

The main advantage to the VCR system now installed at the library is that a "GRADS" student can easily review any of the 34 one half hour video lessons, catch up or work ahead at his or her own study pace in the privacy of the library.

If you are interested in using the VCR system, contact a librarian and ask for any of the 34 available video lessons. The librarians will be happy to assist you. The library hours are as follows: Monday and Friday, 9:30 a.m. to 9 p.m.; and Tuesday through Saturday, 9:30 a.m. to 4:30 p.m.

In addition to the VCR system in place at the library, "GRADS" now offers brand new supplemental lesson books entitled "Never Too Late." These books provide extra assistance to those "GRADS" students who are working with the newspaper lessons that have been appearing weekly in The Daily News.

These new, easy-to-work-with GED lesson books not only closely follow the newspaper lessons, but they also provide for lots of extra study material including a variety of practice exercises. The "Never Too Late" supplemental lesson books include all the necessary information required to pass the GED test. However, they are purposely written on a slightly easier level than the newspaper lessons. The answers are included, too, for easy self-checking. If you wish to sign out one of these lesson books, they are available free at the Huntingdon County main branch library in Huntingdon. These books are made possible to "GRADS" through the combined public service efforts of Mead Corporation and Reeves Parvin.
PROJECT "GRADS"
SOUTHERN HUNTINGDON COUNTY SITE
STUDENT INFORMATION FORM

(PLEASE PRINT ALL INFORMATION)

NAME ___________________________ (last) ___________________________ (first) ___________________________ (middle) ___________________________

MAILING ADDRESS _______________________________________________________________ ZIP ___________________________

AGE _____ DATE OF BIRTH ______________ TELEPHONE ___________________________

HIGHEST GRADE OF SCHOOL COMPLETED ___________________________ SOC SEC # ___________________________

OCCUPATION ___________________________

EMPLOYER ___________________________

MARRIED ____ SINGLE ____ WIDOW ____ WIDOWER ____ DIVORCED ____ SEPARATED ______

NAME OF SPOUSE ______________________________________

HIS/HER OCCUPATION ___________________________

HIS/HER EMPLOYER ___________________________

NUMBER OF CHILDREN _____ NUMBER LIVING AT HOME _____ NUMBER NOT AT HOME ______

REASON FOR ENROLLING IN PROJECT "GRADS" ___________________________

_____________________________________________________

Date Began Project ___________________________

Dropped From Project (Date) ___________________________

Completed Project (Date) ___________________________

Scores GED Practice Test ___________________________

Date GED Test Taken ___________________________

GED Diploma Awarded (Date) ___________________________

Follow Up Information _______________________________________________________

_____________________________________________________

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PROJECT "GRADS"
MILL CREEK VO-TECH SITE
STUDENT INFORMATION FORM

(PLEASE PRINT ALL INFORMATION)

NAME ____________________________  (last)  (first)  (middle)

MAILING ADDRESS ____________________________  ZIP __________

AGE ______  DATE OF BIRTH _______________  TELEPHONE __________

HIGHEST GRADE OF SCHOOL COMPLETED ______  SOC SEC # ______

OCCUPATION ____________________________

EMPLOYER ____________________________

MARRIED _____  SINGLE _____  WIDOW _____  WIDOWER ____  'DIVORCED' _____  SEPARATED _____

NAME OF SPOUSE ____________________________

HIS/HER OCCUPATION ____________________________

HIS/HER EMPLOYER ____________________________

NUMBER OF CHILDREN ______  NUMBER LIVING AT HOME ______  NUMBER NOT AT HOME ______

REASON FOR ENROLLING IN PROJECT "GRADS" ____________________________

Date Began Project ____________________________

Dropped From Project (Date) ____________________________

Completed Project (Date) ____________________________

Scores GED Practice Test ____________________________

Date GED Test Taken ____________________________

GED Diploma Awarded (Date) ____________________________

Follow Up Information ____________________________
PROJECT "GRADS"
JUNIATA VALLEY SITE
STUDENT INFORMATION FORM

(PLEASE PRINT ALL INFORMATION)

NAME
(last) (first) (middle)

MAILING ADDRESS

ZIP

AGE DATE OF BIRTH TELEPHONE

HIGHEST GRADE OF SCHOOL COMPLETED SOC SEC #

OCCUPATION

EMPLOYER

MARRIED SINGLE WIDOW WIDOWER DIVORCED SEPARATED

NAME OF SPOUSE

HIS/HER OCCUPATION

HIS/HER EMPLOYER

NUMBER OF CHILDREN NUMBER LIVING AT HOME NUMBER NOT AT HOME

REASON FOR ENROLLING IN PROJECT "GRADS"

Date Began Project

Dropped From Project (Date)

Completed Project (Date)

Scores GED Practice Test

Date GED Test Taken

GED Diploma Awarded (Date)

Follow Up Information


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<tbody>
<tr>
<td>Portland Avenue Complex</td>
<td>Basement</td>
<td>Mondays &amp; Tuesdays</td>
<td>9:00 to 12:00</td>
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<td>&quot;Headstart Mothers&quot;</td>
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<tr>
<td>Huntingdon Area Senior High School</td>
<td>112 - By the Gym</td>
<td>Mondays &amp; Wednesdays</td>
<td>6:00 to 9:00 PM</td>
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<tr>
<td>Huntingdon Area Vocational Technical School</td>
<td>Cosmotology Room</td>
<td>Thursday</td>
<td>7:00 to 9:00 PM</td>
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<td>(Custodians: Wendell Miller, Dick Forsythe, &amp; Tom Anders)</td>
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<tr>
<td>Juniata Valley Senior High School</td>
<td>6 - By main door</td>
<td>Wednesday</td>
<td>7:00 to 9:00 PM</td>
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<td>(Custodian: John Montz)</td>
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<tr>
<td>Southern Huntingdon Senior High School</td>
<td>Library</td>
<td>Mondays &amp; Wednesdays</td>
<td>7:00 to 9:00 PM</td>
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<tr>
<td>Mount Union Junior H.S.</td>
<td>Rooms 103 &amp; 105</td>
<td>Mondays &amp; Tuesdays</td>
<td>6:00 to 9:00 PM</td>
</tr>
<tr>
<td>Huntingdon County Library</td>
<td>McMurtrie Room</td>
<td>Monday</td>
<td>7:00 to 9:00 PM</td>
</tr>
</tbody>
</table>
PROJECT "GRADS"

SUGGESTED TEACHING PLANS

SINCE SOME OF YOU MAY NOT BE EXPERIENCED IN TEACHING BY MEANS OF VIDEO TAPES, THE FOLLOWING PLAN IS "SUGGESTED" AS ONE APPROACH TO THIS TYPE OF TEACHING. IT IS ONLY "SUGGESTED", YOU MAY VARY IT AS YOU SEE FIT.

* * * * * * * * * * * * * * * *

READING - PROGRAM ONE: The Main Idea, Supporting Ideas, Relationships
(Study Guide Pages: Yellow - pp 15-27, Black - pp 3-1)

I. BEFORE VIEWING
A. Introduce program - use introductory paragraph on p. 17 (yellow workbook) or p. 5 (black workbook).
B. Discuss objectives and list on chalkboard (p. 17 - yellow, p. 5 - black)
C. Vocabulary - list on chalkboard and explain (p. 17 - yellow, p. 5 - black)
D. Summarize

II. VIEW TAPE
A. STOP tape at places marked with an asterik (*) on attached guide.
B. Student do practice exercises (DO NOT WRITE IN WORKBOOK)

III. AFTER VIEWING
A. Do Additional Exercises as time permits, remainder to be done at home.

TEN MINUTE BREAK (APPROXIMATELY 7:55 to 8:05)

MATH / PROGRAM ONE: Fractions
(Study Guide Pages: Gray - pp 18-39, Black - pp 3-20)

I. BEFORE VIEWING
A. Introduce program (gray - p. 18, black - p. 3)
B. Discuss objectives and list on chalkboard (gray - p. 18, black - p. 3)
C. Vocabulary - list on chalkboard and explain (gray - pp 18-19, black - pp 3-4)
D. Summarize

II. VIEW TAPE
A. STOP tape at places marked with an asterik (*) on attached guide.
B. Student do practice exercises (DO NOT WRITE IN WORKBOOK)

III. AFTER VIEWING
A. Do Additional Exercises as time permits, remainder to be done at home.

NOTE: REMIND STUDENTS THAT ADDITIONAL HELP WILL BE AVAILABLE IN ROOM 211 ON MONDAY EVENING AT 7:00 PM. ALSO REMIND STUDENTS THAT THEY MAY VIEW THE TAPES AGAIN IF THEY NEED TO BY GOING TO THE HUNTINGDON COUNTY MAIN LIBRARY.
APPENDIX D
COMPARATIVE STUDY OF
GENERAL EDUCATIONAL DEVELOPMENT
TEST PREPARATION STRATEGIES

Priscilla S. Carman
September 1984
237-2110
CHAPTER 1

INTRODUCTION

In the United States, a high school diploma certifies that an individual has attained a certain level of skills and knowledge. Most employers use the diploma as a prerequisite for employment and as an indicator of a person's potential for performance on the job. The majority of students receive their diplomas through the completion of the traditional twelve years in the public educational system and then either continue their education or enter the job market. In 1981, however, almost 15% of the high school diplomas issued in this country were high school equivalency diplomas granted to students who achieved an adequate score on the General Educational Development (GED) test (Cervero, 1983). The battery of GED tests consists of five tests in the subject areas of Writing Skills, Social Studies, Science, Reading Skills, and Mathematics. Patience & Whitney (1982) stated that the current editions were developed to test skills that were found in a typical high school curriculum.

The testing program was begun in 1943 by the examination staff of the U.S. Armed Forces Institute. The Institute responded to the needs of military service members who had left high school to enter the military service and found that their lack of a high school diploma was a handicap in their return to civilian life (Patience & Whitney, 1982). Since 1945 the GED testing program has been administered through the American
Council on Education and became available to non-veterans by the end of World War II. It is accepted and used in all fifty states as a basis for issuing high school equivalency diplomas.

Preparation for GED testing is varied. Some students prepare in classrooms or other public settings with trained educators and/or paraprofessionals. Others prepare in their own homes often with the aid of a tutor. In either case, a variety of modes of instruction exist to aid the student. These include the official GED Practice Test, commercially prepared study manuals, commercially prepared videotapes and instructional television, and lessons published in newspapers (Cervero, 1983).

One project which used a multimodal approach to prepare students for GED testing was project GRADS (Grass Roots Alternative Diploma Study) in Huntingdon County, PA, an area with a 20 percent unemployment rate. The project was designed to meet the needs of the 40 percent of the predominately rural population who did not possess a high school diploma. This included CETA program students (more than half of whom were 21 years or younger), senior citizens, the incarcerated, and the unemployed and underemployed. Through intensive community involvement on an almost exclusively volunteer basis, over 300 persons prepared for the GED test.

Multimodal delivery systems for GED test preparation are especially suited to the needs of rural adults. In Huntingdon County, for example, no mass transportation exists. For those
people who work at least eight hours a day, the prospect of traveling for one or more hours at night for test preparation often lessens the motivation to study. Project GRADS responded to this need with a variety of methods of preparation. From July 1983 through June 1984, a county-wide outreach program was conducted using cablecasting of the nationally acclaimed Kentucky Educational Television (KET) GED preparation tapes, mobile video-cassette recorded (VCR) tapes of the KET series, home study guides prepared by KET, newspaper coverage of lessons fashioned after the "Never Too Late" GED preparation series published by the Vineland, New Jersey Adult Education Center, and individual and small group tutoring available at convenient sites in the county. Volunteer tutoring services were provided by civic organizations such as the American Association of University Women (AAUW), Business and Professional Women (BPW), Optimists International, and the local literacy council, as well as private individuals most of whom were educators and professionals. The option existed for home-study or small-group study and participants were free to choose the option and mode of instruction, or combination of modes, that was most suited to their needs.
Need for the Study

The fundamental structure of the American culture is in a process of change. The shift from an industrial to a technological society has serious implications for our educational system. Greater emphasis is being placed on educational competence. A high school diploma might now be considered the minimum essential credential for economic and social survival in our society (Crabtree, 1979).

Concurrent with this reality are the figures which illustrate how many citizens do not meet the minimal educational standard. According to Current Population Reports (1980), 25 million women and 22 million men do not have a high school diploma. This population includes persons 16 years of age or older who are not enrolled in high school. The GED testing program attempts to bridge this gap. In 1981, 504,435 GED certificates were issued nationwide (Cervero, 1983). Furthermore, in Pennsylvania in 1980, over 2800 ABE/GED students were reported as removed from public assistance rolls with an estimated savings of over $800,000 (Vettickal, 1980).

The value of GED testing seems clear. The question is raised, however, how students can most efficiently and effectively prepare for the exam. What method or methods of instruction seem most suited to the diverse needs of adult learners, particularly in rural settings? Because Project GRADS
used a multimodal system approach for preparing students, a comprehensive look at the program and its results might indicate which method, or combination of methods, if any, seemed more effective than the others when preparing for the exam. Specifically, did the services of the tutor have a significant effect on the students' scores?

Although the adult education knowledge and research base is growing, very few studies have been conducted in the particular area of adult education which takes place in a rural setting. What type of delivery systems do adults in rural communities prefer and find most helpful? What qualities in adult educators do rural adults rate as important and effective? Answers to these questions might be found in a questionnaire designed to assess rural adults' perceptions of teachers in adult education programs.

**Statement of the Problem**

The purpose of this investigation was to determine which method of instruction, or combination of methods, used by Project GRADS' students showed the most academic gains as measured by pre- and post-testing on the GED test. Based on the review of the literature, it was considered appropriate to state the hypothesis in the null form:

There will be no significant difference between the academic gain scores of the students who received tutorial services and
Statement of the Sub-Problem

Which facet of tutorial service was perceived as being important, both in practice and in theory, by those students who completed a questionnaire which was designed to assess rural adults' perceptions of teachers in adult education programs.
Limitations

The external generalizability of the investigation was limited by the following factors:

1. the inability to determine the extent and nature of tutorial services received by the students,
2. the inability to attribute significant gains to any one mode of instruction because, in most cases, more than one mode of instruction was used,
3. the diversity of background and teaching styles of tutors, and
4. the lack of a random sample.
Definitions

Adult Education: the organized, deliberate provision of all forms of learning opportunities provided for adults (Godbey, 1978)

Andragogy: the art and science of helping adults learn how to learn, characterized by education that should recognize the experience of adults, be problem-oriented, have immediate application, recognize that adults' readiness for learning is a product of their social life-roles rather than their biological development (Knowles, 1970)

Distance Education: those teaching methods which are characterized by a physical separateness of the learners and the teachers, and includes the interactive, as well as the preactive phase of teaching, and is conducted through the use of printed materials, mechanical or electronic devices (Holmberg, 1981)

Educationally Disadvantaged Adults: persons 16 years of age or older who are not enrolled in school and who have not completed secondary school (Hunter & Harman, 1979)

Self-directed learning: activities where the primary responsibility for planning, implementing, and evaluating a learning exchange is assumed by the learner (Brockett, 1983)
Tutors: according to Webster's Dictionary, a person charged with instruction and guidance of another, usually on an individual basis and in a special subject or for a particular purpose. (will be used interchangeably with teacher in the Review of Literature)

Volunteers: according to Webster's Dictionary, a volunteer is a person who enters into or offers himself for any service of his own free will.
Acronyms

AAEC  -  Appalachian Adult Education Center
AAUW  -  American Association of University Women
ABE  -  Adult Basic Education
BPW  -  Business and Professional Women
CETA  -  Comprehensive Employment Training Act
GED  -  General Educational Development (test)
GRADS  -  Grass Roots Alternative Diploma Study
KET  -  Kentucky Educational Television (tapes)
LVA  -  Literacy Volunteers of America
NALA  -  National Affiliation for Literacy Advance
SAI  -  Self-Assessment Inventory (Adult Educators Assessment Inventory)
TSI  -  Training Style Inventory
VCR  -  Video Cassette Recording
CHAPTER II
REVIEW OF LITERATURE

The purpose of this investigation was to examine tutor effectiveness in a multimodal preparation program for GED testing. The review of literature was divided into three components. First, a cursory review of distance education was made to provide a scholarly base for examining those aspects of Project GRADS data and other comparative studies. A more thorough review of literature concerning educators of adults (teachers, tutors, and volunteers) was conducted to aid in hypothesis and questionnaire formulation. And last, a review of similar comparative studies was made.

Distance Education

Undereducated adults in rural areas lack the benefits of mass transportation and are often at a geographical disadvantage when adult education programs are offered. Fortunately, distance education makes it possible for the program to come to them. It may take the form of cablecasted or public instructional television, radio broadcasts, preproduced written materials, and/or newspaper lessons.

Witherspoon (1974) and others have stated that the most comprehensive and concise summary of research on instructional television and radio can be found in Chu and Schramm’s Learning from Television: What the Research Says (1967). They concluded,
based on a review of studies conducted primarily with children, that given favorable conditions, instructional television teaches (Witherspoon, 1974). More recently, Greenfield (1984) called for the use of more television in schools, provided that is is of high-quality and supplemented with class discussion to enhance its effectiveness. These conclusions formed the basis of future studies of the use of instructional television with adults. As early as 1966, however, Knowles was cautioning against the use of adult educational television because it looked to the entertainment industry for its format rather than to adult educational principles (Carlson, 1976). Horton (1983) stated that Knowles has softened his position somewhat. Knowles predicted that by the end of the century, most educational services would be electronically delivered. Therefore, key features should be andragogically focused, stressing self-direction, individualization, branched rather than linear interaction, and task-centeredness.

An AAEC comprehensive study of adult educational television conducted in 1976 did not address Knowles' concerns, but did conclude that adult educational television teaches. The AAEC stated further that successful utilization was dependent upon collaborative planning and management of a variety of support systems. Hunter and Harman (1979) concur that the most successful broadcast-based approaches were supplemented with additional programs including discussion groups and
problem-based activities. They do, however, remind educators of the outreach advantage to educational television and radio.

One commonly used broadcast-based adult educational program is the Kentucky Educational Television (KET) series produced by Cambridge Book Company. In 1972, the state of Kentucky, in collaboration with the Appalachian Adult Education Center (AAEC), moved to develop an adequate and effective GED test preparation series. The series consists of 34 one-half hour color videotapes and three interactive user's guides that encourage active learning. In a national study conducted at Teacher's College, Columbia University, the series was found to have the highest impact on adult education practices as compared to similar projects (Community Education Comparative GED Strategies, 1975).

Very little research exists on the use of printed materials in adult education programs, specifically for GED test preparation. Two studies which might be relevant can be found in Holmberg's (1981) treatment of college-level correspondence study. He cited Child as saying that "no studies show correspondence study students do less well than other students, a number which show they do as well, and a number which show they do better" (Holmberg 1981, p. 61). Perraton, however, stated that correspondence study worked well only with literate students (cited in Holmberg, 1981, p. 81). Holmes, Morgan, and Bundy (1976) addressed the issue in a chapter.
titled "Written Communication in Adult Education". They
stressed the option of using printed material (for those who
can read) in the form of newsletters, bulletins, pamphlets, and
newspapers.

One program which used the newspaper as a tool for
preparing students for GED testing was "Never Too Late". The
Vineland, New Jersey Adult Community Education program
responded to the needs of those adults who were unable to
attend more formal sessions held in public locations. Lessons
were developed which would prepare students for all areas of
the GED exam and were then published bi-weekly in the local
newspaper. Answers and explanations were provided to give
immediate reinforcement of learning. In addition, a hotline was
established to give students immediate answers to questions
that could not be answered with the use of the newspaper.

In summary, distance education has an important potential
for reaching far more adults with adult education programs than
might be reached with more formal programs held in specific
locations, particularly adults in rural areas. Freire (1970)
said that what the undereducated (oppressed) need is a voice.
The media provides a voice when used effectively. A review of
the literature suggested this occurs when it is andragogically
based and when used in combination with other forms of
instruction.
Teachers and Tutors

Knowles has been largely responsible for acquainting American adult educators with the concept of andragogy. Stated simply, it is helping adults learn how to learn. Intrinsic to the concept of andragogy is the respect for the adult as a self-directed learner. Self-directed learning, according to Knowles, can occur either with or without the assistance of others. It seems then that the ultimate goal of adult education would be for the student to be a self-directed and independent learner. Thistlethwaite (1983) discussed the concept of field-dependent and field-independent learners. She cited the work of Witkin and Even who caution that not all adults will be independent learners. Field-independent learners typify the self-directed adult whereas field-dependent learners need help developing and structuring their learning environment. The point at which an adult's motivation to learn is great enough to foster self-direction is a focal point of the teaching/learning exchange in adult education. It seems that at some point, though, most adult learners will want and need the services of an educator.

Historically, the role of developing and structuring the teaching/learning environment has fallen to adult educators on a full-time, part-time, or volunteer basis. Most full-time adult educators were trained in some other discipline and chose
to pursue the field of adult education only after several years of experience (Grabowski, 1981). Cyril Houle (1970) observed a growing sophistication about adult education and careers in the field because of a "confidence born of observable accomplishment" (p. 119). Despite this increased interest and sophistication, much of the teaching of adults is still being done by part-time teachers, tutors, paraprofessionals, and volunteers (Grabowski, 1981). None of these titles for educators describes a mutually exclusive discipline; a volunteer may be a tutor, a teacher and volunteer and so forth. Because of this, the review of literature focused first on the topic of educators of adults in general and then, because of their historical and contemporary importance in the field of adult education, looked at the role of the volunteer.

Whatever label the educator wears, whatever function is served, the responsibility is the same. According to Godbey (1978):

A person who intends to change the behavior, beliefs, attitudes, skills, and feelings of another has serious responsibilities. The teacher must be able to look clear-eyed into the mirror and say "What I am attempting to do with another human being is for their good and for the greater good of humanity." (p. 1)

Much has been written and philosophized about the adult educator. According to Buskey (1979), administrators have identified the following qualities as important in an adult educator: "a thorough knowledge of the subject, an attractive
personality, a skill in using a variety of educational techniques, flexibility and adaptability in teaching, empathy with the adult student, practical experience, thorough preparation as teachers, cooperativeness, and the ability to learn new skills" (p.4).

Kidd (1973) described the role of an adult educator as contingent upon an ability to: "animate or inspire attention, present information or demonstrate processes, raise relevant questions, clarify difficulties or obscurities, draw parallels or find relationships, reflect feelings, express agreement and support, and evaluate or develop the learners' capacity for self-evaluation" (p.293).

Moore and Hoskins (1982) acknowledge the importance of teacher competencies and developed the concept further by stressing the importance of self-appraisal by the adult educator. They listed the lack of administrative support, part-time (or volunteer) status, and absence of peer interaction as primary indicators of the need to self-assess their teaching competencies. The Adult Educators Assessment Inventory (or Self-Assessment Inventory, SAI) developed by Burrichter and Gardner, (cited in Moore and Hoskins, 1982), was designed to serve this purpose. Moore and Hoskins (1982) found four of the ten scales in the SAI to be statistically reliable and concluded that the remaining scales needed further revisions.
Although teaching style has not been the subject of many investigations in the field of adult education, its importance has been suggested by several prominent writers. Kidd (1973) outlined teaching styles in terms of opposing tendencies; that is, "permissiveness versus control, aggressiveness versus protectiveness, or emphasis on content versus emphasis on participation" (p. 295). Moore and Sellers (1982) suggested the integration of teaching and learning styles to provide higher quality interaction in the teaching/learning exchange. One instrument available to determine the teaching style of adult educators is Brostrom's Teaching Style Inventory (TSI) (cited in Moore and Sellers, 1982). It is based on the assumption that educators' styles reflect one of four modes: behaviorism, functionalism, structuralism, or humanism. Moore and Sellers research study on the reliability of the TSI concluded that further revisions would have to be made in the instrument to establish reliability.

It seems then that the adult educator must judge the quantity and quality of involvement to make in the teaching/learning transaction based on several factors. The student's degree of self directedness is one indicator. The educator's teaching style is another. Both depend upon the personal and professional qualities and abilities of the educator.
Volunteers in Adult Education

Ronald Reagan has called for "each one to teach one" but the roots of volunteerism are as old as the country itself. A century ago, the Frenchman Alexis de Tocqueville observed the important roles that volunteers played in America (Ilsley & Niemi, 1981).

Women have traditionally been the predominant source of volunteers (Confer, 1981). One voluntary literacy organization, Laubach Literacy, known in this country as the National Affiliation for Literacy Advance (NALA), reported that in 1973 approximately 90 percent of its volunteers were women.

Confer (1981) stated that because of the changing role of women in American society and with more women joining the work force, the volunteer population has become increasingly more varied in its background. Like any other educational endeavor, however, the successful utilization of volunteers is dependent upon several key factors. Ilsley and Niemi (1981) categorized the utilization process into four components: recruitment and selection, training and placement, guidance, and administration. Hunter and Warman (1979) illustrated the application of the process within the NALA organization. The NALA's recruitment program is aimed almost exclusively at the public's social conscience. They strive to keep the public aware of the extent and seriousness of the illiteracy problem in the country. The NALA's training program is conducted by
local affiliates in preservice workshops. Administration and guidance is also the responsibility of local affiliates which are loosely related to an executive committee and a national office.

Confer (1981) proposed a model training program for volunteers that should have three primary features. He felt it should provide the greatest possible opportunity for volunteers to identify and learn skills and knowledge that would be most valuable to them as volunteers. It should establish an environment where participants would be able to test areas of their abilities that they believed to be their weaknesses. And last, he felt that a model training program should reinforce volunteers' own behavior change from a teacher-dependent learner to an independent learner.

Brown (1982) sought to further clarify the role of volunteers in adult education programs. She developed a questionnaire designed to identify major competencies and attributes needed by volunteer literacy tutors. NALA and LVA volunteers were the respondents. They rated a positive interpersonal relationship as a major concern of volunteers. Additional areas that they felt needed to be examined were the identification of learning needs, styles, and learning rates of students. They also rated preservice training as being crucial to providing a solid background of techniques, skills, and understanding. They felt that the diversity of backgrounds of
volunteers should be accommodated for in both preservice and inservice training. Brown's study was especially interesting in that it seemed to contain essential aspects of the field of andragogy, as perceived by the volunteers.

Other Comparative Studies

The Appalachian Adult Education Center (AAEC) conducted a study in 1975 to assess different methods of preparation for GED testing. It was designed to compare the different types of delivery systems: a support program alone, instructional television alone (KET tapes), and instructional television plus personal contact. An analysis of variance of gain scores between student groups yielded no significant difference among delivery systems. They concluded that instructional television teaches as well as any other instructional method and that student achievement seemed to depend more on the nature of the student than the form of instruction.

A similar study was conducted in 1976 by the Bureau of Educational Research and Field Service at the University of Maryland. They were also testing the efficacy of instructional television (specifically with the use of the KET tapes) for GED preparation, as compared to classroom instruction, no instruction, and a combination of instructional television and classroom. Groups were compared using the analysis of covariance procedure. No significant difference among the
groups was found. In addition to concluding that instructional television worked as well as other methods for preparing for the GED exam, they suggested the need for future research to focus on consumer satisfaction.

The Final Report of a similar project conducted in 1976 at the Reading Area Community College reported the same results. The author, Bosjolie (1977), added an additional dimension in his final recommendations. He suggested that although the KET tapes were as effective as classroom instruction, counseling services could be valuable if they were integrated into the program.

Two studies of Cervero's (1977 & 1983) form a solid base for GED test preparation research. In a study conducted in 1977 on the use of instructional television for GED test preparation, he found that differences among groups (those who used KET tapes and those who used some other method) were statistically insignificant on total scores and reading sub-test scores. Those who prepared with instructional television performed significantly higher in grammar and significantly lower on the mathematics subtests. (Significance was set at the .05 level). In addition, he found that tutorial assistance was sought at least once by 44 percent of the instructional television group, with one-third of them attending two to six sessions. Cervero stated that when compared to college level students enrolled in television
courses, this behavior is significantly different. He argued that it seemed to indicate that a significant number of adults in remedial education needed and desired the tutorial exchange.

In 1983, Cervero reported the results of his comprehensive study of GED test candidates' preparation for and performance on the exam. A random sample of 3,341 questionnaires were chosen from a GED Testing Service's survey conducted nationwide in 1980. The random sample comprised 26.4 percent of the 12,646 questionnaires obtained in their survey. Although the results of Cervero's analysis showed those participants who did not prepare for the exam performed better at a statistically significant level than those participants who did prepare, he cautioned that the only conclusion that could be made was that knowing whether a candidate prepared for the test does not help to predict his/her test performance. In addition, he found that about 20 percent of the candidates took the exam with no preparation and another 50 percent prepared for fewer than 50 hours. He concluded by predicting that by 1990, over 20 percent of the diplomas granted in the country will be GED certificates.
Summary

Comparative studies of GED test preparation strategies were almost unanimously consistent in their findings. No method of instruction was found to be statistically more effective than any of the others. However, those methods offered by distance education have the distinct advantage of reaching adults, particularly adults in rural areas, who might not otherwise be reached. On the other hand, studies have shown that not all adults are independent learners as characterized by distance education. The role of the adult educator then becomes an important one. Cervero (1977) concluded that a significant number of adults in remedial education programs needed and desired the tutorial exchange. A sensitive, enlightened adult educator can provide the support and instruction needed to enhance an adult's learning situation.
CHAPTER III

PROCEDURES

The procedures described in this chapter are those which were followed in the investigation of the following: (a) which mode(s) of instruction was most effective for GED Test preparation, and (b) which qualities were rated by the students as important assets for adult educators.

Project GRADS was developed and implemented in Huntingdon County, Pennsylvania by Geoffrey Lucas and Harold Kimmel. Although the project was not connected with Pennsylvania State University, the directors realized that the project contained information and data which could be used to investigate adult education programs. Thus, although their data were used as the basis for this research study, it should be noted that the project was not designed for that purpose. Project GRADS was designed as an outreach program and intended to meet the needs of as many adults as possible.

Modes of Instruction

A total of 149 students in Project GRADS earned their GED certificate by obtaining a passing score on the GED Test. Of those students, 71 took the GED Practice Test (Cambridge, NY) midway through the program, and thus had a gain score. It was
felt that a gain score was more reflective than a final score of which mode(s) of instruction seemed most effective for test preparation. The gain scores were therefore used for the statistical analysis in this investigation.

The GED Practice Test has a reliability coefficient of .75 (Musgrove, 1981) and the official GED Test has a reliability coefficient of .90 or above. Experimental and norming studies with high school students found that these levels were confirmed with current GED Tests (Patience & Whitney, 1982).

Upon completion of the project, students who received their GED certificate indicated which mode(s) of instruction they used for preparing for the exam. There were five modes available: (a) television broadcasts of KET tapes, (b) newspaper lessons, (c) GED study guides, (d) study site with tutoring, and (e) study site with tutoring and KET tapes. Thus, there were five methods which produced 32 possible combinations of methods. A one-way analysis of variance (ANOVA) was used to compare the different groups: The mode(s) of instruction was the independent variable and the gain score was the dependent variable. The .05 level was used to determine significance. The Mini-Tab Data Analysis (Pennsylvania State University, 1982) was utilized for the analysis of data.

In addition, an ANOVA was used to compare tutored and non-tutored groups. Tutored groups were identified as those who
had used options (d) and/or (e) listed above.

Students' Perceptions of Tutors

A review of the literature revealed several qualities which were rated as important assets in teachers of adults. These qualities were used to develop a questionnaire which examined rural adults' perceptions of tutors in adult education programs. (See Appendix A)

The questionnaire was distributed to those students in Project GRADS who indicated that they had used tutorial services. The students had the option of either completing and returning the questionnaire (which therefore indicated their informed consent) or choosing not to respond. (See Appendix B)

Bipolar adjectives were used to describe the assets of teachers of adults. These included inexperienced-experienced, unkind-kind, unavailable-available, boring-interesting, stupid-intelligent, rigid-flexible, unsupportive-supportive, unmotivated-motivated, strict-permissive, disinterested-interested, and teachers who encouraged dependence-independence, and compliance-participation. These were scaled from -3 to +3 in the semantic differential format suggested by Osgood, Suci, & Tannenbaum (1957). For example:
My teacher was

-3 to +3

A total of 24 items, constructed in the above manner, were included on the questionnaire. To avoid the possibility of students marking all of the scales in the same place, positive adjectives (those which described an important quality for a teacher of adults) did not always appear on the right side of the scale. Students rated the tutorial services they obtained in Project GRADS on the first 12 items. The second set of 12 items assessed the students' perceptions of the qualities that should be possessed by adult educators in an ideal situation. The mean response and standard deviation were computed for each item.
CHAPTER IV

PRESENTATION AND ANALYSIS OF FINDINGS

Modes of Instruction

A one-way analysis of variance (ANOVA) was used to compare the scores of those 70 students who had a gain score. Tables 1 and 2 illustrate the Mini-Tab statistical analysis of selected combinations of modes of instruction used by Project GRADS students. Once again, it should be noted that due to the limitations of this study discussed in Chapter 1, and the lack of equal sample sizes, significant and meaningful analyses cannot be made. The descriptive statistics for selected methods are presented in Table 1 with the results of the analysis of variance presented in Table 2.

Table 1
Descriptive Statistics of ANOVA of Selected Methods

<table>
<thead>
<tr>
<th>METHODS</th>
<th>N</th>
<th>MEAN</th>
<th>STDDEV</th>
<th>95% CI FOR MEAN</th>
</tr>
</thead>
<tbody>
<tr>
<td>C</td>
<td>3</td>
<td>8.00</td>
<td>33.96</td>
<td>(---)</td>
</tr>
<tr>
<td>E</td>
<td>33</td>
<td>16.39</td>
<td>10.55</td>
<td>(---)</td>
</tr>
<tr>
<td>CE</td>
<td>8</td>
<td>15.87</td>
<td>8.44</td>
<td>(---)</td>
</tr>
<tr>
<td>ABC</td>
<td>3</td>
<td>0.33</td>
<td>6.11</td>
<td>(---)</td>
</tr>
<tr>
<td>ACE</td>
<td>4</td>
<td>4.75</td>
<td>13.18</td>
<td>(---)</td>
</tr>
</tbody>
</table>

POOLED STDDEV = 12.46

INDIVIDUAL 95 PCT CI'S FOR MEAN
BASED ON POOLED STDDEV

-24  0  24  48
The analysis of the data revealed that there was no strong evidence of a difference between any of the groups as indicated by the F value of 1.48, even at $p > .10$. Therefore, in this case, the null hypothesis was retained.

An ANOVA was also used to compare tutored and non-tutored groups. Separating those method combinations that included tutoring from those that did not, yielded some interesting results as indicated in Tables 3 and 4. Descriptive statistics for tutored and non-tutored groups are presented in Table 3. The results of the analysis of variance are presented in Table 4.

### Table 2

Analysis of Variance: Comparison of Methods of Preparation

<table>
<thead>
<tr>
<th>Source</th>
<th>df</th>
<th>SS</th>
<th>MS</th>
<th>F</th>
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<td>4124</td>
<td>229</td>
<td>1.48</td>
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<td>Error</td>
<td>52</td>
<td>8069</td>
<td>155</td>
<td></td>
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<tr>
<td>Total</td>
<td>70</td>
<td>12194</td>
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<td></td>
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</table>

### Table 3

Descriptive Statistics of ANOVA of Tutored and Non-tutored Groups

<table>
<thead>
<tr>
<th>Method</th>
<th>N</th>
<th>Mean</th>
<th>STDEV</th>
</tr>
</thead>
<tbody>
<tr>
<td>1*</td>
<td>58</td>
<td>14.103</td>
<td>10.678</td>
</tr>
<tr>
<td>2*</td>
<td>13</td>
<td>5.154</td>
<td>20.091</td>
</tr>
</tbody>
</table>

Pooled STDEV = 1E+01

(*1 - Tutored, 2 - Non-tutored)
Table 4
Analysis of Variance: Comparison of Tutored and Non-tutored Groups

<table>
<thead>
<tr>
<th>ANALYSIS OF VARIANCE ON GAIN</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOURCE</td>
</tr>
<tr>
<td>C3</td>
</tr>
<tr>
<td>ERROR</td>
</tr>
<tr>
<td>TOTAL</td>
</tr>
</tbody>
</table>

The analysis of the data revealed that there was a significant difference between the two groups as evidenced by the F value of 5.17 at p > .05. In this case, the null hypothesis could be rejected; the limitations of the study, however, suggest that this should be done with caution.
Students' Perceptions of Tutors

Table 5 represents the results of the statistical analysis of the questionnaires which were returned by those students who received tutoring.

### Table 5
**Results of Analysis of Questionnaire Data**

<table>
<thead>
<tr>
<th>Item</th>
<th>Concept</th>
<th>Mean</th>
<th>Std. Dev.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>inexperienced - experienced</td>
<td>2.92</td>
<td>.354</td>
</tr>
<tr>
<td>2</td>
<td>unkind - kind</td>
<td>2.90</td>
<td>.502</td>
</tr>
<tr>
<td>3</td>
<td>unavailable - available</td>
<td>2.87</td>
<td>.522</td>
</tr>
<tr>
<td>4</td>
<td>boring - interesting</td>
<td>2.79</td>
<td>.694</td>
</tr>
<tr>
<td>5</td>
<td>stupid - intelligent</td>
<td>2.84</td>
<td>.365</td>
</tr>
<tr>
<td>6</td>
<td>rigid - flexible</td>
<td>2.66</td>
<td>.926</td>
</tr>
<tr>
<td>7</td>
<td>unsupportive - supportive</td>
<td>2.89</td>
<td>.502</td>
</tr>
<tr>
<td>8</td>
<td>unmotivated - motivated</td>
<td>2.89</td>
<td>.613</td>
</tr>
<tr>
<td>9</td>
<td>strict - permissive</td>
<td>1.38</td>
<td>1.193</td>
</tr>
<tr>
<td>10</td>
<td>disinterested - concerned</td>
<td>2.97</td>
<td>.160</td>
</tr>
<tr>
<td>11</td>
<td>encouraged dependence - independence</td>
<td>1.24</td>
<td>2.508</td>
</tr>
<tr>
<td>12</td>
<td>encouraged compliance - participation</td>
<td>2.81</td>
<td>.517</td>
</tr>
<tr>
<td>13</td>
<td>inexperienced - experienced</td>
<td>2.95</td>
<td>.324</td>
</tr>
<tr>
<td>14</td>
<td>unkind - kind</td>
<td>2.87</td>
<td>.409</td>
</tr>
<tr>
<td>15</td>
<td>unavailable - available</td>
<td>2.82</td>
<td>.601</td>
</tr>
<tr>
<td>16</td>
<td>boring - interesting</td>
<td>2.87</td>
<td>.404</td>
</tr>
<tr>
<td>17</td>
<td>stupid - intelligent</td>
<td>2.74</td>
<td>.677</td>
</tr>
<tr>
<td>18</td>
<td>rigid - flexible</td>
<td>2.34</td>
<td>1.343</td>
</tr>
<tr>
<td>19</td>
<td>unsupportive - supportive</td>
<td>2.97</td>
<td>.158</td>
</tr>
<tr>
<td>20</td>
<td>unmotivated - motivated</td>
<td>2.83</td>
<td>.307</td>
</tr>
<tr>
<td>21</td>
<td>strict - permissive</td>
<td>1.25</td>
<td>1.915</td>
</tr>
<tr>
<td>22</td>
<td>disinterested - concerned</td>
<td>2.92</td>
<td>.266</td>
</tr>
<tr>
<td>23</td>
<td>encouraged dependence - independence</td>
<td>1.92</td>
<td>2.728</td>
</tr>
<tr>
<td>24</td>
<td>encouraged compliance - participation</td>
<td>2.82</td>
<td>.503</td>
</tr>
</tbody>
</table>

Items 1-12 represent students' tutorial experiences in Project GRADS, and items 13-24 offer a comparison by representing students' perceptions of ideal characteristics of tutors.
Appendix 9 presents a graphic representation of the above data.

Questionnaire data were analyzed in two ways. First, a comparison of students' responses on related items (that is, their actual experiences compared with their perceptions of an ideal situation) revealed very little difference between the means on related items and the standard deviations on related items. This suggests a favorable experience in Project GRADS. Second, a look at the standard deviations and the means revealed that, on most items, the students agreed with the literature. However, their opinions deviated from the findings in the literature most strongly on items 9-21 and 11-23.
CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

Project GRADS, in Huntingdon County, Pennsylvania, was an outreach program designed to meet the needs of the 40 percent of the predominately rural population who did not possess a high school diploma. Multi-modal delivery systems were available to assist those people who wanted to obtain a GED high school equivalency certificate. A total of 149 students earned a certificate by obtaining a passing score on the test.

This study investigated two facets of the project. First, the effectiveness of the various methods, or combinations of methods for test preparation, were compared. The methods included cablecasted KET tapes, GED home study guides, newspaper lessons, study site with tutoring, and study site with tutoring and KET tapes. An ANOVA indicated no significant difference between any of the methods or any of the combinations of methods. However, an additional ANOVA which compared those method combinations that included tutoring with those that did not yielded a significant difference between the two groups (p > .05). Second, a questionnaire was designed to assess students’ perceptions of twelve qualities of adult
educators. It also compared their experiences in the program with their perceptions of an ideal situation. Students tended to disagree most strongly with the qualities of adult educators on one item—teachers who encourage independent learning. Because there was little or no difference between their experience in Project GRADS and their perceptions of an ideal situation, it appeared that most students had a favorable experience in the program.

Conclusions

Despite the limitations inherent in this research study, several of the findings are worthy of discussion. Project GRADS was able to serve far more adults than might otherwise have been reached, especially in an area as rural and geographically remote as Huntingdon County, through the use of distance education delivery systems. But despite this advantage, some of the results suggested that more personal contact is not only preferred, it might also be more effective. The ANOVA of tutored and non-tutored groups, as represented in Tables 3 and 4, offered some support for this conclusion. In addition, a review of the literature revealed that it was believed that adult educators should encourage independent learning in adult students. This was the item that students tended to disagree most strongly with the literature. Perhaps this can be further
supported with the following anecdote.

On the evening of the Project GRADS graduation, one student was asked to share her experiences during the Project. She was an adult female over the age of 60, who had never completed her high school education despite a successful business venture. Project GRADS offered the opportunity for her to study for a GED certificate while continuing to operate her own lucrative and time-consuming business. She found, though, that studying on her own with the aid of distance delivery systems was not proving effective. She related this to her son who said "Mom, you just can not do this on your own." She agreed, and at this point, sought the aid of tutorial services at a study site. She proved to be one of the more successful students and was delighted and proud with the progress she made and the resulting diploma she received.

Recommendations

The review of literature regarding rural adults' participation in adult education programs indicated that this area has been insufficiently researched; therefore, more studies are needed. Based on the experiences and findings derived from this study, the following recommendations are suggested:

1. Future studies of this type should stress random assignment of study modes to randomly assigned groups of
equal sample size. The question also arose in this study as to whether the choice of methods was independent of other factors such as age, occupation, marital status, number of dependents, location site, and possible other factors.

2. Future investigations should have at least 30 subjects in each experimental group.

3. More information could be obtained concerning students' interpretations of bipolar adjectives on the questionnaire, particularly on the interpretation of dependent-independent learning.
REFERENCES


Musgrove, W. J. (1981). A validation of official practice GED tests and a comparison with the GED performance index as predictors of performance on the GED. *Adult Literacy and Basic Education*, 5, 26-32.


<table>
<thead>
<tr>
<th>Percentage of Graduates</th>
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<tr>
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<td>168</td>
</tr>
<tr>
<td>Total #10 male participants</td>
<td>160</td>
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<tr>
<td>Total #10 female participants</td>
<td>168</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percentage of Graduates</th>
<th>Total #2 (includes 25% + county)</th>
</tr>
</thead>
<tbody>
<tr>
<td>20%</td>
<td>64</td>
</tr>
<tr>
<td>40%</td>
<td>128</td>
</tr>
<tr>
<td>30%</td>
<td>92</td>
</tr>
<tr>
<td>50%</td>
<td>148</td>
</tr>
<tr>
<td>40%</td>
<td>144</td>
</tr>
</tbody>
</table>
13b. Percentage enrolled who earned GED's (men from the South) - 3 men.
| (14) Last grade completed (includes inmates) | 9.7 |
| (15) Average GED test score (includes SCI H inmates) | 260 |
| (16) Civilian average GED test score | 263.1 |
| (17) SCI H average GED test score | 241.6 |
| (18) Average practice test score (includes SCI H inmates) | 250 |
| (19) Civilian average practice test score (only 84 out of 137 were available) | 252 |
| (20) SCI H average practice test score (only 13 out of 22 were available) | 235 |
| (21) Average age (combined) | |
| civilian | 31 |
| SCI H | 35 |
| | 27 |
- Study Sites w/ training only - 14
- Study Sites w/ training (include newspaper letters) - 6
- Study Sites w/ training (include T.V. & study guides) - 88
- Study Sites w/ training (include T.V., study guides, newspaper + "planned") - 19
- Study Site w/ T.V. & newspaper letter - 7
- T.V. w/ study guides - 6
- T.V. w/ study guides & newspaper letters - 7
- T.V. w/ newspaper letter - 2

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"GRADS" EVALUATION

Please respond to the following items by noting your feelings and/or thoughts about the statements listed. Be as honest as you can; the results will assist in the development and direction of future adult education programs.

1. Below are the six "GRADS" options. Put a 1 next to the option that you feel was most important to you; a 2 by the next most important option, and so on... If you did not use a particular option, omit numbering it.

   ( ) TV cable GED lessons at home
   ( ) The three GED study guides
   ( ) The Daily News newspaper lessons
   ( ) The large lesson supplement book
   ( ) A study site with videotapes and volunteers
   ( ) The VCR tapes at the library

2. As a result of Project "GRADS" (circle the number that best describes your thoughts),

   a. I am more confident in my abilities.
      
      Strongly Disagree Mildly Disagree Mildly Agree Strongly Agree
      1 0 2 0 3 0 4 2 5 0 6 11 7 32

   b. I feel that my time in the program was well spent.
      
      Strongly Disagree Mildly Disagree Mildly Agree Strongly Agree
      1 0 2 0 3 0 4 2 5 2 6 5 7 49

   c. I have been able to apply the information received during the program into my present work setting.
      
      Strongly Disagree Mildly Disagree Mildly Agree Strongly Agree
      1 1 2 1 3 3 4 0 5 15 6 13 7 12

   d. I've been able to plan realistic goals which will further my development.
      
      Strongly Disagree Mildly Disagree Mildly Agree Strongly Agree
      1 0 2 0 3 3 4 6 5 14 6 10 7 22

   e. I was able to make an accurate assessment of my abilities.
      
      Strongly Disagree Mildly Disagree Mildly Agree Strongly Agree
      1 0 2 0 3 1 4 1 5 14 6 9 7 32

3. The volunteer instructors & helpers showed (circle the number that best describes your feelings).

   a. Knowledge & expertise on the content of this GED program.
      
      Strongly Disagree Mildly Disagree Mildly Agree Strongly Agree
      1 0 2 0 3 0 4 3 5 3 6 4 7 4

   b. An ability to create a learning atmosphere.
      
      Strongly Disagree Mildly Disagree Mildly Agree Strongly Agree
      1 0 2 0 3 0 4 3 5 3 6 4 7 4

CONTINUED ON OTHER SIDE
4. Please answer the following questions with either yes or no, whichever is appropriate (Put an X in the space that best applies):

   a. If you did not complete Project "GRADS", would you consider enrolling in a program like this if it were offered again?
      
      ) yes  
      ) no  
      ) does not apply

   b. Do you think that this project should be continued in future years?
      
      ) yes  
      ) no

   c. Do you think that the local school districts should offer a program similar to this one?
      
      ) yes  
      ) no

   d. Would you be willing to serve as a volunteer in any future project?
      
      ) yes  
      ) no

5. List some of the things you particularly liked about Project "GRADS" (Be brief though specific):

   

   

6. Are there some things that might improve programs like Project "GRADS" (Please be specific & brief)?

   

   

7. Additional comments about the project will be appreciated.

   

   

In order to insure confidentiality, please do not sign this form.
<table>
<thead>
<tr>
<th>Method</th>
<th>1st Choice</th>
<th>2nd Choice</th>
<th>3rd Choice</th>
<th>4th Choice</th>
<th>5th Choice</th>
<th>6th Choice</th>
<th>Did Not Respond</th>
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<td>1</td>
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<td>0</td>
<td>44</td>
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<td>8</td>
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<td>0</td>
<td>1</td>
<td>19</td>
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<tr>
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<td>8</td>
<td>6</td>
<td>5</td>
<td>1</td>
<td>0</td>
<td>33</td>
</tr>
<tr>
<td>The Large Lesson Supplement Book</td>
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<td>13</td>
<td>8</td>
<td>5</td>
<td>2</td>
<td>0</td>
<td>21</td>
</tr>
<tr>
<td>Study Site w/ Taped Lessons</td>
<td>32</td>
<td>10</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>12</td>
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<tr>
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<td>0</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>7</td>
<td>45</td>
</tr>
</tbody>
</table>

BEST COPY AVAILABLE
September 21, 1983

Mr. John Neumann
7 South Shaver Street
P. O. Box 117
Mount Union, PA 17066

Dear John:

Thank you for inviting me to the kick-off luncheon of the Advisory Committee of the Grass Roots Alternative Diploma Study (GRADS) Project. Please express my sincere congratulations to the Committee for their outstanding efforts to initiate this project.

The combined cooperation of the Huntingdon County Schools, Huntingdon TV Cable Company, the local newspapers, the Vocational Technical School and the Advisory Committee is to be commended. The GRADS Project, the first of its kind in Pennsylvania, will provide an excellent educational service to the citizens of Huntingdon County.

I look forward to hearing more about this Project as it progresses and, if I can be of any assistance, please feel free to contact my office.

Sincerely,

Robert C. Jubelirer
Senator, 30th District

RCJ:spa
The Senate of the Commonwealth of Pennsylvania
GREETINGS:

On Monday, September 26, 1984, Project "GRADS" (Grass Roots Alternative Diploma Study) began. This project sponsored by the Adult Education and Training Division of the Pennsylvania Department of Education made it possible for those Huntingdon County residents who did not have a high school diploma to earn one.

Huntingdon County is to be commended for recognizing this need and developing this program using all available sources to provide preparation for the GED (General Equivalency Diploma) Test. This program is the first of its kind in Pennsylvania.

Tonight marks the graduation of those Huntingdon County residents who have reached their goal, accomplishing a high school diploma. My best wishes to these graduates for a future that is full of achievement.

[Signature]

ROBERT C. JUNELIRER
SENATOR, 30TH DISTRICT.

June 25, 1984
August 14, 1984

Geoffrey S. Lucas
P.O. #1, Box 243-A
Punxsutawney, Pennsylvania 16652

Dear Mr. Lucas:

Thank you kindly for your recent correspondence concerning GRAPS and the Certificate of Appreciation.

It was a pleasure being able to help you and Mr. Kimbel with this educational program.

It is hoped you are enjoying a nice summer.

With warm personal regards, I remain

Sincerely,

Samuel E. Hayes, Jr.

cc: Harold S. Kimbel
June 29, 1984

Mr. Geoffrey Lucas  
Education Department  
State Correctional Institution  
Drawer R  
Huntingdon, PA 16652

Dear Mr. Lucas:

Thank you very much for inviting me to speak at the graduation ceremonies of the Grass Roots Alternative Diploma Study Program. It is a unique program, which can be implemented nationwide.

Thank you again and best wishes.

Sincerely,

R. Budd Dwyer  
Treasurer of Pennsylvania

RBD/dq
August 20, 1984

Dear Geoff and Harold,

Thank you so much for the certificate from the Commonwealth's Department of Education for our participation in the wonderfully successful "GRADS" program.

We seem to be having a heavy flow of critical mail these days so your thoughtfulness provided a breath of fresh air.

Cordially,

[Signature]

Josephine B. Mcleen
Editorially Speaking...

That continuing fight

One of the ongoing battles in Huntingdon County as well as throughout the nation is the continuing job of providing the opportunities and incentives necessary for our citizens to acquire a basic education. This basic education is vital for men and women to function fully as individuals, as parents, as workers and in the civic interest of their communities.

We have been very fortunate in the county because of the ongoing efforts of the Huntingdon County Literacy Council, the General Equivalency Diploma programs in various school districts and opportunities for adult training available in the various schools and the Huntingdon County Vocational Technical School.

However, even with these opportunities available sometimes it takes special incentive to get people to take action that they know is in their self interest. The Grass Roots Alternative Diploma Study Project GRADS, is now winding down with the participants having already taken the GED test or planning to take the test in the near future.

It was a concentrated effort involving participants from Huntingdon County. The program benefited from hard working and dedicated leaders and the support of business, school and civic organizations and the individual efforts of the one-on-one volunteers.

We salute the people who took part in this continuing fight.

Southern to have GRADS testing

For the first time ever, the GED test will be offered at the Southern Huntingdon County High School. All those persons living in the Mount Union Area, Broad Top Area, and Southern Huntingdon County Area are urged to take advantage of this opportunity, particularly all those who have been involved in any way with the GRADS project.

Interest has run extremely high during the GRADS project in the southern end of the county. Both the Southern Huntingdon and Mount Union Area have had a consistently large enrollment. As a result, it has been possible to establish a satellite testing center at Southern Huntingdon County High School.

Two testing dates have been scheduled: one on Friday and Saturday, March 16 and 17, and one on Friday and Saturday, March 23 and 24. Anyone wishing to take the GED test can sign up at the high school on either of the Friday nights, between 8:30 and 9:00 p.m.

The test is open to anyone over the age of 18, whether or not they have been in the GRADS project. The cost for taking the test is $15.00.

For those who would like to find out just where they stand prior to taking the GED test, there are free practice tests available. These practice tests can be picked up at any branch of the Huntington County Library, either at Mount Union or Orbisonia, during normal library hours.

These practice tests are fairly accurate and will give you a pretty good idea of how you will score on the actual GED test. They can also pinpoint for you any specific areas in which you may have a weakness. If nothing more, the practice test will tell you if you should invest the $15.00.

If you wish to take advantage of the practice testing, first pick up a copy of the practice test and answer sheets at the Orbisonia or Mount Union Branch Library. Then observe the directions and time yourself very carefully (or have someone time you).

Then, return the test and answer sheet to the library; your test will be scored. If you leave a phone number, officials will call you with the results. If you have no phone, leave a number that they call and leave your scores.

The GED test examines five skill areas: writing skills (English), social studies, literature, and math. Testing begins on Friday evening, between 8:30 and 9:00 p.m., and continues half a day on Saturday. Pencils are provided.

Additional testing dates will be scheduled at Huntingdon Area High School in April, May, and June. You owe it to yourself to take advantage of this opportunity.
GRADS Test
Schedule Given

The General Equivalency Diploma testing schedule for the completion of the GRADS program has been outlined by the developers of the countywide program.

Testing dates will be available in February, March, April, May and June in each segment testing begins at 5:30 p.m. on a Friday evening and continues for one half day on Saturday.

Before taking the actual GED test all participants are urged to practice test. The practice tests can reliably predict how the person will do in the actual GED test. The practice tests are available at the Huntingdon County Library or at anyone of the GRADS contact sites. The practice tests are free.

Data on the testing times and procedures follows. Penalties are provided at the test sites.

Dates, Times and Location:
February 21 and 22, Huntingdon Area High School March 19 and 20, Southern Huntingdon High School April 13 and 14, Huntingdon Area High School May 11 and 12, Huntingdon Area High School and June 15th and 16th Huntingdon Area High School.

Test and Maximum Time Limit:
1. Writing Skills (English), 75 minutes; 2. Social Studies, 90 minutes; 3. Science, 90 minutes; 4. Reading Skills (literature), 60 minutes and 5. Math, 90 minutes.

GRADS, which stands for Grass Roots Alternative Diploma Study, was an experimental county program aimed at those adults in the area (nearly 200) who lacked either a high school diploma or a GED equivalency diploma.

GRADS eventually boasted an enrollment figure of nearly 200. In all, eight contact sites around the county and 30 volunteers provided GED instruction and personalized help and assistance enabling approximately 125 adults to earn their equivalency diplomas.

This effort was further intensified throughout the cooperation of all Huntingdon County school districts local social service agencies, the Pennsylvania Department of Education (PDE) and area industries.

Volunteer project directors Harold Minnep of Rockhill and Geoffrey Lucas of Huntingdon, both PDE employees working at the Huntingdon SMT, feel that "Secondary education is vital for men and women to function fully as individuals, as parents, as workers, and in the civic interest of their communities." Both directors are proud of their first graduating class. Future plans are already in the making for further outreach efforts throughout the county.

Dwyer to address GRADS audience

State Treasurer R. Budd Dwyer will be the keynote speaker for the GRADS graduation ceremony, scheduled for 4 p.m. Monday, June 25, at Juniata College.

GRADS, which stands for Grass Roots Alternative Diploma Study, was an experimental county program aimed at those adults in the area (nearly 200) who lacked either a high school diploma or a GED equivalency diploma.

The ceremony will honor the hard-working graduates many of whom served exceedingly well on the GED test. Special attention will also focus on the volunteers who unselfishly donated their time and talents to make "GRADS", as one student has aptly stated, "a class act." If you were a "GRADS" participant or used any of the "GRADS" materials in obtaining your GED equivalency diploma and you have not yet received an invitation to attend the graduation ceremony at Juniata College, please contact either director at 693 2400.

The public is invited to attend the graduation program. State Rep. Sam Luzerne and other local dignitaries will be in attendance.

Dwyer

R. BUDD DWYER

Dwyer is a graduate of Allegheny College where he earned a Bachelor's degree in Economics (1961) and a Master's in Education (1962). He went on to graduate with a law degree from the Dickinson School of Law in 1978.

As State Treasurer, he has made efforts to modernize the Treasury Department, invested record amounts of state revenues, led a crackdown on fraud resulting in over

(Cont'd on Page 213)
PROGRAM

Prelude

Processional ..................................... Mr. John Hancharik, Organist

Invocation ....................................... Fr. Timothy Swope

Presiding ....................................... Mr. Robert Kough

Welcoming Remarks .............................. Mr. James Betsill

Introduction of Speaker ......................... Mr. Steven Polte

Address ......................................... Dr. Merrill Arnold
Superintendent of Schools
Forbes Road School District

Special Selection ................................. House of Relics
Under The Direction of Mr. James Salko
Phil Reisinger, William Bibbs, Charlie Fountain, John Hancharik, Donald Wilson,
Kenny Fuller, Tony Dunlap, Mark Stechaka, Kevin Gaskill

Presentation of Graduates ...................... Mr. Thomas Fulcomer

Awarding of Diplomas ........................... Mr. James Betsill

Benediction ...................................... Fr. Timothy Swope

Recessional ..................................... Mr. John Hancharik, Organist

G. E. D. GRADUATES 1983-1984

Ronald D. Bayhurst
Calvin W. Blackson
Dave K. Brosky
Anthony C. Brown
Perry L. Brumer
Johnny D. Channell
Michael G. Clark
Marcel J. Cook
Henry L. Culver
Fredrick C. Daniels
Macco P. Deal
Rafael Dominguez
James E. Douglas
Derek R. Ellies
James A. Evans
William A. Fields
Bruce A. Geiger
James Gibbon
Richard J. Harris
Troy A. Headen
Todd W. Heek
Craig J. Holloway
Leevaster Howard
Louis W. Jones
Dennis M. Kearney
Francis E. Kenny
Hubert Kitchen, Jr.
Dennis K. Klick
Larry Lambert
Thomas J. Laughner
Thomas R. Lee
Charles F. Lynch
Eric J. Lyons
William T. McNamara
Sanuel J. Meriwether
David C. Miller
William A. Miner
James K. Newsome
Gary L. Oshnell, Sr.
Raul Pacheco, Jr.
Steven G. Pendleton
Michael G. Perry
Michael A. Rinadl
Michael A. Ruiz
Delgado Scott
John R. Selvage
Terry L. Shumac
Walter Spallone
Robert Steele
Orlando B. Stewart
Darnell Williams
Glen H. Winokur

Merrill Arnold
Nelson Baer
Rick Bayer
Mike Dimoff, Jr.
Timothy English
William Gill
Paul Gregory
Marilyn Hearn
James Hudack
Robert Kough
Robert Learner
Geoffrey Lucas
Jed Minaya
Barbara Moser
John Neumann, Sr.
Rick Norris
Douglas Ormsby
Glenn Parks
Frank Robinson
Ron Robison
Merle Shade
Dean Shope
Tim Shope
Jesse Shriner
Donald Steele
Willard Stewart
Thomas R. Streightiff
William Watkin
Benjamin Whitsol
COMMONWEALTH OF PENNSYLVANIA
Dick Thornburgh ........................................... Governor
William W. Scranton, III ................................. Lieutenant Governor

DEPARTMENT OF EDUCATION
Robert Wilburn ........................................... Secretary
David Campbell ........................ Director, Bureau of Curriculum Services
William Mader ................ Chief, Division of Correction Education

BUREAU OF CORRECTION
Glenn Jeffes .................................................. Commissioner
Erskind DeRamus .......................................... Deputy Commissioner

STATE CORRECTIONAL INSTITUTION
AT HUNTINGDON
Thomas Fulcomer ......................................... Superintendent
Emmanuel Wicker ................ Deputy Superintendent for Operations
Anthony Zumpetta ........ Deputy Superintendent for Treatment

EDUCATION DEPARTMENT
Steven Polte .............................................. Director of Education
Harold Kimmel .......................................... Field Coordinator

Friday Afternoon, June 8th, 1984
At One O'clock
Honor Graduates

Laura Dixon
Jeanne Fish
Mary Hammond
Theodore Herbert
Catherine Hunt
Alma Lantz
Carl Middaugh
Lovey Shaffer
Deborah Wolcott
Colleen Yetter

Program

Invocation .......................... Rev. Albert M. Haught
Welcoming Remarks ................. Deborah Wolcott
Introduction Of Guests ............... Harold Kimmel
Remarks By Honored Guests
Student Address ........................ Dorothy Smith
Recognition Of Volunteers .......... Geoffrey Lucas
Introduction Of Speaker ............... Harry Weist
Address ................................ R. Budd Dwyer
Treasurer, Commonwealth of Pennsylvania
Presentation Of Diplomas .......... Harold Kimmel
Geoffrey Lucas
Closing Remarks ..................... Carl Middaugh
Benediction .......................... Rev. Albert M. Haught

THESE STUDENTS ATTAINED
A SCORE OF 300 OR HIGHER
ON THE GED EXAMINATION
The Co-Directors of GRADS wish to personally congratulate each graduate, their friends, and families. We also express our most sincere appreciation to all those who contributed in any way to the success of the GRADS program.

Harold S. Kimmel
Geoffrey S. Lucas

MONDAY EVENING, JUNE 25, 1984
AT EIGHT O’CLOCK
OLLER HALL—JUNIATA COLLEGE
HUNTINGDON, PENNSYLVANIA
Dear High School Graduate:

Does that sound strange to you? Well, that is exactly what you are. It should also sound GOOD! CONGRATULATIONS! You earned it!

Your graduation program has now been planned to honor your achievement. You owe it to yourself, to your family, to Mr. Lucas and myself, and to all those who helped make the GRADS Program possible, to attend. Make your plans now and don't let anything interfere. Many prominent people have been in full support of your efforts all throughout the program. They are continuing their support by providing your graduation program.

Your "Commencement Exercises" will be held on Monday, June 25, 1984 at Oller Hall on the campus of Juniata College in Huntingdon, beginning at 8:00 PM. You must be at Oller Hall no later than 7:15 PM. We have selected Oller Hall because of the size of the audience that we expect to attend. Hopefully, over 500 persons will attend, not counting you, the graduates.

Please complete the enclosed form and return it to one of us just as soon as possible and NO LATER THAN June 11th. Bring your diploma with you to the graduation program. It will be placed in an appropriate diploma cover for presentation during the evening's ceremonies.

When you arrive at Oller Hall you will be met by volunteers and given directions and instructions. If you have any questions, need a map to find Oller Hall, need transportation, or whatever, call either Mr. Lucas or me.

Both Mr. Lucas and I are very proud of you. We are really looking forward to this graduation ceremony and the privilege of personally presenting your high school diploma.

Congratulations, High School Graduate!

Sincerely,

[Signature]

Harold S. Kimmel

[Signature]

Geoffrey S. Lucas
CONCERTED EFFORT: Last night's graduation exercises for the Huntingdon County GRADS project was the culmination of a community-wide effort. Shown together at the reception following the ceremony are Renee Lucas, GRADS secretary; Geoff Lucas, GRADS organizer; Harold Kimmel, GRADS organizer; State Treasurer R. Budd Dwyer, keynote speaker; graduate Blanche Shaw of Shireysburg, volunteer, instructor Amy Christopher whose contribution to the program received special recognition; and graduates Edith Hockenberry of Rockhill and Gerry Sheffield of Huntingdon R.D. 1.
GRADS

(Cont'd from Page 1)

have democracy without education," he said, "and without education one cannot perceive the difference between issues and therefore cannot know whether to vote yes or no. Education is becoming more and more important as we develop into a technological society and issues become more and more complex." Graduates sharing the podium were Alma Laniz, who offered the welcoming address, and Carl Mid-
daugh, who closed the program. Presenting the "students" perspective on the GRADS project was student speaker Dorothy Smith who related the emotions and decisions involved in returning to school after 43 years' absence. Platform guests were the Rev. Albert M. Haught who invoked the blessing and offered the benediction; Horace Lucas, GRADS secretary; Dr. Larry Weil, president; Kieth Lucas and Dyker. Greetings from Senator Robert Jubiler, who could not attend or address the legislature were read by his designated representative John Neumann of Mount Union. The presentation of diplomas was overseen by Kimmel and Lucas. Following the program, graduates and their guests were treated to light refreshments provided courtesy of McCollum's, volunteers and several area clubs and service organizations.

Attending Graduates

Of the 150 persons earning their diplomas, 74 were able to attend the graduation exercises and receive their diplomas were the following: Brenda Barron, Evelyn Booher, Lela Brown, Valesa Carper, Mary Lou Carson, Elsie M. Clippingger, Ruth M. Covert, Donna Kay Dewiler, Laura Dixon, Fred Drake, Margaret Duval, Suzanne Fessler, Helen Figard, Jemie Fish, Delores Flasher, Donna Flasher, Karen Flasher, M. Marlene Fleming, Dawn Ann Frew, Wilma L. Gunt, Roxana Grubb, Marian Hall, Mary Ham-

GRADS issues 150 diplomas

The presentation of diplomas was

GRADS (Cont'd from Page 1)

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Way to go, Gram!... Mom!
GRADS graduation big thrill

BY JO McMEEN

Oiler Hall on the Juniata College campus was alive and aglow the evening of June 25 when families and friends of the unique "GRADS' 84" class gathered for the graduation ceremonies. Your WTJ reporter has covered many commencements, especially those at Southern Huntingdon County High, and there was the same exciting ambience in the hall and among the audience.

But this time, mothers, fathers and grandparents were receiving their high school diplomas, and it was their children and grandchildren who crowded the aisles and in front of the stage in big pictures.

"Love You, Mother!"

One proud son came all the way from Florida to attend.

And it was obvious that the Commonwealth of Pennsylvania was aware of the "GRADS" project and keenly supported it. Speaker of the evening was R. Budd Dwyer, later to become Governor of the Commonwealth, who personally shook the hand of each graduate after he or she had been handed diplomas by the co-directors of GRADS, Harold Kimmel and Geoffrey Lucas.

"Round of Applause"

Every one of the 160 graduates (that number includes those who completed the program successfully at the State Correctional Institution Huntingdon) received a round of applause from family and friends on hand, as well as those who had supported the project when it was first suggested last summer.

Traditionally newspapers tend to over-estimate the number of persons in attendance at an affair, but I think in the report on June 26 the number was low. My guess would be 550 people, for there were many people in the balcony, and it gave me a thrill as the calls came out, "Way to go, Gram!" "Way to go, Mom." "Dream Come True"

As most people know, the dream - child of Harold and Geoff. They were startled to learn, after a 1980 census survey, that more than 40 percent of Huntingdon County residents do not have high school diplomas. They put their heads together in many brain-storming sessions, and out of them all developed GRADS, Grass Roots Alternative Diploma Study.

Sure, there's a General Equivalency Diploma program available, but it's tied in with Blair County and recently it hasn't stirred much. GRADS did.

"Good Thing"

When potential students realized they could get the lessons on Huntingdon TV Cable, or in the Daily News, with individual help at many sites throughout the county, they knew a good thing and took advantage of the opportunity.

That was an evening of thrills, for the graduates and spectators who had come to rejoice with them for all their months of hard work.

"Congratulations"

One of the speakers, Carl Middaugh, mentioned Rufus Jones in his address, and I spoke with him later about this man. He was a great Quaker, professor at Haverford College for many years, and I wondered how he had come across Jones's quote, "In a religious publication."

How Come?

Carl told me a funny incident. After the graduation, a young man came up to him and said, "Are you a Quaker?" and when he said, "No, I'm just a plain Christian," the man walked away. When I explained Rufus Jones's background to Carl, he understood the man's question, but we both puzzled over his abrupt departure.

One of the graduates, Carol Smith, is a long-time acquaintance of mine.

"Way to go, Mom."

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Commonwealth of Pennsylvania
DEPARTMENT of EDUCATION

PROJECT "GRADS"
CERTIFICATE OF APPRECIATION

IN APPRECIATION AND RECOGNITION OF YOUR SERVICES AND CONTRIBUTIONS THAT CONTRIBUTED GREATLY TO THE SUCCESS OF PROJECT "GRADS", THIS CERTIFICATE IS AWARDED TO

THE DAY OF , 19

Geoffrey S. Lucas
Co-Director

Harold S. Kimmel
Co-Director

"GRASS ROOTS: ALTERNATIVE DIPLOMA STUDY"
A 310 PROJECT