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Title: THE DEVELOPMENT OF A PERFORMANCE-BASED
ADULT HIGH SCHOOL DIPLOMA PROGRAM AT LINN
BENTON COMMUNITY COLLEGE: A CASE STUDY

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The purpose of this case study was to describe the development of an adult high school diploma program at Linn Benton Community College. Specifically, the purposes of this study are: (1) the creation of an instructional approach utilizing performance objectives as a means of satisfying the minimum adult high school graduation requirements as determined by the State of Oregon and Linn Benton Community College, (2) the development of procedures and guidelines including the jurisdictional release of high school students, record-keeping and counseling these students in the program leading to the adult diploma.

Description of Program Development

The implementation of this program involved three phases:
Phase 1 (Planning and Investigation) describes the selection of a

coordinator, the review of material specifically dealing with the problem and the observation of an adult diploma program in operation.

Phase 2 (Assessment and Recommendation) describes the examination of existing situation at Linn Benton Community College, reports on findings and presents a proposal to the administration for consideration. Phase 3 (Operation) describes classroom planning and instruction, the development of draft copies of the six sets of performance objectives and the circulation of them to surrounding area school districts for comment and evaluation. Finally, it describes the development of appropriate admission procedures and graduation requirements.

Conclusions

From this study eight conclusions are drawn, but probably the most important is that a performance objective approach to adult high school completion appears to be a workable format, with the community college system emerging as an appropriate agency for this adaptation.

Twenty-seven recommendations were presented on the basis of these findings.

The Development of a Performance Based
Adult High School Diploma Program at Linn Benton
Community College: A Case Study

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THE DEVELOPMENT OF A PERFORMANCE BASED
ADULT HIGH SCHOOL DIPLOMA PROGRAM AT
LINN-BENTON COMMUNITY COLLEGE:
A CASE STUDY

I. INTRODUCTION

Throughout the United States there is an ever-increasing number of adults who have not completed their high school education. The 1970 census figures for the United States indicate at the present time that over half of the adult population does not have the high school diploma. In addition, reading and literacy studies (Gray, 1956; Green, 1966; Holmes & Langerman, 1968) point out that well over half of the adult population is unable to read and comprehend much of the published material relating to current social issues and trends.

Estimates vary, but each year between one-fourth and one-third of the students currently in high school elect to drop out before graduation. Although the percentage of dropouts is decreasing, the actual number of dropouts is increasing -- a phenomenon explained by the continuing increase in the total school population.

The high school diploma has become pre-requisite to employment, advancement and promotion. Most educational paths require the diploma as a starting point, whether for apprenticeship programs, entrance to trade schools, or continuation to college. The high school diploma represents the minimum acceptable level of achievement, and the lack of this document is a severe handicap.

For the majority of persons lacking the diploma, a return to school is a major problem. These people oftentimes have neither the time nor the resources to maintain themselves during the long process of a traditional school program, but need the diploma on an immediate basis. For some of these people with wide experiences and background, the GED test for high school equivalency is the best solution. But for those persons with more extensive educational deficiencies there appears to be a need for a concentrated program designed to cover the required minimum subject matter.

Background for the Study

During the late 1800's and early 1900's several attempts were made to eliminate illiteracy in the United States (Ward, 1961). Only during the past 20 to 30 years, however, has there been real concern about the problem of high school graduation. This situation evolved through a gradual increase in the educational level of the general population and through the requirements set by the developing job market. During the 20's it was quite common not to have completed high school, with the standard measure of educational attainment being the eighth grade. This level was established because of the difficulties encountered in progressing beyond the eighth grade -- either through the inaccessibility of nearby schools, lack of transportation, or the expense of moving to available schooling. Education beyond the eighth

grade was not a requirement for employment: if a person could read, write, spell and do simple arithmetic, this was considered adequate academic training.

From the 1930's to the present time the educational requirements have changed considerably -- first came the pre-requisite for a high school diploma in employment, followed in some cases by the need for more advanced education. This concept of increasing educational standards was advanced by the schools, supported by the media and industry, and accepted by the public as valid. As a result, the minimum standard for employment today has become the high school diploma as a paper requirement before an applicant is considered for hiring -- whether the job demands this level of education or not.

The employment problem is further compounded by the fact that many adults entered a job field 10 to 20 years ago and find their education and training obsolete. They have been performing satisfactorily on the job but now can be replaced by a machine. Many of these persons were employed without the requirement of the high school diploma and have learned only the set of skills necessary for that particular job.

Furthermore, developing patterns of social and technological change in the United States are exerting pressure on adults and young people to up-grade their skills or to learn totally new skills. However, the pre-requisite for up-grading and re-training is the need to

achieve the high school diploma.

With the high school diploma, adults can seek other employment or proceed to other education levels. When the importance of the diploma is realized, the need for it then prompts the question of how to go about obtaining it. Dropouts often do not have years of experience on the job, nor do they have a backlog of experiences which can be related to existing school requirements. Often they are faced with one or more years of school time to make up before being eligible for graduation, and younger students may not be eligible for the GED because of minimum age restrictions which vary from state to state (18-20). These students are then faced with the prospect of returning to the same system they left, or attending evening classes for a long period of time to compensate for the educational deficiencies.

There are other groups of persons who have the need for a different kind of process leading to the high school diploma. Unwed mothers remaining within the school setting comprise one such group; inmates within our penal system another; there are people living in remote areas where it is difficult to attend school regularly; military personnel returning to civilian life comprise another group; and lastly there appears to be an increasing group of students in high schools who see the traditional process as irrelevant to the world around them. These students conform to the traditional setting of time frames and standardization because they realize they must have the

diploma, but if other avenues were available for them, many would elect to leave the typical school setting. For them the diploma is the key to other goals more important, whether it is employment or further schooling.

At the present time various factors influence the high school diploma programs of the state of Oregon. First, state legislation in 1969 allowed the granting of high school diplomas through channels other than the traditional public schools. Secondly, subsequent legislation (Appendix, p. 85) reduced the compulsory education age from 18 to 16. Thirdly, the basic requirements for high school graduation in Oregon had not changed appreciably since 1932 when they were first determined. Those standards have now been changed (1973) and will apply to the graduating high school class of 1978. The early standards were designed primarily to prepare students for college, with required classwork divided into time units referred to as "Carnegie Units." Such a unit represents attendance for one hour per day, five days per week, for one school year -- with courses of study, textbooks, and instruction designed to fit this basic time span. As a result of this, graduation requirements are time-oriented rather than performance based.

These high school graduation standards and time requirements present considerable difficulty for adults desiring a diploma. Because of these difficulties, the Oregon Board of Education in September of

1969 adopted a policy for issuing adult high school diplomas through either local Oregon high schools or the community colleges. The Board recommended that adult high school programs should approximate the local distribution of courses for graduation, but that the programs should consider the needs and characteristics of adults -- with the offerings flexible and appropriate to the educational needs of the adult student. In addition, special consideration should be made for conflicts from work, family and other adult responsibilities and obligations. Credits could be awarded for competency, skill, or knowledge equivalent to that required to earn credits in a regular public high school. The means for determining the levels of competency, skills or knowledge could be through channels such as evaluation by a qualified person, examination, apprenticeships, or work-study programs. The graduation requirements should be the same as the minimum standards for public schools; but in contrast to the time-based high school setting, the adult high school diploma should be based primarily on knowledge, competence and life experience rather than based on the typical Carnegie unit of credit.

Statement of the Problem

Based on the above discussion the problem becomes one of devising a performance-based rather than time-based method of achieving an adult high school diploma through demonstrating minimum

levels of competency in six basic academic areas.

Purposes of the Study

The primary purpose of this case study will be to describe the development of an adult high school diploma program at Linn Benton Community College, consistent with a policy set by the Oregon Board of Education in 1969 (Appendix, p. 87).

Program aspects described by this study:

1. Identification of alternative methods of achieving the high school diploma or its equivalent,
2. an examination of the current Oregon State Guidelines relating to adult high school graduation requirements,
3. recommendation of minimum acceptable levels of achievement necessary for high school graduation under the auspices of Linn Benton Community College,
4. Development of a set of performance-based objectives which could be utilized to assist students in achieving a high school diploma from Linn Benton Community College,
5. the determination of student mathematics entry skills by a teacher-made assessment test,
6. the development of performance-based measures for each learning sequence to determine if the student had accomplished the minimum competencies as determined by the study.

II. REVIEW OF RELATED LITERATURE

American education can be described as having three main functions: socialization, cultural transmission and the development of self-identity in the individual. These roles remained fairly constant from the time of the ancient Greeks until the late 19th century. In this earlier period, formal schooling was only part of the students' education, with other sources contributing to the overall education of the young. Adult roles in society during these early periods were capable of being achieved with a minimum of formal schooling because much of the education took place outside of the schoolhouse. From that earlier period to the present time the public schools have gradually acquired more of the functions of education which had formerly been the responsibility of other social institutions -- such as the home and the church (Green, 1966; Green, 1968; Howards, 1972).

Today the purpose and function of schooling, according to Green (1968), has changed from primarily an educative process to one of "selecting, certifying and sorting." In explaining this statement Green takes the position that schooling is necessary for access to more schooling and through this, entrance is gained into the adult roles of society. This certification power of the schools allows labeling of students as a failure in school, which for some leads

eventually to dropping out. A dropout from school, according to Green, has in effect become a dropout from society and is wasted potential.

Adult Education: A Short History

Adult education has its roots in church and church groups whose principal purpose was to help people lead a better life through learning to read and understand the Bible. In the United States adult education is as old as the country itself with evidence of William Brewster and Ralph Smith of Plymouth Colony using the Book of Psalms from the Bible as an instructional aid to help adults learn to read and write. Later in the colonial period the "charity schools" were created with people of all ages attending until their need to learn to read and write was satisfied (Ward, 1961; Howards, 1972).

Benjamin Franklin and a group of men met weekly to study and discuss morals, politics and philosophy. This early discussion group preceded the idea for the Lyceum Movement of Josiah Holbrook, which led to lecture halls for public discussion, concerts and the later development of Town Halls. In 1826 Holbrook devised a plan to develop a nation-wide Lyceum Movement, and by 1835 over 3,000 town groups had been established, with 100 county and perhaps 15 state level units (Knowles, 1972).

During this same period the library movement was beginning. The year 1833 saw the establishment of free libraries in New Hampshire to be supported by a municipal tax, and by the beginning of the Civil War the concept of the free town library had been firmly established as part of American culture. Between 1881 and 1917 Andrew Carnegie donated over \$41 million for the construction of library buildings (Knowles, 1972).

Chautauqua, New York, appears regularly in the literature during this early period. Originally a pan-denominational summer retreat for Sunday School teachers to learn new skills and exchange ideas with others, it soon expanded into a year-round school -- and finally offered its courses through correspondence. William R. Harper (Knowles and Klevins, 1972), later to be considered the father of the community college movement and the first president of the University of Chicago, was closely involved with the Chautauqua movement. It was this movement which brought systematized learning to more adults prior to the beginning of World War I than any other previous institutional form.

Literacy and basic elementary education for adults is one of the oldest segments of the adult education movement in the United States. Ward (1961) points out that the first intensive organized effort for illiterates was in 1911 with the establishment of the "moonlight schools" under the direction of Cora W. Steward. The 1920 United

States census figures indicate that five million men and women were unable to read and write at that time. The early years from the middle of the 19th century through the beginning of the 20th century were primarily devoted to remedial efforts to compensate for this insufficient schooling. Increased attention to literacy problems brought about compulsory school attendance laws, public school night classes, and a nation-wide effort during the Depression, to upgrade educational levels through the Work Projects Administration (WPA). The Civilian Conservation Corp. (CCC) provided education for large numbers of people and acted as the model for a later organization, the Job Corps. During and after both World War I and World War II, extensive educational efforts were made through the military, creating the United States Air Force Institute (USAFI) courses and the tests of General Education Development (GED).

Literacy

The problems of literacy and adult basic education are far from being solved. According to Louis Bruno (1965), 7.8 million adults 25 years of age and older had completed less than five years of schooling. Using present terminology, those persons would be classified as being functionally illiterate. In 1970 Turner estimated and was supported by others (Bern, 1971; Parker, 1968; Nordh, 1971; Gray, 1956; Green, 1966) in stating that more than half (59 percent) of the

country's adult population -- 62 million men and women over the age of 25 -- are without a high school diploma.

The National Reading Council (1970) commissioned the Harris Polls to conduct a study establishing levels of literacy in the United States. The Council was interested in what they defined as "survival literacy," which could be compared to the level of the functional illiterate, or less than fifth grade reading ability. The data produced through their study prompted this summary statement from the Council:

These figures suggest that the practical reading ability needed to complete the forms used as the survey vehicle, the essential skills for 'survival', may be different than the achievement-oriented or theoretical reading skills stressed in many of our schools and colleges.

Another aspect not widely explored in the literature is cited in an early research study by Hunt (1951) dealing with illiteracy. He found a much higher incidence of neuropsychiatric disorders among the illiterate than among the literate. His findings indicate that illiteracy can be diagnosed as mental deficiency, but also as representing personality disorder as well. Illiteracy adds to the stress of personal adjustment and because of this, programs aimed at correction of illiteracy should be aware that they are dealing with more than a simple educational problem.

At the secondary school level Marksheffel (1966) points out to reading teachers that there is a high relationship between student

mental health and anxiety. Anxious students are generally disorganized and can work themselves into states of extreme emotional tension because they realize they are not achieving satisfactorily and do not know how to correct the situation.

It should be noted that illiteracy is not an entirely new problem. Weingartner (1971) quotes Colonel Francis Parker, a member of the school board of Quincy, Massachusetts, in 1873:

The pupils can parse and construe sentences and point out the various parts of speech with great facility, repeating the rules of grammar applicable in each case, yet were utterly unable to put this theoretical knowledge to any practical use, as they showed when called upon to write an ordinary English letter.

Dropouts

Well over a thousand different references are available providing comment on a related area -- the dropout. This study does not deal specifically with the dropout, but some references seem appropriate in presenting the broader picture in which the high school dropout plays a part.

In a report from the U.S. Office of Education, Schreibner (1968) points out that in 1968 two presidents (now three) had called the attention of Congress to the problems of the dropout. Congress responded with a wide range of federal acts: the Vocational Act of 1963, the Elementary and Secondary Acts of 1965, Head Start, Follow Through,

Neighborhood Youth Corps, Job Corps, Manpower Development and Training Centers, National Defense Education Act (now called the Educational Professional Development Act), New Careers, Upward Bound, and Work Incentive (WIN). There are other efforts at federal, state and local levels, but according to Schreibner (1968) . . . "the results of the above are neither drastic or sufficiently effective."

The National Urban Coalition (1971) states that a myth has been created around the high school diploma and that this document does not provide the necessary competence to realize the expectations provided by the myth. As part of that myth the most popular high school program is "general education," which prepares students for nothing. The Coalition (1971) claims:

Most secondary schools, isolated as they are from structural changes in the economy, have failed to response to this growing gap in their students' education, clinging instead to anachronistic curricula tracks and vocational programs designed for an American of fifty years ago.

The Coalition also states that one of four young people do not finish high school, but emphasizes that from 25 to 50 percent of those who do complete high school have the same failure rate in the job market as the high school dropout.

Other authors (Green, 1968; Lammers, 1968; Berg, 1970) challenge the assumption of the direct relationship between the educational level and job performance. Their position is that

productivity on the job does not vary systematically in relation to the number of years of schooling. They also note a higher turnover of more highly educated personnel, with greater expression of job dissatisfaction. Actual on-the-job training is seen as more important than the educational credentials provided by the schools.

The dropout rate from the public schools varies greatly from area to area within the country, though Lammers (1967) estimates 7.5 million dropouts this decade on the national level.

Returning Student: Dropout Rates

Another major concern is the dropout rate of students returning to night school programs or taking part in course work designed to correct their educational deficiencies. Statistics for the Job Corps (Parker, 1968) indicate that the dropout rate is 21 percent who fail to complete the program as compared with a 31 percent dropout figure given for typical Washington D. C. public high schools. Not as impressive as the Job Corps figures are those given for California Continuation School efforts. Edler (1969) in a series of six studies determined that the annual loss for California Continuation Schools averaged 44 percent with a range from 41 to 55 percent. In a study of night classes in Vancouver, British Columbia, Dickinson (1967) analyzed the attendance patterns of 2,075 persons and determined that their dropout rate was 27.8 percent.

The National Urban Coalition (1971) in its blueprint for change states that there is no evidence that more of the same educational experience is going to succeed any better the second time around:

An alarming percentage of those who come back are dropping out again--for what was there to expect, re-exposing them to the same learning situation and frustration which caused the initial withdrawal.
(Millard, 1967)

Attrition Factors: Why Students Leave

Ornstein (1968) believes that to the disadvantaged, the schools represent a world they have learned to reject; and conversely, since the school curriculum is geared to the middle-class system, the teachers must reject those students who do not fit the mold. Hackey and Reavis (1968) also blame the schools and the teachers, claiming that much of the information gathered through research is used as a rationalization for teachers rather than as information to change instruction. To support this view they stress that we have long known that schools: (1) are highly verbally oriented, (2) have curriculum guides that prevent change, and (3) lack interest in the underachievers as evidenced by the greater numbers of programs aimed at high achievers.

Teacher attitudes are most difficult to change, but Ornstein (1968) stresses, programs will not be effective in reaching the disadvantaged by staffing with "moonlighting" teachers whose attitudes

have caused the schools to fail in the first place. Knowles (1972) indicates that a basic problem in the teaching of adults is that most teachers teach adults as if they were children. Since adults usually attend school voluntarily they are quick to withdraw from unsatisfactory learning experiences. Correlating with Knowles' observations is a study of adult school dropouts and the changes needed to correct the problems, done by Gallo (1971). He found the type of teacher most resistant to change in adult programs was the secondary school instructor. They had the most difficulty adjusting to adults and the semi-peer association of the adult school. They equated what they were doing in the evening adult school with standards carried over from what they were doing in the high school during the day -- particularly from the standpoint of time necessary to achieve those standards.

Perhaps one of the most revealing studies dealing with teacher attitudes is one completed by Rosenthal (1968). The position questioned was the assumption that poor children lag in school because they are members of a disadvantaged group. Rosenthal's experiments suggest children may lag because that is what their teachers expect of them. The students' shortcomings may not originate from different ethnic, cultural and economic backgrounds -- but from the teachers' response to that background.

Rosenthal further indicates that funding for special programs is based on the premise of deficiencies being totally with the student and his environment. He questions this premise and suggests that at least part of the deficiency might be the schools' -- particularly in the attitude of the teacher. He further suggests that since the deficiency might be the schools and the teachers, the remedy for the problem also lies within the schools and the teachers.

Several authors discuss positive attitudes which should be incorporated into programs dealing with dropouts, the disadvantaged, and adult learners. Scales (1969) states that there are some conditions the schools cannot change, but lists some they can: (1) students need to be liked and respected and made to feel worthwhile by responsible adults important to them, (2) realistic feelings of achievement must be instilled, (3) feelings of belonging must be generated since awards and activities are rarely designed for the lower class groups. Millard (1967) states that the dropout needs attention, understanding, sympathy, and guidance, Nation (1968) in its report about the Job Corps gives the following insight: "Don't talk about failure, talk about success... put success within reach." The results from the Job Corps reported by Nation (1968) indicate that once motivated, the dropouts have more drive than does the general population, but they must see a need for the work being done.

Green (1966) presents one of the prime reasons students leave the school setting. He observed that the school is unrealistic and that both students and teachers view school as a place where learning has no relationship to the subjects. According to Green, there is no other place in our lives where learning is segmented into unrelated blocks, where time (the "Carnegie Unit") is the chief factor. Under this system every subject, no matter what the content, must meet the same number of minutes per day and be given the same amount of credit. Because of this, teachers tend to build their courses to match the clock rather than the subject matter, or more importantly -- the needs of the students.

Other reasons students leave the school setting, as cited by Green, are: (1) they resent the rigid scheduling of their time -- with the schools responding by locking the doors and keeping the students there all day. (2) Comprehensive high schools offer a wide spectrum of potential courses, but students become enmeshed in set curriculums which allow little crossing of borders, one of these being the college entrance path. This path, according to Green, is a myth, as students must pass various types of qualifying exams to gain entrance to college, and what they have taken in high school is not the key factor for admission to college.

Gallo (1971), Knoppel (1969) and Dickenson (1967) found that: full or part-time employment either through necessity or preference;

pregnancies; the loss of pride or self-esteem; poor study habits; missing of class time; basic subject matter deficiencies; the length of classes -- all of these are common reasons for dropping out of school.

Others who are criticized for causing dropouts are accrediting agencies and legislatures. They sometimes are blamed for requirements, but this blame is misplaced, according to Green (1966). The accrediting agency wants to know if classes are offered to meet standards, but the agency does not require that all students take them. The legislatures often mandate specific requirements but, as with accrediting agencies, the total curriculum is not determined by the legislature but rather by the local school authorities. Green states that in 40 of the 50 states the local requirements are in excess of those mandated by legislative requirement.

Of the many reasons given as to why students drop from school, perhaps the most predominant factor cited throughout the literature is: reading difficulty--a difficulty which usually appears at an early stage in the career of the student. Inadequate remediation ultimately leads to an attitude of indifference and finally the acceptance, by the student, of his own failure. As has been indicated by Gray (1956), Knoppel (1961), Millard (1967), Greenberg (1969), Hunt (1951), Marksheffel (1966), National Reading Council (1970), the act of reading is of vital importance for success in the school -- and failure to

succeed in this vital area leads to a host of related problems.

Alternative Methods of Achieving High School Diploma

A student has available to him basically three methods of achieving the high school diploma after having left the normal school setting. These can be described as (1) correspondence or individual study, (2) classroom-oriented group approaches to instruction, or (3) standardized testing proving competence through performance. In actual practice, various combinations of these three methods are used. The literature pertaining to each of the three avenues just cited will be explored below.

Correspondence or Individual Study

The correspondence approach is one of the oldest, as was mentioned earlier in this review. In the same category are those efforts on the part of the students working independently, although much of this effort is in some way related to an institution.

An extensive study was made under the auspices of the U.S. Office of Education (Pearse, 1967) which determined that there are from 400 to 600 different correspondence schools in this country enrolling from 3.5 million to 5 million students annually. The military, with more than a million students, accounts for the largest segment of these through their USAFI courses. Also identified is the

National Home Study Council, which is comprised of 91 private correspondence schools. Martin (1969) determined that there are an additional 59 institutions offering extension course work from college and university campuses. From his study, Pearse concluded that the typical student was married, had a family, and was either attempting to finish his high school requirements or preparing himself for a better job.

The United States Armed Forces Institute (USAFI) is the military version of the correspondence school. It began in 1942 and has provided educational services to over six million persons (Brothers, 1968). Originally, USAFI was entirely correspondence operating from the campus at the University of Wisconsin. At present, however, more instruction is offered in the classroom with over 6,000 different courses available, either through correspondence or through 47 different colleges and universities.

The United States appears to be far behind other countries of the world in the area of correspondence instruction, particularly at the levels of higher education. The Soviet Union, the United Kingdom, France and Poland all have what they refer to as "Second Chance" schools or "Universities without Campuses." The major difference is that United States universities are reluctant to permit students to earn degrees in this fashion, usually limiting the number of hours through correspondence and requiring residence. The Soviet Union

is probably the first to fully exploit correspondence courses: at the present time over half of that country's total enrollment in higher education is through correspondence or evening classes, with the majority of students enrolled in correspondence courses.

One facet should concern the potential correspondence student, according to Pearse (1967). "Approximately one out of ten of the correspondence schools is either unethical or an outright fraud."

Regulations for proprietary schools vary from state to state and according to the study done by the U.S. Office of Education (Pearse, 1967), the numbers of unethical and fraudulent schools is on the increase.

Group or Classroom Instruction - Adult Basic Education (ABE)¹

Programs of Adult Basic Education are funded under Title II-B of the Economic Opportunity Act and are intended to: (1) develop educational and social skills of the adults 18 years of age and over who do not have the ability to obtain or retain employment; (2) raise the level of education to make these adults less likely to become dependent on others. Adults who lack the basic skills of reading, writing, and computation are usually inadequate in other areas, often

¹ ABE typically deals with students who score below 8th grade on standardized testing, while GED prep is aimed primarily at those above 8th grade ability. For further treatment of GED see p. 31.

having completely withdrawn from civic and social activities of the community. Many are undependable as job holders and often lack basic knowledge of health and safety. Usually programs of Adult Basic Education must provide instruction encompassing a wide range of abilities, with some of the program emphasis being spent in the related area of teaching English as a second language. Quite often before basic education can be attempted, the language problem must be solved.

A typical pattern of education under this funding places emphasis with adults in the program under the eighth grade level. These may be intensive all-day efforts, half-day, or several nights per week in basic format, but usually separated into three skill levels: (1) Basic Skills I (grades 0-3), (2) Basic Skills II (grades 4-6), and (3) Basic Skills III (grades 7 and 8). When adults reach a literacy point or achieve all three levels, they move into GED preparation classes and related job skill training. The intent of the program at this point is to help provide the information necessary to pass the high school diploma examination and to gain basic job entry levels of skill (Bruno, 1965; ABE Guide for Teacher Trainers, 1966; High School Equivalency, N. Y. State, 1970; Gran, 1971).

The intent of Title II-B is interpreted differently by the various states, with Oregon taking the position of providing education under this law for adults, grades K-12. Other states limit their assistance

to the letter of the law and provide help only through the eighth grade.

Group or Classroom Instruction - Adult High School

The adult high school, meeting in the evening hours, is another avenue in which the high school diploma may be earned. Throughout the United States, every major city has course offerings toward the high school diploma as part of Adult Education programs or Continuing Education.

As an example, the Los Angeles City Schools has one of the largest adult high school programs in the nation, issuing 2500 adult high school diplomas each year, as compared with approximately 30,000 diplomas issued each year through the regular school program. According to Gardiner (1969), the adult high school diploma is the same as those received from the regular high schools, carrying the same rights, privileges, recognition, acceptance and status. Further, Gardiner states that the adult diploma represents completion of a course of study requiring high standards -- not to be confused with private schools, equivalency certificates or diplomas of merit. The intent is mastery of basic educational skills to the same degree as would be required in secondary schools. Course work in many cases is identical to the content offered in the regular high school, although additional classes are available, and all are taught using adult methods.

Group or Classroom Instruction - Continuation School

The continuation schools of California and the street academies of New Jersey represent two possible answers to the problem of students who do not accept traditional forms of education. Elder (1969) in describing the orientation of these schools maintains that the requirements are aimed toward the individual rather than the masses. The instructional intent is to develop minimum competence -- but through the use of a variety of methods not usually available in the normal school setting. In general, these schools operate under the control of a local school district and derive support from them. California alone has over 200 such schools and indications are that more will be developed in other states as planning progresses and money becomes available. Sorenson (1969) states that the continuation schools do not have an open-door policy, and enrollment is limited for two reasons: the expense involved and the necessity of accepting only those students best served by this program.

Students of continuation schools come from the following categories (Knoppel, 1969; Cohon, 1969; Delgiorno, 1970; Johnson, 1968; Reed, 1970): (1) students who have previously dropped out and decide to finish high school, (2) students who for a variety of reasons ask to attend, (3) students who are told they must go to this school. In explaining the categories, Knoppel states that students align themselves into various groupings: those having full-time or part-time jobs which

do not allow them to continue regular school; those pregnant girls who normally would terminate their education; those emotionally or educationally handicapped; those potential dropouts with patterns of excessive truancy and behavior problems; and finally those students returning from other agencies such as juvenile halls, foster homes and correctional institutions. But despite the various categories, according to Knoppel, there is one common denominator shared by all of these students -- and that is a reading deficiency.

Group or Classroom Instruction - Job Corps

Estimates for the year 1968 (Parker, 1968) indicate that there were 750,000 youths between the ages of 16 and 21 on the streets, out of school and out of work. The Economic Opportunity Act of 1964 created the Job Corps for the purpose of increasing the employability of these young men and women. They were to be between 16 through 21 years of age, non-high school graduates not attending school and having no satisfactory job. Residential training centers were established throughout the United States as part of the Act.

Job Corps programs are more extensive and have a different perspective than attempts by individual school districts. Parker (1968) says:

Public schools tend to reject seemingly hopeless cases and have not found ways of reaching them.

There are growing numbers of unreached, the children of failures, with poor views of themselves, frustrated, bitter and sometimes violent.

The concept of the Job Corps grew from the Civilian Conservation Corps (CCC) of the Depression years, but there is some disagreement in the literature about the basic intent of this agency. Pugh (1967) feels that one major goal of the Job Corpsman was to pass the GED test which in turn opens doors of employability. Besant (Nation's report, 1968) expresses the view that the curriculum should be developed to include only the essentials to establish competency and firmly believes that the GED should not be the terminal point in the educational pattern: "A good general education in basic skills is more appropriate broader-based learning than any program specifically teaching to the GED test."

Parker (1968) provides statistics about the Job Corps which show the average number of years of schooling for males in the Corps was 8.8 and for the female 9.8; reading levels for 40 percent of the males was below third grade, with the average for males 4.6 and females 6.2; and of the males eligible for the military, 30 percent of those in the Job Corps failed to pass the fifth grade level military examinations.

The achievements of the Job Corps are more impressive than most of the other efforts according to Parker (1968): after nine months

of schooling the average Corpsman raised his reading level 2.3 years, and during this nine-month period achieved the equivalent of two or more years of schooling. Of those completing the advanced level, 85 percent either started work, entered the Armed Forces or returned to further schooling.

Group or Classroom Instruction - Project 100,000

Approximately one third of the nation's youth were declared unfit for military service during the early 1960's based on the fifth grade standard established by the Armed Services (Greenberg, 1969).

Because of concern over this fact, Project 100,000 was established within the military for the training of persons who formerly would have been rejected. Some of the typical characteristics of those rejectees were: most have a severe reading disability, most come from poor families, most have a record of school and social rejection, 40 percent are black, and almost one half are from the South.

Greenberg (1969) reports that 95 percent of those in Project 100,000 graduated from basic training with only four percent suffering failure in the formal skill training areas. While in the military, these trainees had an excellent promotion record, with a corresponding low court martial record of only three percent.

Greenberg (1969) in a study of the project explains some of the reasons this approach has such a high success ratio. First, the

instructors assume that the military system has screened carefully and that all of the students are capable of being educated. It is the project's fault if the students do not learn, and extensive efforts are made to assure that learning does take place. This may involve extra help, special tutoring, counseling, re-cycling, or remedial training.

Secondly, the military environment itself is residential, structured and disciplined: satisfactory behavior is reinforced, deviant behavior punished. With legal, financial, medical and social assistance readily available, personal problems can be solved. Generally speaking, status does not impede the trainees' progress, as each is considered an equal to others with similar rating. All of these factors can enhance the climate for learning, while providing a new chance at mastering the simple skills required. In addition, when training is finished, there is a job for the trainee which probably carries more status than a similar job on the outside.

Thirdly, instructional materials and procedures are oriented toward competency. Subject matter and theory found to be unrelated and unnecessary for the job are eliminated from the training. Reading levels of the materials are adjusted to the levels of the students, with shorter sentences, pictures, diagrams, and cartoons to increase comprehension. Much of the training is physical skill development with some of the tests revised to make them more relevant to the skills performed. Multimedia learning materials (Brickner, 1969)

are utilized whenever their use enhances the learning situation, with audio-visual materials used to replace or supplement traditional approaches to aid instruction.

Standardized Testing

General Educational Development (GED)

As is apparent from the literature, much of the training effort is aimed at the successful completion of tests of competency, particularly the test of General Educational Development. The GED is used in one way or another for the major portion of programs discussed in this study: whether as a culmination point or as a portion of a total curriculum.

Historically the GED grew out of World War II and the USAFI testing program. Lindquist and Tyler (Brothers, 1968) developed the original version based on the proposition that adults learn much information informally, and if that informal learning could be measured, it could be compared with formal learning. The original purpose, then, of the test, as Turner (1970) indicates, was "...to establish that a person who has not attended high school classes has acquired the educational background of a high school graduate." Originally the tests were available only for military personnel, and since the original version of the GED was created and accepted, over

two million servicemen and women have passed the test. The GED is now available through testing centers in each state, and it is now widely accepted by colleges, universities and industry in lieu of the high school diploma (Brothers, 1968; Turner, 1970).

Examination of the curricula for Job Corps, MDTA and New Careers indicates that the GED is the culmination of their efforts. Howards (1972) in Methods and Materials in Adult Education observes that:

GED tests and programs around this country are doing exactly what was done to adults who failed, for any number of reasons, when they went through the same kind of system and instruction as children. Many go to the same schools, in the same community where they failed the first time, many have the same teachers with the same attitudes and the same curriculum.

Howards (1972) contends that most GED graduates do not make significant improvement in their economic or intellectual development, because the GED programs are merely teaching the students how to pass the test. Stark's (1969) findings in a three-year study of a follow-up on GED certificate holders in Wyoming indicated a general increase in the economic situation of the population, however.

Individual states have developed curriculum guides for GED preparation courses (New York, 1970), private industry has developed self-study materials to aid in passing the test (Turner, 1970) and a nation-wide system has evolved for the dissemination, interpretation,

and actual testing. Each state has established standard scores for granting the diploma which vary from state to state, but generally demand a standard score ranging from 35 to 45 for each of the five sub-tests, with an average score in the 40 to 50 range for all tests.

Analysis of the actual numbers of correct answers in relation to the number of test questions is revealing. Using Form EE of the GED, Test I (English) consisting of 100 items, a raw score of 36 is correct for passing, or approximately one third. Test II (Social Science) has 75 questions and requires a raw score of 27 to pass, which is over one third. Test III (Natural Science) has 65 questions and requires 23 correct responses to pass, or slightly over one third. Test IV (Literature) with 80 questions requires 26 correct responses, again slightly over one third. The last test, Mathematics, has 50 questions and requires 16 correct responses, or less than one third. Based on the above information, it would appear that Oregon's standard score of 40 can be achieved by correctly answering approximately one third of the questions on each sub-test (Appendix, p. 90).

According to the 1971 annual statistical report of the GED testing Service, American Council of Education: In 1954, the first year failure statistics were maintained, 20 percent of those taking the exam, failed. This failure rate has progressed steadily to the 1971 level of 31.34 percent. In 1971 there were 387,733 persons who

took the examinations and approximately one third failed, or 124,000.

Oregon has 42 testing centers for the GED throughout the state. The program has grown since its beginning in 1946 when 72 certificates were issued, to the 1971 figures when 2,858 certificates were issued. Using the 1970 figures: 7,736 persons took the exams and 18.1 percent failed, or 1,400, although only 3,209 certificates were issued that year. In tracing why a discrepancy of numbers exists, it was discovered that some persons take the exams under an age waiver category and will receive their certificate upon reaching 18 years of age. A larger number do not actually receive the certificate, and the reason given by the state office was that each person receives a copy of his scores on the test. To actually receive the certificate, an application is required, accompanied by the payment of an additional \$5.00 fee. Large numbers of persons do not feel the official paper is worth the \$5.00 when they have the actual scores. This policy is currently being considered for change at the state level (Oregon State Board, Office of Basic Education, 1972, Appendix, p. 91).

High School Graduation Standards.

Grade Point Average (GPA)

Numerous studies (Marshall, 1969; Pemberton, 1970; Sharon, 1970; Pugh, 1967; Sharon, 1971) have been made in reference to the

grade point average as a measurement of accomplishment. These researchers indicate that as predictors of success, GPA's are not particularly valid for either further study or for success in an occupation. These scores are generally ambiguous and reflect the differences of sex, basic temperament, instructor bias, departmental and institution policy, as well as levels of competence. Pemberton (1970) in a ten-year study for the University of Delaware found that GPA's discriminate against males and academic non-conformists.

California Standards

Although the standards such as GPA for high school graduation vary widely across the United States, of more concern to this study are the types of standards applied to adults. Gardiner (1969, 1970) provides a review of California standards for the adult diploma. The diploma is achieved by going through a series of subjects each of which earns credit on the basis of the Carnegie Unit, i. e., one-half credit or five semester hours for completion of 60 hours of classes during a given semester. After approximately 16 or 17 credits, or 160 to 170 semester periods of credit -- and after having proven satisfactory in citizenship -- the adult student is awarded the high school diploma.

Generally, credits are accepted from previously attended secondary schools, and the amount needed to complete the graduation

requirements is determined by a counselor. In California there are five methods of earning credits: (1) subjects taken in residence (a minimum of 15 semester periods required in residence); (2) correspondence (credit is granted provided the final examination is proxied by a school administrator); (3) credit by examination (proven proficiency by passing of specific course examinations)¹; (4) credit through work achievement (a letter of verification from the employer is submitted to a committee of adult school principals for evaluation -- no more than 40 semester periods of credit allowed); (5) credit for military service time -- ten semester periods are allowed for basic training and no more than one half of the total needed for the adult diploma may be granted for other military efforts -- USAFI, special schooling and advanced training (Gardiner, 1969, 1970).

Continuation Schools

Continuation schools have a particular problem due to the fact that they must usually conform to district policy pertaining to the regular high school graduation requirements. Attempts are made to liberalize as explained by Galus (1969):

¹ Of interest is the allowance of credit for passing the GED test battery with a score of 45 or higher in all parts of the exam; for this, up to half of the credits necessary for the adult diploma can be allowed.

In the Continuation High School there is not a set time in which credit must be completed--the task accomplished is more important than the time needed to do it.

In the continuation school two approaches are used: (1) work completed and (2) the production hour.¹ In explaining these two terms it is found that work completed means the student progresses independently until mastery of a unit is achieved, before going on to the next unit. A semester's work is completed in from 70 to 85 class periods depending on student ability. The second term, productive hour, grants one semester's work for 75 productive class periods, each 15 class units is equal to one credit. This process can be expedited by adding more time; special arrangements can be made to do extra work out of scheduled classes, and credit is allowed for such things as homework completed during the evening hours. It is possible to complete 75 hours (five credits) in five weeks or 25 days by earning up to three hours per day (Galus, 1969).

Correspondence School Standards

One hundred and fifty-two accredited private home-study schools meet the following standard as determined by the National Home Study Council, as of 1971:

¹ Production hour is similar to the work completed approach except it divides a semester's work into 75 hourly units.

Competent faculty, educationally sound and up-to-date courses, careful screening of students for admission, satisfactory educational services, demonstration of ample student success and satisfaction; reasonable tuition; truthful advertising of courses; financial ability to provide high quality educational services.

Beyond this general statement, the actual course standards and requirements are determined entirely by the various institutions.

Community Colleges of Oregon

Within the community college system there are usually three methods of achieving the adult diploma: (1) attendance in day or night high school completion classes, (2) attendance in regular community college classes and earning concurrent high school and community college credit, (3) enrollment in one of the GED preparation courses and satisfactorily passing that examination. College classes earn high school credit on the basis of three college credits to one high school credit, based on the quarter system. Non-credit college classes earn high school credit on the basis of time -- 30 hours of class is equal to one-half a high school credit. The difference between the caliber of the college credit and non-credit is significant, as a three-credit college class would also meet for 30 hours but individuals would receive twice as much credit.

Lane Community College in Oregon is often used as a model for program design, and in the area of the adult diploma they offer two

options, both based on time as the measure of achievement. The first option is open to those students over 19 years of age and requires 216 hours of classroom time to complete the adult diploma. The second is for those students under 19 years of age and demands 432 hours.

Even though the 1969 Oregon Legislature opened the possibility of granting diplomas on the basis of other than time (state policy, see Appendix, p. 87), most institutions still maintain a time-based system. To become a high school graduate in Oregon one should accumulate 2,030 clock hours if in a normal high school setting (see Appendix, p. 99). The community colleges have followed this standard and have established their programs on a similar basis.

At the present time the basic high school standards for graduation are being changed to reflect competency as well as time. These standards are too new to have been evaluated or to estimate the effect they will have on the high schools and the community colleges of Oregon.

Summary

The public schools are in the position of selecting and labeling students through the use of the high school diploma, which has become the standard of acceptability through which employers screen job applicants, whether that level of skill is demanded by the job or not. That diploma or degree can mean almost anything in terms of talent,

effort expended and personal qualities of the individual -- the only real indication is the time or numbers of years spent in the schools.

About one quarter of our young population is not completing high school on the basis of the time-oriented diploma, and evidence is accumulating in the literature to indicate that students representing the whole range of skills and abilities are rebelling against and dropping from the system.

Programs to salvage the rejects typically are either remedial or corrective, and they are designed to either keep the students in school or to recall them to the system after they have left. These efforts fall into three major categories: (1) individual effort (correspondence, independent study), (2) group efforts (GED preparation classes, ABE, Job Corps, WIN), and (3) proficiency examinations (GED, CLEP, Iowa Test of Basic Skills).

The high school diploma is identified by many as the key to employability. The shortest route to a diploma equivalent is through the GED test, which has resulted in course sequences designed specifically to assure success on that examination. The current national rate of failure on the GED is approximately one third of those taking the test, and those figures do not include those who drop from the GED and adult diploma programs prior to taking the tests.

Oregon is in the rather unique position of being able to break away from the typical time-based requirements and develop other

methods of indicating achievement. Numerous suggestions have been made to accomplish this, but at the present time programs and approaches appear to follow traditional patterns.

III. DESCRIPTION OF PROGRAM DEVELOPMENT

Introduction

The Oregon State Board of Education on September 17, 1969, adopted a set of criteria for issuing adult high school diplomas. One policy statement for both Oregon high schools and community colleges was issued, stipulating enrollment, curriculum, and schedules, units of credit and teaching staff (Appendix, p. 87). The major change in policy was the granting of authority to community colleges for issuing adult high school diplomas to persons 21 years of age and older. Prior to this, only public high schools were authorized to issue high school diplomas to students of any age.

One month later, October 7, 1969, a memorandum was issued by the Oregon State Superintendent of Public Instruction to high school principals, superintendents of local districts, community college presidents, and deans of instruction, which alerted them to the implications of the new board policy toward the high school diploma and established basic guidelines pertaining to an entirely different group -- students under the age of 21. (Appendix, p. 100). The October memorandum stated that students under 21 may receive the high school diploma from either high schools or community colleges.

Prior to the official policy enactment in September of 1969, notification of the impending change and the possible implications had

been sent to the various community colleges. The president's council of Linn Benton Community College had discussed this change and established their own guidelines (Appendix, p. 102). Their decision was that students under age 17 would be admitted only on a "space available" basis, as the council felt the college's prime responsibility was to provide education for high school graduates or students over the age of 18. A pathway was provided, however, for younger students to: (1) take college level course work concurrent with high school enrollment and receive both high school and college credit for that effort, or (2) to receive a transfer of responsibility from the local school district to the community college district and continue their high school education with the college. From 1969 until 1971, programs of GED preparation continued and some concurrent enrollment took place.

The 1971 Oregon legislature reduced the compulsory school attendance age from 18 to 16, which allowed and, in some cases, encouraged younger students to leave high school and enter adult diploma programs of the colleges.

As a result, during the summer of 1971 LBCC decided to develop a new course of study. Officials of the college determined a tentative time frame for the course, purchased materials which were to be used in both the GED preparation courses and the adult diploma course, and publicly made a commitment to offer the program (Appendix, p. 105).

Development of the Program

The development of the Linn Benton Community College adult high school diploma program was accomplished in three phases.

Phase One - Planning and Investigation

First: Select a person with knowledge and interest in high school completion programs to act as an overall coordinator and instructor for the project.

In August of 1971, the writer was asked by the administration of LBCC to assist in the development of an adult diploma curriculum at that institution. This selection was based on the writer's past experience in adult education and his desire to develop a performance objective approach to adult high school graduation requirements.

Secondly: Review related literature to develop familiarity with programs being currently offered in the immediate Corvallis area, the state of Oregon and the Nation.

Approximately one week was spent in reviewing literature of ABE (Adult Basic Education), GED (General Educational Development), and high school completion programs. Materials were gathered from the Oregon State Board, office of Basic Education; Washington State Office of Public Instruction, Adult Basic Education; the U.S. Office of Education; and from the Dean of Instruction at LBCC.

This review revealed emphasis on problems relating to high school dropouts and studies dealing with adult basic education. Current approaches to these problems apparently were designed as corrective or remedial and attempted to: (1) prevent the potential dropout from leaving school, (2) return the dropout to the normal school setting, or (3) duplicate high school requirements in another environment. But, little had been written specifically dealing with the problems of adult high school completion.

Three alternatives appeared to be available for the completion of the requirements necessary for a diploma or certificate of high school completion. The first was actual classroom time, to compensate for the time not spent in a school setting. The second approach was to pass the GED (General Educational Development) test and receive from a state authority the equivalent of the high school diploma. The third basic alternative was to enroll in a correspondence school and work toward a diploma from this type of institution.

Finally: Observe an adult diploma program in operation.

Lane Community College in Eugene, Oregon, was a nearby school with an adult diploma program in operation. Appointments were made with representatives of Lane's office of Adult Education. Several sessions were spent observing classes and later discussing with administrators, staff, and students the advantages and disadvantages of that institution's approach. From these visitations and

discussions the following was observed: (1) Six basic instructional areas (English grammar, American Literature, U.S. History, Modern Problems, Mathematics, Science) filled a time period of 36 weeks, (2) classes met two nights per week, (3) students could begin with any of the segments but could not graduate until they had completed all six segments, (4) no waiver of classes or granting of credits based on accumulated knowledge or experience was available, (5) students under age 18 who were completing local high school requirements through Lane's diploma program were required to take the six basic courses plus six electives to be determined by the student and his high school, (6) classes were taught in local high school facilities during the evening hours, (7) instructors were part-time employees, primarily day time high school teachers instructing during the evening hours, (8) counseling was not available other than from the classroom teacher, and the regular, day-time counseling services, (9) if a student did not complete a segment he could repeat that portion when it was offered again in the sequence.

Phase Two: Assessment and Recommendations

First: Assess the existing situation at Linn Benton Community College -- facilities, personnel, and policies.

Next, it was necessary to determine how adult high school students were accommodated within the present LBCC system. This

was accomplished through discussion with the counseling staff, the dean of students, and instructional personnel from the college. The alternatives at that time were for the student to: (1) participate in adult education classes which could lead to the GED test, (2) take a short preparation course leading to the GED test, (3) take the GED test without any preparation, or (4) take college classes -- and with special arrangement between the college and the high school -- have those credits apply toward local high school graduation.

At that time, it was stressed by the counseling staff from LBCC that they did not have the capability to accommodate students wishing to complete their high school requirements because of a lack of facilities, proper courses designed for them, and a policy which provided for students under 18 on a space available basis only. Consequently, students in this category were not encouraged to pursue their education through the college.

Secondly; Meet with the administration from Linn Benton Community College to report findings and receive further instructions.

After the observation at Lane Community College and the assessment of LBCC's program, a meeting was scheduled with the dean of instruction and the evening directors of LBCC to discuss what actions the college might take in the development of an adult diploma program. It was determined that LBCC wanted a program designed around something other than time accumulated in classrooms to meet

a state requirement. In view of the open door community college concept and the state guidelines (Appendix, p. 87), it was decided that the writer should develop an approach based primarily on knowledge, competence and accumulated life experiences of the student, rather than the typical time-based Carnegie unit of credit. To accomplish this goal, it was agreed that an attempt to design a performance-objective approach to adult high school completion should be made. The subjects of the six basic tests of the GED were selected as the instructional areas in which performance objectives were to be developed. These were: mathematics, science, grammar, literature, modern problems and United States history. This was done for two reasons: (1) materials were available which could be used with some modification, and (2) after development of the objectives it would be possible to make comparisons with an existing approach -- the GED test. The writer was asked to present a proposal dealing with the implementation of this approach, for the consideration of the LBCC administration.

Finally: Prepare a written proposal identifying the short- and long-range problems to be solved; and, to be used in the development process, as guidelines.

The proposal developed was based on three concepts: (1) the adult diploma should be predicated on achievement of LBCC-determined levels of minimum performance rather than accumulation of classroom

time; (2) the minimum performance levels should be achievable through more than one approach; (3) students who do not complete their requirements on their initial attempt should be able to do so (without penalty) at their own initiative at some future point.

The general concepts above were accepted and incorporated as part of the overall plan presented in the proposal (Appendix, p. 106). In addition, four specific problems were identified which needed both short- and long-range solutions: (1) a class of students for fall quarter was already in session. This class was operating without a planned curriculum. (2) There was little coordination between the adult program and admissions/counseling personnel. Also, local high schools indicated interest in the scope of the offering and the methods of delivery. (3) The college would need to determine what minimum levels of achievement would be acceptable for an adult diploma from LBCC. (4) There was the necessity to develop acceptable performance objectives designed to assist students in meeting the minimum graduation standards.

Phase Three - Operation

First: Begin classroom instruction and planning.

Thirteen students registered fall quarter, 1971, for the adult high school completion class. Their educational backgrounds varied

from freshmen in high school through seniors. Individual interviews determined that they had dropped out of school for a wide variety of reasons -- some by invitation and others at their own initiative. During the interview or counseling session, several things were explained: (1) the basic requirements for graduation, (2) the methods of meeting those requirements, (3) the student's total number of accumulated credits (an evaluation was made of high school transcripts, work experience, correspondence and any other credit), and (4) exactly how many credits were needed and which courses would satisfy those requirements. Students also completed the various necessary forms for registration; determined the type of diploma to be issued -- LBCC's or the local high school's; and, discussed any other problem areas. The basic intent of the high school completion program was explained to the students, with the understanding that if they completed satisfactorily each of the six segments, they would receive a high school diploma.

In order to determine the entry level of each student, brief assessments of mathematics skills were made, using a teacher-designed test to provide an estimation of strong and weak areas (Appendix, p. 110). This test was approximately at the 7th or 8th grade general math level. Representative problems were taken from junior high math texts and practice materials for the GED.

After the assessment was taken by a student, a simple list of strengths and weakness was made (Appendix, p. 113). This list was used for individual conferences and then became a guide for work to be covered during future class sessions. The assessment and list of strengths and weaknesses became part of the student folder which contained records of progress, practice materials and direction for future work.

Material had been purchased by the college which consisted of a series of soft-bound textbooks designed and created by Spokane Community College, Spokane, Washington, for use with a television series. Students purchased these books from the bookstore and used them as study texts and/or workbooks throughout the program. Both the texts and the television lessons had been designed to help a student pass the GED test. This optional approach was being presented on the Corvallis educational television channel, and the students were encouraged to watch this as supplemental instruction. No follow-up was made to determine if students watched the television series.

Each instructional period was administratively six weeks in length because of registration procedures and instructor pay periods. However, as nearly as possible, students moved through the segments at their own pace. Each segment was broken into two nights or six hours per week, for a total of 36 hours of classroom instruction.

During the first segment (mathematics) it became apparent that for two reasons a different instructional pattern would be more effective. First, there were extreme ranges of ability in mathematics, from being unsure of basic number facts, to being able to work problems in beginning algebra. These demanded an individualized approach. Second, the writer did not have an adequate background to teach effectively in all six subject areas. Because of this, it was decided to employ another teacher with competence in English and language skills for the remaining instructional segments. This two-teacher approach began after the second segment (science) and was utilized for the remaining four subject areas: grammar, literature, U. S. history, and modern problems.

Each session began with a short teacher-made test covering the material presented in the previous meeting. The tests usually had less than five questions, and concentrated on vocabulary growth, the ability to verbalize concepts, and the retention of specific details (see the example of a lesson plan below). The testing approach varied from oral, to written, to peer testing within the group. Each student had a check sheet (Appendix, p. 114) of objectives. As each was achieved, the student noted that information on his record. The instructors also maintained a master copy of each student's achievement using the same type of check sheet. Following this, the student was presented with new materials or new topics utilizing discussions, demonstrations, audio-visual displays or group interactions.

Linn Benton Community College Adult High School Diploma Program
Draft-Lesson Plan

1. Review of previous session (oral post-test)
Vocabulary - atom, electron, mixture, volume, metric, nucleus, compound, density, weight
Concept - describe or tell about the scientific method -- give an example of the method as applied to everyday life
Define - suffix(ology) -- apply to words and explain new meanings
2. Chemical symbols -- 103 elements found in nature -- discuss, example of 60% of body containing oxygen.
3. Compounds -- elements combined -- two or more elements put together chemically. (a) has new or different properties, (b) does not resemble old elements. Example: salt (NaCl)
4. Equations -- $\text{Na} + \text{Cl} = \text{NaCl}$ -- brief discussion, balance within the new compound.
5. Burning -- chemical reaction, liberating energy (example of object weighing less after burning); conditions necessary for burning: (a) fuel, (b) bringing to kindling temperature, (c) air; discussion of complete combustion (end products of water and CO_2) and incomplete combustion (end products of water and carbon) examples of house furnace, automotive.
Classifications of different types of fires (A, B, and C);
Sketch on blackboard of fire triangle (heat, fuel and air);
Demonstration: fire started in container, make use of classroom extinguisher to put fire out -- college approval for demonstration and use of both foam and CO_2 type extinguishers.
6. Oxidation -- combination of air with materials, discussion of rapid (burning, gives off heat and light) and slow (such as paint finish on automobiles or rusting of metal).
7. Spontaneous combustion -- no outside heat sources -- film "How Fires Start" discussion.
8. Separation of class into groups to answer questions and be prepared to explain one question to other members of the class. Each group to determine spokesman.
Topics: a. explain the operation of a steam engine
b. water pans problem, 3, 5, and 7 gallon containers
c. list the elements observable in the classroom
d. explain why a crumpled paper burns faster than a flat sheet
e. explain (burning or explosion) taking place in an internal combustion engine.
9. Preview -- topic for next session, cells
chapter assignment for reading
other sources? Ask students where they can find out about cells.

Efforts were made by the instructors to provide opportunities for all students to successfully participate in classroom activity; for example, in the sample lesson (science, p. 53), students were to be selected by the teachers to:

- (a) start the fire in the container,
- (b) try different types of fire extinguishers on actual fires,
- (c) set up the projector for the film presentation,
- (d) prepare drawings for the blackboard -- the fire triangle,
- (e) be a team leader for the discussion group.

Upon completion of a presentation, each student was given teacher-made practice materials (Appendix, p. 115) dealing with the topic discussed. Any questions or misunderstandings were cleared at this time by the instructors or student peers as individuals worked through the practice materials. When each student completed the practice material, he checked with one of the teachers for re-assignment. Any remaining time was spent working toward completion of objectives from past sessions or working on future topics and objectives. A pattern for the classes developed which can be summarized as follows:

1. Test over material covered at the last meeting. If successful (80 percent accuracy), the student entered that in his record; if not successful, an alternative approach or different practice material would be assigned.

2. Test over material to be presented during the session (written or oral).
3. Present classroom activities (discussions, demonstrations, audio-visual presentations).
4. Summarize material covered.
5. Practice material.
6. General work period designed for the student to work at his own pace, and on his own level.

The criterion determined for successful achievement of an objective was an 80 percent score on a teacher-made test covering the material. The rationale for this criterion was that an 80 percent score allowed the student to make one error on a five question test and still be moved to the next lesson.

The following table shows the number of students participating in each subject area.

Student Participation by Subject Area LBCC -- Adult High School Diploma Program

	Mathematics	Science	Grammar	Literature	Modern Problems	U. S. History
Total number attempting	18	14	14	12	11	9
Total number successfully completing the minimum requirements	10	11	11	9	10	8
Total number not completing the objectives or transferring to other courses	8	3	3	3	1	1
Percentage of students successfully completing by section	56	77	77	77	91	91

An analysis of student completion depicted on the preceding table revealed that two students attended class during the first segment -- mathematics -- but did not register or pay fees; therefore, did not receive credit. Three other students did not attend the mathematics classes but did achieve the completion of that section through examination. The following describes other enrollment dynamics throughout the first year of the program:

Science: From the original group of 13 who registered and paid fees for mathematics, eight (62 percent) continued with the second offering of science. Six new students entered the sequence at this point.

Grammar: From the original group of 13, six (45 percent) continued into the grammar section. Three of the six who joined with the beginning of the science portion continued, and five new students entered.

Literature: From the original group of 13, five (38 percent) continued. Of the six who joined with the science section, three continued. Of the five who joined with the grammar section, four continued. There were no new additions to the class at this time.

Modern Problems: From the original group of 13, five (38 percent) continued. Of the six who joined with science, three continued; of the five who joined with grammar, two continued. One new student was added at this time.

U.S. History: From the original group, five (38 percent) continued. From the six who entered in the science section, two continued. Of the five who joined with grammar, two continued.

Throughout the school year 1971-72 a total of 27 students attended classes. Twenty-nine percent of that total graduated (detailed analysis, Appendix, p. 119).

In June of 1972 -- 38 percent -- of the original group of 13 students had completed the objectives for the six segments and satisfied the minimum requirements for adult high school graduation. One student who dropped from the original group to join the military service achieved the equivalent of the diploma by passing the GED test. Three other students who joined the class at later dates also completed by June, 1972.

In summary: nine adults received their high school diplomas or equivalency certificates; seven through the community college (LBCC), one from Corvallis High School and one by virtue of passing the GED test.

Secondly: Develop the first drafts of performance objectives and circulate them to concerned parties for comment and evaluation. Revise the preliminary performance objectives, incorporating suggestions and prepare final draft copies.

Because the instruction described above was already occurring, it was agreed between the writer and the dean of instruction of LBCC that production and dissemination of the rough drafts was more important than the format or style used in writing the objectives. However, a basic condition was considered essential. This was that, if possible, each of the objectives should contain the following three major components: (1) information about the intended outcomes stated in measurable terms -- what is to be achieved, (2) information about

the expected levels of achievement -- how well it is to be achieved, (3) information about the conditions of evaluation -- under what circumstances it will be achieved.

Development of the objectives themselves began with a meeting early in fall quarter involving the college personnel, surrounding area school superintendents, principals of high schools, and counselors. At this meeting the writer made a presentation explaining the intent of the LBCC program and requested the assistance of the surrounding districts in the development and implementation of this effort.

Represented at this meeting were: Albany Unified School District, Alsea High School, Central Linn High School, Corvallis High School, Crescent Valley High School, Lebanon High School, Linn Benton Community College, Linn Benton Intermediate District, Oregon Board of Education, Philomath High School, South Albany High School, Sweet Home High School, and West Albany High School. At this meeting a representative from the state Office of Education interpreted the state's position concerning the high school diploma, whether issued by a community college or one of the local districts.

Then materials for each subject area were gathered. These included high school texts, adult basic education materials, and the Spokane GED series (Appendix, p. 117). These were reviewed to establish a set of topics for instruction. These topics were then reduced in scope to approximate the prescribed time frame of six

weeks or 36 hours per segment.

After the topics to be learned had been determined, the process of writing the objectives began. Upon completion, the objectives in draft form were mailed to the representatives who had attended the original meeting. A cover letter from the dean of instruction asked for review and comment. In most cases, the school representative forwarded the drafts to subject matter specialists on his staff who in turn evaluated them in terms of content and instructional value. These returned comments and suggestions were all considered in writing the version of the objectives appearing in the Appendix on page 120.

In November 1971, a follow-up meeting was held with the original group of superintendents, college staff and high school principals to present a status report concerning the program. At this meeting, the group also considered other related problems such as high school release procedures, and the status of the revised state guidelines for high school graduation.

As a result of this meeting, individual sessions were scheduled with principals and/or counseling staff members from the two larger school districts (Corvallis and Albany) to clarify the intent of the program with high school staff and to discuss any related problems. The principals indicated some concern over formally releasing students from school district jurisdiction to community college

jurisdiction and felt their staff should be fully aware of these new developments.

Even before the November meeting, because of the immediate need to start class instruction, the first objective (mathematics) had been developed. The second unit (science) was created lesson by lesson as the class progressed. The remaining units, grammar, literature, modern problems and U. S. history, were produced in the first draft stages prior to actual class usage.

The mathematics objectives were not used with the full class but were used by the three students who entered the series after the mathematics objectives had been completed. The science objectives were first used as classroom lesson plans and later converted to objective format. The sample lesson in science, page 53, later became part of the science objectives (Appendix, p. 125).

At this writing, six units of performance objectives for an adult high school diploma program have been completed. The full text of the objectives is presented in the Appendix (p. 120), but are summarized below:

Mathematics deal in the areas of basic number concepts, the four arithmetical processes, fractions, decimals, percentages and measurement.

Science deals in these general areas: non-living matter, living matter, solar system, temperature, the human body, health and disease, atmosphere and weather, electricity, and green plants.

Grammar covers parts of speech, usage, sentence and paragraph structure, capitalization, punctuation, vocabulary, letter writing, newspaper reading, propaganda, and study skills.

Literature deals with the identity of various literary forms -- i. e., short story, novel, poetry, biography; analysis of characters; types of writing -- i. e., humor, realism, science fiction, mystery; oral and written expression from the students themselves; word imagery and figurative language; reading skills; spelling; and library skills.

U.S. History deals with our present-day economic and political policies, our cultural background derived from England and Europe, our political foundation, the difficulties facing us as a self-governing nation -- both externally as well as internally, our geographic expansion, the Civil War, our transition from an agrarian society to a technological one, and finally our emergence as a world power.

Modern Problems deals with contemporary politics -- i. e., state and national politicians from Oregon, electoral college, general differences between the two major political parties, identity of world leaders, the President's cabinet; consumer education; government structure -- local, state and national; location on maps of countries predominant in the news; letter writing to local Congressmen; supportive opinions on controversial contemporary issues.

Finally: Assist in the development of appropriate admission procedures and graduation requirements.

During the fall quarter of 1971, several meetings were held involving the writer, the admissions staff and the dean of students from LBCC. These meetings concerned: (1) the procedures for student release from public school district jurisdiction to community college jurisdiction, (2) the development of appropriate forms and processes for the release of students, and (3) interpretation of the requirements for graduation with an adult high school diploma. The concern of all parties was to meet the requirements of the state

guidelines for adult diplomas and to develop clear lines of communication with local high school districts.

A rough draft of the necessary forms was developed and presented at the November 1971 meeting with surrounding area superintendents and principals. Copies were distributed with the request that each representative discuss the forms with his own staff, and refer any problems to the dean of students for clarification. It had been agreed at the November meeting that LBCC would not process a student -- under 18 -- unless he presented a signed compulsory release form from his high school.

To facilitate the process of registration and to provide a clear record of the initial student interview (see page 50), a three page handout was created. This provided for the student: (1) the requirements for graduation, (2) an application for graduation and (3) a summary of the student's previous record (Appendix, p. 160).

The state guidelines for high school graduation have been revised (Appendix, p. 163) with 1978 being the tentative year for applicability. These new guidelines, when activated, will have requirements for demonstrating minimum competencies, provisions for credit by examination and certificates of identified competencies for those who have chosen not to complete high school.

Adult high school diploma requirements at LBCC are based on the policy of 1969, but take into consideration the 1978 guidelines.

What ultimate effect (if any) these new guidelines will have on the program at LBCC is unknown at this time.

Summary

In 1969 two major events took place pertaining to community colleges and the issuance of high school diplomas. Until that time only high schools could issue diplomas recognized by the state. With changes in policy from the Oregon State Board of Education, community colleges were: (1) authorized to issue adult high school diplomas, and (2) could grant diplomas to anyone over 16, providing proper release has been granted for those students still under jurisdiction of the public schools.

Because of these new policies, the writer was asked by Linn Benton Community College to develop an adult diploma program for that institution.

A proposal was presented based on three concepts: (1) an adult diploma should be achieved through demonstrating competency rather than being based on time spent in classrooms, (2) it should be possible to satisfy the minimum levels of performance through more than one method, and (3) students should not be labeled as failures because of non-completion of requirements, but have the option of completion at some future date.

This proposal was accepted by the administration of LBCC and resulted in classroom instruction, writing of performance objectives and the establishment of graduation requirements for LBCC.

A series of meetings were held with representatives from the community colleges and the public schools concerning the objectives and the graduation requirements. As each set of rough drafts (objectives and graduation requirements) was created, it was circulated to the interested high schools in the LBCC service area for comment and suggestions.

Through this study: (1) six units of minimum performance objectives for an adult high school diploma program were created, (2) procedures and guidelines were established for the release of students from the jurisdiction of the local high schools to Linn Benton Community College, (3) procedures were formalized for the purposes of record-keeping and counseling students involved in the program leading to graduation with an adult high school diploma.

IV. CONCLUSIONS AND RECOMMENDATIONS

Conclusions

A. An adult working toward completion of the adult high school diploma is generally held to the same basic time requirements as the graduating high school senior. Some exceptions to the requirements, however, are provided the adult because of age and learning experiences he may have had. Each agency, whether the community college or the local high school, is allowed some freedom in determining how the student's time will be occupied in meeting the graduation requirements of that school.

The result of this approach is that adult graduation requirements are subject to the interpretations of the person advising the entering student. An evaluation is made of the student's high school transcript and his experience, and the remaining time requirements are satisfied by attending classes, usually during evening hours.

B. A second conclusion from this study is that a program for adult high school completion based on the concept of performance objectives as an alternative to existing approaches appears to be a workable format. First, students in this study have demonstrated their ability to achieve and proceed through such a design. Secondly, at the termination point of this study the option for future completion of high school requirements was still available for

those who had not completed them. Those who did not complete had their records held in escrow until such time as they wished to finish, rather than being labeled as failures. How many of them will elect to finish at some future date is a question which cannot be answered at this point.

C. Careful diagnosis of student skills and abilities is necessary for accurate placement and sequencing within an individualized approach such as the one utilized in this study.

The teachers in such a setting become a critical factor, as they must develop methods of quickly determining the approximate levels of the students, provide for a successful first experience and provide for further diagnosis at a later session. The students must leave the first session with a feeling of success rather than failure. The first class session is a particularly sensitive one because the instructor has a need to know about the students' abilities; yet putting the entering adult high school student through an extensive battery of formalized testing is a harrowing experience for most -- and not an advisable situation. The adult high school student often does poorly on formal tests. He already has a negative attitude concerning his own abilities when put into a testing situation. He expects to fail. The immediate use of a battery of measurement devices will probably cause the student to not re-appear for the next session.

D. The educational stereotype of the adult high school student being of limited capabilities is incorrect. This conclusion is based on the results of the initial group, personal comments from instructors in programs similar to this, and careful analysis of the more successful programs described in the literature. As with any type of educational program, the entire range of student ability appears.

Student achievement in efforts such as the Job Corps and the military far exceed the normal growth as predicted in the standard school setting. Reading, mathematics, and English grade level scores often increase two to three years over the anticipated one year's growth which is used as a standard. These impressive gains take place in approximately the same time frames as the norms, which indicate that students previously labeled as failures can achieve, given a different set of circumstances.

Three factors seem to overcome the stereotype of limited capabilities which is applied to these students: (1) self-pacing through defined performance objectives, and (2) clearly understood and achievable goals, and (3) careful diagnosis of the learning difficulties facing each student.

E. It is most unlikely that a single instructor can possess the range of skills and abilities needed in the development of a program such as the one described by this study. The initial group pointed out clearly that it was necessary to be a counselor, a reading specialist,

a mathematics and science generalist as well as needing a strong background in the social sciences, and in the fine arts. With the addition of one other instructor during the third phase, the situation became more workable. The format which developed from that allowed the use of additional resource material and further individualization of student programs,

F. The tendency with one instructor was to develop a bias toward one method of dealing with a particular learning situation. The interaction of two or more persons working closely with the same sets of learning problems tended to keep instruction on a better balance. With more options and alternatives available leading to completion of the objectives, students were able to progress without the frustration of having only one approach.

G. Programs such as the one demonstrated by this study will be slow to develop within the framework of a typical school system. The major reason for this slow development is the departure from the traditional time framework as the basis for computation of credit hours to complete high school. Typically, public schools are funded on the basis of some system revolving around average daily attendance of students in classrooms. Teacher salaries are the major portion of most school budgets and are based on school calendars and actual numbers of teaching days. Teachers are normally hired on the basis of full-time teaching contracts of 180 (plus or minus) days which are

further based on the premise that there will be students in the classrooms for the prescribed number of hours for the teachers to teach.

Adoption of a plan such as this study suggests would move the learning process away from a time base and toward an achievement base. Students might elect to graduate early by accelerating their programs, others might elect to achieve their learning objectives by other than the typical classroom attendance. These and other shifts in learning patterns tend to disrupt the orderly procedure long established for the processing of students. The teacher becomes a consultant, a director, or a facilitator. For the school districts this could mean that they may find periods of time, particularly in the spring, when there would not be enough students attending schools to justify the numbers of teachers employed at that time. Until this problem of teacher employment is solved, it is not likely that districts will incorporate this plan as part of their normal curriculum.

H. The results of this one-year study indicate that a system or approach such as this appears to be workable. The community college system seems to be the most appropriate agency at this time. This system has the flexibility to adapt to the needs of students and has fewer restrictions imposed through either tradition or legislative mandate. Because it is another agency, it also allows the public

schools an option for alternative placement of those students who are no longer functioning in their system. It also provides older adults with a place other than the local high school for continuing their schooling, and the community college can provide entrance into other training after completion of the high school requirements.

Recommendations

A. Records

1. Records of student achievement upon entering an adult high school program should be as complete as possible to facilitate diagnosis and placement.
2. Close liaison should be established and maintained between the person(s) actually teaching the adult high school classes and the office maintaining the student records.
3. The institution should delegate to one person the responsibility for gathering, maintaining and updating the accumulated records.
4. Effort should be made by the community college to assure that there is a clear understanding of procedures and policies pertaining to the adult diploma program. This is essential with the local school districts' counseling and administrative staffs as well as within the college itself.

5. To avoid misunderstandings it is recommended that any requirements, or past records, agreements, payments -- all should be in writing. This is to assure that there is a permanent record of exact agreements made, in planning for the completion of the adult high school diploma.
6. Records must be accurate and kept current as the student progresses through the learning sequence. Both the student and the teacher should maintain accurate records of student achievement during the instructional process. This system should act as a reinforcement for learning and be a record of success rather than failure or non-achievement.
7. Grades should indicate the completion of each level of learning and it is recommended that a system of "pass/incomplete" be used. Either the student has successfully achieved a level or he is still somewhere in the process.
8. Effort should be made by the community college to have some of the course work at the college apply toward the adult high school requirements and at the same time be accumulating toward a degree or certificate. Some institutions have such a system of dual credit and it appears that many of the classes in the developmental sequence would apply. This would provide another alternative for students who could be taking college classes to satisfy high school requirements and at the same time be working

toward a college program. These credits could be held in escrow by the college until the student satisfied the high school requirements or reached the age of 18 and became a legal college student.

B. Requirements

1. It is recommended that the current offering of six weeks duration per segment be changed to five. This would allow for two full segments per community college quarter and better fit the existing school calendar.
2. If the time duration is changed to five weeks, it is recommended that the existing three college credits for the class be maintained. A typical three credit college level class meets approximately 33 hours to satisfy requirements. The adult high school class would meet five weeks at six hours per week for 30 hours.
3. The state requirements for physical education and health could be met through the development of a health class oriented to the needs of this class or through taking an existing college first-aid or health class. Many of these students have an inadequate knowledge of basic health habits and could benefit from such information. It should also be possible to waive these requirements for those who can satisfy through other means (i. e., age, work experience).

4. For those students who need more credits than can be given through this sequence, such as a person who left the public schools early in his high school years, it is recommended that completion of the six classes be sufficient justification for the granting of the high school diploma.
5. A standing advisory committee should be established to further evaluate this program, the community needs and to recommend future directions. Local high schools, appropriate state agencies and the community college should all help to formulate the directions of this program as it grows.

C. Environment

1. The physical situation appears to be important from an attitudinal standpoint, and every effort should be made to provide instruction in other than the typical high school classroom.
2. It is recommended that the Learning Resource Center act as a major factor in future efforts. Through such a center, optional classes such as reading, study skills, and test-taking skills would make better use of the existing capabilities of the college.
3. Peer tutoring appears to be an effective method of helping these students achieve the requirements. The use of the Learning Resource Center, the student centers, and other quiet areas adds to the flexibility of tutoring and allows the student to select

an environment where he feels at ease.

D. Instructor Selection

1. Ideally, more than one instructor should be involved in the instructional process. Learning could be approached from the team concept, or the learning consultant standpoint, using other members of the college staff, citizens of the community with special skills, or teaching aides.
2. The instructor should be a skillful diagnostician able to use several techniques in determining the needs of the students. These should include, but not be limited to, informal interviews, formal and informal testing, and the ability to make the students feel at ease during the diagnosis.
3. After diagnosis of the learning needs, the teacher should be knowledgeable of the many different approaches and media available to solve the learning problems.
4. As a consultant in the learning process, the teacher should be able to carry on continuous diagnosis and prescribe whenever difficulties or frustration are impeding the learning process.
5. There should be an instructor knowledgeable in the diagnosis and treatment of reading problems, since many of these students have difficulty in this area. Counseling is an on-going process in such a program and the teachers should be perceptive to

problems and aware of methods to alleviate some of the difficulties.

Subject matter areas call for teachers with wide-ranging backgrounds of experience and a concern for developing the students' thinking ability.

E. Publicity

1. As this effort expands, its availability should be widely publicized, through the public schools, and government agencies dealing with persons of limited formal schooling.

F. Instruction and Materials

1. The instructional format should be made up of small units of information presented in a variety of ways -- classroom seminars, self-instructional packages, and exposure to other resource persons.
2. Instruction should involve a multi-media approach covering audio, visual, and actual "hands-on" practice when appropriate.
3. The student should be aware of the sequencing designed into the instruction and the rationale behind those decisions. Materials should be structured and clearly identifiable by the students as being useful information.

G. Graduation

1. The existing process of meeting with a counselor should be maintained and expanded, as many of these students are not aware of the many possibilities open to them for further schooling and training.
2. Provisions should be made to have certificates or diplomas showing successful completion. It is recommended that these students participate in the regular college graduation ceremony and receive their diplomas as part of that activity. It is important to many of these students to show others that they have achieved this level in the educational system.

Further Research Needed

1. A comparison study should be made using matched pairs of students working through the performance-objective approach and the GED-Preparation approach.
2. A follow-up of the students in this study, comparing their feelings about the program, determining their level of success, and assessing their skills to see if there are any significant differences between them and typical high school graduates. Obviously the number of variables which must be matched will present a formidable problem to the researchers. One variable, that of age differential, cannot be matched.

3. Further refinement of the existing performance objectives and the location of materials to better implement the offering of such a program.
4. Development of the performance-based high school diploma into a field based format which would be applicable to persons in remote locations.
5. Incorporation of the performance-based approach within the structure of an existing high school, with a comparison study of attrition factors, study habits, types of students selecting, length of time spent completing.
6. A longitudinal study should be developed to follow a group of students through the program recommended in this study to determine attrition rate, motivation, completion, and evaluation of the program.

Post Script

The writer realizes that what has been described in this study is merely a first step toward quantifying what constitutes an adult high school diploma. The performance objectives created for this curriculum are acknowledged as being crude and first generation products, but they represent a beginning. The procedures discussed toward achievement of the diploma also represent a beginning and would profit from further refinement.

Hopefully, these objectives and the format developed will be studied by others from the community colleges, the local public schools and perhaps at the state level, and may act as a catalyst which will lead to refinement, correction, and improvement of this beginning step. These objectives were designed in an attempt to establish "minimums." The writer does not take the position that they are absolute models which should be used; rather, that they are examples which could be modified to fit other situations.

If this effort can lead others to a better educational tool, the writer's personal objectives would then have been accomplished.

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APPENDIX



OREGON BOARD OF EDUCATION

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TOM McCALL
GOVERNOR

February 29, 1972

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DALE PARNELL
Superintendent and Executive
Officer of the Board

DON EGGE
Deputy Superintendent and
Secretary of the Board

TO: Adult Education Local Program Directors and Instructors

RE: Adults taking the GED tests.

- 1/ Because of the impact of the law (1971 Oregon Legislature) Senate Bill 567 which reduces the compulsory education age from 18 back to 16, it is important that we all cooperate in every way possible to carry out the intent of the law.
- 2/ The enclosed statement from the Oregon Board of Education sets up regulations about persons under 18 taking GED tests.
- 3/ Will you do whatever you believe is necessary to be sure the adults who want to take the GED test understand what they have to do if they are under 18.

Clifford C. Norris
Specialist
Basic Education &
High School Completion

CCN:sk
Enclosure



OREGON BOARD OF EDUCATION

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DALE PARNELL
Superintendent and Executive
Officer of the Board

FASOLD
Deputy Superintendent and
Secretary of the Board

This office cannot legally act upon your request for a GED age waiver until we have been provided certain required information.

If you are under age 18, we need a statement

- (1) from your school that it has released you from compulsory school attendance
- (2) that taking the tests has been specifically required
 - (a) by a school to which you seek admission, or
 - (b) by an employer who assures you a job should you pass the test, or
 - (c) some other agency which represents furthering your education or employment opportunities.

Information should also be provided in case of any particular hardship that exists which could be relieved by your taking the test.

It is essential that you have significant reasons for wishing to take the GED at this time. Age waivers can only be justified when it is shown that the successful completion of the GED will result in furthering your educational and/or occupational goals.

Upon receipt of the necessary information, your request will receive further consideration.

Cordially,
Redacted for privacy

Gerard Berger
Coordinator
GED Program

GB:gn

BEFORE THE STATE BOARD OF EDUCATION
OF THE STATE OF OREGON

In the Matter of the Adoption of)
Criteria for the Issuance of Adult)
High School Diplomas by Oregon High)
Schools and Community Colleges)

P O L I C Y

This matter having come before the State Board of Education in Salem, Oregon, on the 17th day of September, 1969, for adoption of Criteria for the Issuance of Adult High School Diplomas by Oregon High Schools and Community Colleges, and

The Board having examined and reviewed the Criteria, and now being fully advised in the premises, it is by the Board

Ordered that the following Criteria for Issuance of Adult High School Diplomas by Oregon High Schools and Community Colleges be and the same is hereby adopted:

Adult High School Diplomas:

, Enrollment in adult public high schools and community colleges may be extended to persons 21 years of age or older and such institutions are hereby authorized to award adult high school diplomas.

Curriculum and Schedule:

The adult high school and community college adult high school completion curriculums should approximate the local basic distribution of courses required for graduation. However, the program should also encompass characteristics consistent with the more mature needs, interests, opportunities, experiences, and responsibilities of adults. Courses of study should reflect in depth and content the intellectual, social, vocational, and emotional experiences of adults.

Adult high school and community college adult high school completion programs should offer a flexible course of studies based on daily, weekly, quarterly, or semester schedules which best fit the educational needs of students. Special care should be taken to minimize conflicts with work schedules, family responsibilities, and similar adult obligations.

Units of Credit:

A unit of credit in an adult high school or community college adult high school completion program shall be awarded for competency, skill, or knowledge equal to that required to earn credit in an equivalent course in a regularly accredited public high school.

Evidence of demonstrated competence, attested to by qualified persons in the field involved and as can be obtained from standardized and relatively reliable measuring instruments, shall be recorded on permanent records similar to those used for recording units of credit toward completion of a standard high school diploma program.

Awarding of Credit:

In addition to credits previously earned and documented by transcripts at grade nine or higher, special means for granting credit as described in Minimum Standards for Public Schools, adopted by the Oregon Board of Education, September 14, 1966, shall apply equally to adult high school and community college adult high school completion programs.

A maximum of four units may be granted in adult high schools and community colleges for documented or registered trade apprenticeship programs or other evidence of successful vocational learning and achievement.

One to four units per semester may be awarded for regular employment in cooperative work-study programs supervised or taught by vocationally certified teacher-coordinators.

Graduation requirements in Oregon adult high school and community college adult high school completion programs shall be the same as set forth in Minimum Standards for Public Schools, adopted by the Oregon Board of Education, September 14, 1966.

However, it must be stated that the adult high school diploma is primarily based upon knowledge, competence, and life experiences rather than the typical Carnegie unit of credit.

Teaching Staff:

The regulations and requirements for teaching staff shall be the same as set forth in Minimum Standards for Public Schools, adopted by the Oregon Board of Education, September 14, 1966, and Policies and Procedures: Course and Instructor Approval, Oregon Community Colleges, approved by the Oregon Board of Education, October 10, 1967, except that for non-credit courses the qualifications of teachers shall be subject to the discretion of the local governing board.

The foregoing policy is made pursuant to resolution of the State Board of Education duly made and adopted the 17th day of September, 1969.

OREGON STATE BOARD OF EDUCATION

By

Jesse V. Fasold
Secretary, State Board of Education

State Board of Education

Dr. Eleanor Beard, Chairman	Francis I. Smith
Richard F. Deich	Frank J. Van Dyke
Eugene H. Fisher	Frank M. Warren
W. Warren Maxwell	

LBCC TESTING SITE
GED TEST - FORM EE

<u>Test</u>	<u>Subject</u>	<u>No.</u>	<u>Raw Score</u>	<u>Standard Score</u>	<u>Percentile</u>
1	English	100	36	40	16
2	S. Science	75	27	40	16
3	Science	65	22-23	41*	18
4	Literature	80	26	40	16
5	Mathematics	50	16	41*	18

* Those with a Standard Score of 41, have no 40 listed. A Raw Score of one less than that given above makes a Standard Score of 39.

June 26, 1972

FIRST READING

OREGON BOARD
OF EDUCATION

ADMINISTRATIVE RULE

REGULATIONS FOR THE ISSUANCE OF CERTIFICATES
OF HIGH SCHOOL EQUIVALENCY

OREGON STATE BOARD OF EDUCATION REGULATIONS
FOR THE GENERAL EDUCATIONAL DEVELOPMENT (GED)
TESTING PROGRAM AND FOR THE
ISSUANCE OF CERTIFICATES OF HIGH SCHOOL EQUIVALENCY

Section I. General Educational Development Tests

The General Educational Development Tests have been adopted as the measure of high school equivalency under the provisions of ORS 326.550. There are five tests:

Correctness and effectiveness of Expressions

Interpretation of Reading Materials in the Social Studies

Interpretation of Reading Materials in the Natural Sciences

Interpretation of Literary Materials

General Mathematical Ability

All applicants except those confined to Oregon Correction or Health Institutions must take the GED test at an approved military testing center or an official GED testing center.

Section II. Requirements for a Certificate of Equivalency

An applicant must physically reside within or have had his last formal school attendance in Oregon.

Residents of states other than Oregon may be tested at Oregon agencies but must meet the requirements of their home states and apply to the home state for certification.

An applicant must be 18 years of age to take the GED tests unless excused from compulsory school attendance by the state of residence

or as provided in ORS 339.030. In such cases, it is necessary for the applicant to obtain an age waiver from the superintendent by presentation of evidence of hardship to the State Coordinator, GED Program, Oregon Board of Education, 942 Lancaster Drive NE., Salem, Oregon 97310.

To be awarded the certificate, an applicant must be 18 years of age and the high school class of which he would have been a member shall have graduated.

Section 3. Minimum Test Scores

To obtain the Certificate of Equivalency, an applicant must achieve a standard score of 40 or above on each of the five tests which comprise the GED battery. In case of failure to achieve such a score, an applicant may retest on a comparable form any of the five tests which he failed. No more than two retests will be permitted within one year after the initial examination attempt.

Section 4. Previous Education

Previous high school enrollment is not required to be eligible to receive a Certificate of Equivalency.

Section 5. Certificate Application

(a) The individual who passes the tests may make application for the Certificate of Equivalency to the State Coordinator, GED Program, Oregon State Board of Education, 942 Lancaster Drive NE., Salem, Oregon 97310. Application forms, available at all official testing

centers, may be completed at the time the test is taken and mailed by the testing center along with scores.

(b) Test scores are accepted as official only when reported directly by Official GED Agencies, the United States Armed Forces Institute; directors of Veterans Administration hospitals; and in special cases by the GED Testing Service.

(c) Service personnel are responsible for having their test scores sent to the State Coordinator at the above Salem address. Upon receipt of these, an application form will be mailed.

Section 6. Testing at State Institutions

By authorization of Commission on Accreditation, the Oregon Board of Education administers the GED tests to individuals confined to state correctional and health institutions.

High schools are not authorized to issue diplomas or certificates on the basis of GED tests.

Testing centers shall comply with the requirements of the Testing Program by refusing to administer tests to those who have not reached the age of 18, unless permission is granted by the State Coordinator, GED Program, Oregon State Board of Education.

Section 7. Job Corps

Upon the recommendation of the Commission of Accreditation of Service Experience of the American Council on Education, the following provisions apply for GED testing of members of the Job Corps

stationed in Oregon:

(a) Civilian-restricted forms of the GED test can be administered to Job Corps trainees who have been determined to be eligible by the educational director of the Job Corps Training Center.

(b) Testing will be done at official GED agencies, and the usual testing fee will be charged.

(c) Persons taking the test must be 18 years of age unless this requirement has been waived by the State Coordinator of GED upon recommendation of the Director of the Job Corps Training Center.

APPENDIX MATERIAL

PROBLEM:

There are inadequate educational alternatives available for the 16-18 year old student who is released from compulsory school attendance under provision of ORS 339.030; presently, the GED is sought as the most viable alternative to a regular high school diploma.

OBSERVATIONS:

1. The High School Equivalency Certificate has enabled many persons to meet employer qualifications who would otherwise have been less likely to be employed.
2. The GED test is an effective way to attain high school equivalency for those persons who left high school prior to graduation.
3. Students released from compulsory school attendance under provisions of ORS 339.030 are seeking further educational opportunities and GED preparation programs in greater numbers.
4. Discontinuance of the GED program would work a hardship on those persons who need alternate routes to the traditional high school diploma.

RECOMMENDATIONS:

1. The present High School Equivalency Certificate program be continued under recommended policies contained in Administrative rule 46-010 submitted to the State Board of Education for approval on June 26, 1972, until new high school graduation requirements are adopted.
2. Greater emphasis needs to be placed on programs which encourage students to remain in school.
3. Consideration be given to procedures which minimize the barriers between high school and community college programs to the end that maximum access to educational opportunities is assured for all students.
4. That a review be made of current prerequisites for entrance into training opportunities in community colleges.

BACKGROUND MATERIAL:

The Oregon Board of Education has issued Certificates of Equivalency on the basis of the Tests of General Educational Development (GED) since 1946. The purpose of the GED tests is to provide a valid means of measuring the educational achievements of non-high school graduates. The test battery is comprised of five comprehensive examinations: English, social studies, natural science, literature, and mathematics. All GED test batteries have been equated to current national normative data. Besides the regular GED tests, a Spanish version of the test for Spanish-speaking adults is available. There are two special editions of the test for the visually handicapped -- one on magnetic tape for administration to the legally blind and one in large type for administration to the partially sighted.

Testing Centers

At the present time, tests are administered at 42 centers in Oregon. GED tests are given in all but one of the community colleges, four schools in the Oregon System of Higher Education, one private college, five IED offices, and fourteen public school districts. The Oregon Board of Education is an official testing center for the state institutions.

Certificates Issued

In 1946 seventy-two Certificates of Equivalency were issued. The following table illustrates the growth of the GED program.

<u>Year</u>	<u>Certificates Issued</u>	<u>Oregon Residents Tested</u>
1965	1,977	2,325
1966	2,636	3,721
1967	2,895	4,936
1968	2,902	7,832
1969	2,564	7,978
1970	3,209	7,736
1971	2,858	10,030

In 1970, the average age of people taking the GED tests was 25.4 years and the average years of school was 9.9. Forty-three and nine-tenths percent took the tests so they might pursue further study. Of the approximately 8,000 Oregon residents taking the test, 18.1 percent failed.

Age Waivers

The minimum age in order to take the GED test is 18 unless an age waiver is obtained from the state GED Coordinator. To be considered for an age waiver, the underage person must write a letter to the State GED Coordinator requesting permission to take the tests, stating reasons for the request, i. e. , further schooling, military duty, employment, and obtain official release from his high school in writing before his request is considered. The applicant may support his request with letters from parents, counselors, recruiters, or prospective employers. The following data has been collected on the issuance of GED age waivers.

<u>Age Waivers Issued</u>	<u>Reasons for Issuing GED Waivers From a Sampling of 85 Applicants</u>
September 1971 -55	36.5% Job Corps
October 1971 -71	29.5% Armed Forces
November 1971 -67	20.0% Further Schooling
December 1971 -77	
January 1972 -66	8.2% Hardship
February 1972 -67	3.5% Employment
March 1972 -58	2.3% Apprenticeship
April 1972 -52	
May 1972 -44	

From: State of Oregon - Minimum Standards for Public Schools
 Section ORS-13-030 p. 7, 8

1 Carnegie Unit = 10 Semester Hours = 145 clock hours

Minimum State Standards (1966)

	30 semester hours - English	= 435 clock hours
	20 semester hours - social science	= 290 clock hours
	20 semester hours - health and PE	= 290 clock hours
	10 semester hours - math	= 145 clock hours
	<u>10</u> semester hours - science	= <u>145</u> clock hours
Sub-Totals	90 semester hours	= 1305 clock hours

	50 semester hours for local board	
	requirements and electives	= 725 clock hours

Totals	140 semester hours for graduation	
	from High School	= 2030 clock hours



OREGON BOARD OF EDUCATION

942 LANCASTER DRIVE NE • SALEM, OREGON • 97310 • Ph. (503) 364-2171 Ext. 1602

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DALE PARNELL
Superintendent and Executive
Officer of the Board

JESSE FASOLD
Deputy Superintendent and
Secretary of the Board

October 7, 1969

TO: High School Principals
School District Superintendents
IED Superintendents
Community College Presidents
Community College Deans of Instruction

RE: Adult High School Diplomas

Enclosed is the recently adopted Oregon Board of Education Policy on Criteria for Issuing Adult High School Diplomas. The policy authorizes local boards of education for school districts and community colleges to adopt local regulations setting forth the conditions and establishing the basis for granting adult high school diplomas. The major change here grants to community colleges the authority to issue adult high school diplomas to persons 21 years of age and older.

For students under age 21, the following will apply:

1. Students less than age 21 who wish to enroll in courses for completion of requirements for an adult high school diploma must have approval from the high school district in which they reside.
2. The high school in the district where the student resides will issue the adult high school diploma.
3. A high school may release a student under 21 years of age from the requirements of paragraph #1 and paragraph #2 by recommendation of school district officials.
4. A student under 21 years of age who has been released by school official action from the requirements of paragraph #1 and paragraph #2 may complete the requirements for an adult high school diploma in a community college and be issued an adult high school diploma by this college.

October 7, 1969
Page 2

This Oregon Board of Education action is a step forward in the process of extending educational services to the citizens of Oregon. Many districts already have established policies and guidelines for adult high school diplomas. Copies of these existing policies would be available to any district wishing to inaugurate a program.

Meeting the educational needs of the adult population offers many opportunities for cooperative programs between high schools and community colleges. Your suggestions about how the criteria can be revised to encourage these cooperative activities will be welcomed.

If further information is required, please contact Clifford Norris, Specialist, Adult and Continuing Education, at 364-2171, extension 1631.

Redacted for privacy

Dale Parnell
Superintendent
Public Instruction

DP:sr

Enc.

ENROLLMENT OF HIGH SCHOOL STUDENTS AND THE ADULT HIGH SCHOOL DIPLOMA

Following is the general conclusion which is a product of the discussion by members of the President's Council, Bob Talbott and Mr. Zielashowski on Tuesday, September 28.

I ADMISSIONS

- (1) Students 17 years of age and younger may enroll for classes as described below on a "space available basis." This means that individuals 18 years of age and older will be given first chance¹ at course offerings at LBCC. If all available spaces are not filled by the 18 year plus age group then the younger student may enroll for these classes. Their enrollment will, of course, be determined by joint agreement and articulation plans to be developed by the community college and high schools. Laws, rules and regulations which have been established under Oregon school law would also be a determinant in their enrollment.
- (2) Students 17 years of age and younger may enroll for 7 or fewer credits in an evening or summer school schedule without special matriculation through the admissions office. Students enrolled on this basis may accumulate up to 30 credits at LBCC during their period of part-time enrollment without matriculating.
- (3) Students 17 years and younger must matriculate (must be admitted) if they are planning to enroll for classes between 8:00 a. m. and 5:00 p. m. or with to enroll for 8 or more credits even though entirely in the evening period. A transfer clearance form will be necessary from the high school with the principal's signature to complete all steps in the admissions process if the student's enrollment is simultaneous¹ with high school enrollment. All other regular LBCC admissions requirements will apply to their admission. Entry into a specific program will be determined as outlined above on a space available basis.

¹Simultaneous Enrollment - High School and College, College Regulations Council

(4) For students who are 17 years of age and younger and who have been released from compulsory attendance at the high school, a memo from the high school principal or superintendant indicating clearance for release will become an essential step in the admission of the student to LBCC. As indicated above, enrollment for the 17 and younger age group is on a space available basis.

II GUIDELINES FOR THE COMPLETION OF THE ADULT HIGH SCHOOL DIPLOMA AT LBCC OR THROUGH THE LOCAL HIGH SCHOOL DISTRICT

As is outlined under Oregon State Board of Education policy regarding adult high school diploma, community colleges can issue the adult high school diploma. The primary purpose of the adult high school diploma is to assist those individuals 18 years of age or older in completion of the State Board requirement under Minimum Standards for Public Schools² which includes a minimum of 19 Carnegie units -- English, Social Science, Health and Physical Education, Science and elective.

As outlined in the October 7, 1969, memo from Dr. Parnell, the community college shall have the authority to issue the adult high school diploma to persons 21 years of age and older. The following will apply for those under 21:

1. Students less than age 21 who wish to enroll in courses for completion of requirements for an adult high school diploma must have approval from the high school district in which they reside.
2. The high school in the district where the student resides will issue the adult high school diploma.
3. A high school may release a student under 21 years of age from the requirements of paragraph #1 and paragraph #2 by recommendation of school district officials.
4. A student under 21 years of age who has been released by school official action from the requirements of paragraph #1 and paragraph #2 may complete the requirements for an adult high school diploma in a community college and be issued an adult high school diploma by this college,

²Adopted by the Oregon Board of Education, September 14, 1966

For individuals who are participating under a joint completion program through a high school district, the high school shall determine the general requirements for the issuance of the regular high school diploma or adult high school diploma. At LBCC, the Counseling Center will assist the students in planning for completion of these requirements for the diploma. For individuals wishing to complete the LBCC adult high school diploma, a system of appraisal shall be established by the admissions office using guidelines as set forth in State Board policy. The following will apply in the appraisal of the student's background:

- a. courses completed in the high school
- b. courses completed at LBCC or other accredited school
- c. experience; i. e. , completion of apprenticeship training, on-the-job training, military experience, etc. , which may apply toward elective and subject matter requirements
- d. appraisal of knowledge of subject matter based upon achievement test results

Approximately 40 per cent of the population of Oregon have not completed a high school program. This has increasingly become important to employees and employers with a highly selective job market. Industry is requiring most employees to have the high school diploma or the equivalent prior to initial placement on a job.

LBCC will be offering a comprehensive program this year which will provide an opportunity to acquire an adult high school diploma or GED certificate of completion which is acceptable as a high school diploma.



ADULT HIGH SCHOOL DIPLOMA

This program has been developed and accepted by the State Department of Education. Any adult over 18 or 16 but released from compulsory school attendance may attend these classes and by satisfactorily completing all six courses will be granted an adult high school diploma. Classes will be held at LBCC in room C-5, 7:00 p.m., beginning September 28. Tuition — \$18.00 for each class. Math starts September 28; Science, November 9, English, January 11; Literature, February 22; Modern Problems, April 11; U.S. History, May 23. Each class is 3 hours, 2 nights per week for 6 weeks.

HIGH SCHOOL CONTINUATION

These classes are conducted in the high schools through the recommendation of the school's counseling and guidance staff. Classes are designed as a procedure wherein students can make up the required courses needed for graduation. Students must have approval from their high school to attend these classes. Tuition — \$18.00 per class. English — M-W
Corvallis — U.S. History — M-W Albany — English — M-W
Lebanon — Contact Mr. Nawrocki, Lebanon High School for details.

GED TEST

Tests are conducted at LBCC Counseling Center. This test is limited to adults over 18. Cost of the test is \$7.50. The test consists of satisfactorily completing the following areas: English, Social Studies, Science, Literature and Math.

GED TEST PREPARATION

GED Test Preparation is available to all adults in Linn and Benton Counties to prepare the student to take the high school equivalency or GED Test. Classes are free to those people that cannot pay for tuition. Classes scheduled for Fall Term, 1971 are as follows:

ESL

ESL or English as a Second Language will be taught at Corvallis High School, 7:00 - 10:00 p.m. Tuesday. This class is for new Americans who might wish to become more proficient in the English Language.

CLASSES TV

TV classes for GED Test Preparation will be held weekly. The class will be on Channel 7 and 10, Monday at 3:00 p.m., Tuesday at 8:00 p.m., Wednesday at 6:00 p.m. and on Channel 12 Saturday morning at 8:30 a.m. All of our GED classes will be held in conjunction with the TV class so students will have preparation for the TV lecture and a discussion of the class afterwards.

RELATED CLASSES TEXTBOOKS

There will be a complete set of textbooks available at the LBCC Book Store that relate directly to the TV class. The only cost for the program is the texts at a total of \$6.50. It is a small price to prepare yourself for a high school diploma.

CLASSES DAYTIME

Methodist Church, Albany — 9:00 a.m. — 12:00 noon, Monday thru Friday; First Baptist Church, Lebanon — 9:00 a.m. — 12:00 noon, Monday — Wednesday — Friday.

CLASSES NIGHT

LBCC, 7:00 - 10:00 p.m. Th.; Alsea High School, 7:00 - 10:00 p.m. Th. — start 10 14 71; Sweet Home High School, 7:00 - 10:00 p.m. (day to be arranged).

To: Dr. Adams, Dean of Instruction, Linn Benton Community College
 From: J. A. Johnson
 Subject: Tentative Plan for the Development of an Adult High School Completion Curriculum for Linn Benton Community College

- I. PROBLEM: A commitment has been made to the community to implement a program of high school completion at LBCC, but as yet a complete curriculum has not been designed.

Explanation: A group of ten students has already begun the first of a sequence of six offerings.* Textbook and direction for immediate purposes is GED-oriented.

SHORT-TERM SOLUTION OF PROBLEM: Continue direction and use of materials prepared by Spokane Community College for GED preparation. Begin immediate development of a measurement device to determine satisfactory completion of the first phase (Math). This could be the use of a standardized test such as the California or comparable, utilizing pre- and post-testing to determine the growth. Preferred, however, would be teacher-made exams directly related to the actual classroom materials.

This same general approach could be used for each of the six areas, or until such time as the general and specific objectives for the program are established.

The present philosophic viewpoint is the preparation of a student to pass the GED test. This present goal should be modified as objectives are established to encompass minimum specific requirements.

The student should be able to progress at his own rate of speed from unit to unit until completion. When his requirements are met for the class, he should not be required to spend more classroom time in order to gain credit for the course. Although he has the option, the student should not be required to take any

* Six areas to be offered and tentative beginning dates:

Math	9-28-71	Literature	2-22-72
Science	11-9-71	Modern Problems	4-11-72
English (Grammar)	1-11-71	U.S. History	5-23-72

more courses than he needs to complete the minimum standards for high school.

- II. PROBLEM: Coordination with Admissions offices and Counseling services must be developed.
- A. Establish articulation with the local high school districts concerning state guidelines, regarding what is required of a high school graduate.
 - B. Devise and implement a definite system of clearance and release from compulsory school attendance with the local high school districts.
 - C. Formulate a policy as to the requirements at LBCC for a high school diploma issued by this institution,
 - D. Develop a system of evaluating previous high school attendance, work experience credits, military credits, correspondence credits, electives, other areas--to determine remaining requirements.
 - E. Establish a file and record-keeping system for each student to meet the needs of state guidelines.
 - F. Develop a consistent method of placement in the program.
 - G. Establish regulation concerning dual enrollment.

SOLUTIONS: (Some of the above are clerical problems in nature, and after guidelines and policy are established, should present few obstacles.) Problems A and B: some preliminary work has been done with the meeting of the local high schools and state office representatives at Linn Benton. All that remains is to formalize those agreements in written form. Problem C: probably will require board action and could not be done until some of the other stages are completed. It might be advisable, however, to provide the board with information about the progress of the program. Problems D and E: these indicate the need to discuss such areas with established programs in the state of Oregon and perhaps other areas outside the state with similar systems. Also in this area is a need to read analytically the state guidelines. Problem F is critical: the student will probably deal with a counselor who provides general information and directs the student to the admissions area for evaluation.

This will determine the actual requirements for the student who is referred again to the counselor to discuss long-range planning. Together they would explore the various solutions to the student's specific problems and allow the student to make a choice as to direction--GED, high school completion, etc.

III. PROBLEM (LONG-TERM):

- A. The initial position of teaching to pass the GED test is unacceptable for this program.
- B. There is a need to determine the minimum specific requirements a student needs to qualify for LBCC's adult high school diploma.
- C. A delivery system of learning packages must be developed to implement the general and specific objectives established.

SOLUTIONS (FIRST PHASE)

1. An analysis of the minimum standards for public school, developed by the state, will provide basic guidelines for the program. The state and national standards for GED will have to be evaluated and incorporated as part of the basic guideline.
2. Representatives of both rural and urban high schools have to be contacted to see what they consider the high school requirements to be. This should be done for each subject area of the program.
3. A request from the Dean's office should ask that each superintendent or principal meet with his people and develop a written statement about what they think the minimum specific requirements ought to be in each subject area. This phase should have a time limit of approximately a month, with a reminder letter to ensure response. Also during this phase, I would hope to meet with groups which have any questions or problems concerning the program.

When the major portion of these results are returned, a compilation of all the responses will be made to act as a general guideline. Using this general guideline and the advice of the LBCC staff, general behavioral objectives

should be developed for each of the areas, to meet the minimum requirements.

PHASE TWO:

1. Work with competent people from each curriculum area in developing learning packages to meet the requirements and the objectives.
2. Ensure that the packages offer the optimum flexibility, utilize relevant materials and experiences, provide extensive student involvement, and are educationally sound.
3. As the packages are developed, work with the authors of the package in a pilot stage. When an acceptable package is developed, phase out the GED materials and replace them with the newly developed learning packages.

PHASE THREE: After the pilot stage, attempt to have the learning packages presented in a form which is more permanent and which could be used by others in different areas.

Math--Mastery Test

Name _____

SHOW YOUR WORK IN THE SPACE PROVIDED

A. Review of adding, multiplying, subtracting and dividing.
Watch the signs.

1.
$$\begin{array}{r} 980109 \\ -263042 \\ \hline \end{array}$$

2.
$$\begin{array}{r} 118162 \\ - 33839 \\ \hline \end{array}$$

3. 41 9772

4. 87 6879

5.
$$\begin{array}{r} 59 \\ 85 \\ 56 \\ 7 \\ +83 \\ \hline \end{array}$$

6.
$$\begin{array}{r} 576 \\ \times 87 \\ \hline \end{array}$$

7.
$$\begin{array}{r} 479 \\ \times 64 \\ \hline \end{array}$$

8.
$$\begin{array}{r} 71 \\ 93 \\ 52 \\ 64 \\ +25 \\ \hline \end{array}$$

B. Round the following numbers as indicated.

To the nearest hundreds:

To the nearest ten:

9. 74,592 = _____

11. 80 = _____

10. 79,012 = _____

12. 7,177 = _____

13. 42,142 = _____

C. Fractions -- Watch the signs -- Reduce to lowest terms:

14.
$$\begin{array}{r} 1/3 \\ +1/2 \\ \hline \end{array}$$

15.
$$\begin{array}{r} 1/3 \\ +7/8 \\ \hline \end{array}$$

16.
$$\begin{array}{r} 9-1/2 \\ + 2/3 \\ \hline \end{array}$$

17.
$$\begin{array}{r} 13 1/4 \\ +15 3/10 \\ \hline \end{array}$$

18.
$$\begin{array}{r} 2/3 \\ -5/12 \\ \hline \end{array}$$

19.
$$\begin{array}{r} 116 13/15 \\ -15 1/3 \\ \hline \end{array}$$

20.
$$\begin{array}{r} 5 1/4 \\ -4 3/4 \\ \hline \end{array}$$

21. $1/3 \times 3/10 =$

22. $5/6 \times 15/16 =$

23. $2/3 \times 27 =$

24. $2 1/8 \times 16 =$

25. $1 7/6 \times 1 3/8 =$

26. $1 1/4 + 11/12 =$

27. $3 1/4 + 5 =$

D. Change these decimals to common fractions:

28. $.58 \frac{1}{3} =$

29. $.62 \frac{1}{2} =$

30. $81 \frac{1}{4} =$

E. Decimals - Watch signs:

31. $5.29 + 37.09 + 39.60 =$

32. $5.11 - .16 =$

33.
$$\begin{array}{r} 704 \\ \times 4.5 \\ \hline \end{array}$$

34. $5 .6325$

F. Percents -- Change to decimals:

35. $151\% =$ _____

36. $1 \frac{2}{5}\% =$ _____

Change to percents:

37. $1.6 =$ _____

38. If 36 equals 100% of a number, what is $33 \frac{1}{3}\%$ of it? _____

39. What percent of 175 is 7? _____

40. If $4 \frac{1}{2}\%$ of a number is 9, what is the number? _____

41. Two years ago, Mr. Clark sold 75 trees at Christmas. Last year he sold 80 trees. What was the percent of increase in the trees sold? _____

42. A salesman is allowed 40% commission on his sales. He earns \$60. What is the amount of the sales? _____

43. A grocer bought corn at 20¢ a can. He marked it to sell at an increase of 25% of the cost. The selling price of the corn was _____.

44. Find simple interest: \$346 at 6% for 60 days _____

45. Find principle of following when compounded:

\$200 at $2 \frac{1}{2}\%$ for 3 years _____

G. Algebra review (solve for x)

46. $x + 9 = \underline{\hspace{2cm}}$

47. $16 + x = 34 \underline{\hspace{2cm}}$

H. Define the following terms. If more space is needed, use back of paper.

48. Area

52. Perimeter

49. Circumference

53. Square

50. Rectangle

54. Volume

51. Perpendicular

55. Invert

Lee Sample Assessment - Mathematics

Problem #	Strengths
3-4	long division - ok
11-13	understands rounding concepts -- 10's place
14-21	fractional addition and subtraction ok
23-26	cross multiplication, mixed numbers, reduction of fractions
28-34	decimals -- ok all functions
38	percent of a number
46-47	solving for an unknown
48-55	terminology ok

Weakness

1	error in carrying - subtraction/addition (discuss - may be carelessness only)
6	may be carrying error again and not sure of multiplication factor
9-10	not clear on rounding to the 100's
22-27	errors of carrying ?
35-37	percents to decimals and reverse operation
39	percent of a number -- (question on how he arrived at #'s 38, 40, 41, and 43).

English Grammar -- Example of student checksheet

Sentences

- subject/pred.
- complete
- compound
- complex

Noun

- direct object
- plurals
- possessives

Verbs - active

- being
- conjugation
- agreement s/v/

Adverbs

Adjectives

- comparison

Pronouns

- subject/object

Prepositions

Letter writing

Library skills

Propaganda

Paragraphs

Capitalization

Punctuation

- commas

- quotes

Vocabulary

Prefixes/suffix

Semicolons

Contradictions

Example: Worksheet - Teacher-made Practice Materials

U.S. History - Chapters 4, 5 and 6 Name _____

- I. A. Explain England's attitude toward her New World colonies, from the political standpoint as well as the economic standpoint,
- B. What do you suppose would have happened to those signing the Declaration of Independence, had the English won the Revolutionary War?
- C. Write a short article for a newspaper describing the Boston Tea Party. Remember to make the headline brief, yet concise and include information for the four W's--who, when, where and why. (Use the back of this paper.)
- D. What was the primary reason so many of the colonists mistrusted a central government with any power?
- II. True and False
- A. The First and Second Continental Congresses of 1774 and 1775 met primarily to declare independence for the colonies. _____
- B. The Declaration of Independence was made public on July 4, 1776. _____
- C. American culture has all been copied from other countries. _____
- D. George Washington was appointed Commander of the Continental Army. _____
- E. During the Revolutionary War, George II was King of England. _____
- III. A. Cite two advantages the colonists enjoyed while fighting the Revolutionary War.
- B. The Revolutionary War started in _____ and the peace treaty was signed in _____.

- C. The _____ was the first written document issued by the new country, organizing a unifying central government.
- D. The document we abide by still today which explains the powers of the central government is called the _____.
- E. The central government was to have three branches: the _____, the _____, and the _____.
- F. Give the functions of each: (a) _____
(b) _____
(c) _____.
- G. The cities Los Angeles, San Sebastian and Los Alamos received their names from what country's explorers?
- H. The brilliant American officer who turned traitor during the American Revolution;
- I. Whose words are these? "Give me liberty, or give me death!"
- J. What was the advice George Washington gave Americans, in his farewell address?

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Smith, Edwin H. and Florenze R. Lutz. My country. Austin, Texas. The Steck Company. 1964. 96 p.

Adult High School Diploma -- 1971-72 Linn Benton Community College

	Math			Science			Grammar			Literature			Modern Problems			U. S. History			
	Attended	Paid	Completed	Attended	Paid	Completed	Attended	Paid	Completed	Attended	Paid	Completed	Attended	Paid	Completed	Attended	Paid	Completed	
Robb B.	x	x	10-21	x	x	11-1	x	x	Enlisted Military - Complete						GED Certificate				
Ron B.	x	x																	
Lynn B.	x	x	11-4	x	x	1-5		x											
Christina C.	x	x																	
Scott D.	x	x	Transferred to ABE class																
Lee D.	x	x	11-4	x	x	12-8	x	x	2-21	x	x	4-2	x	x	5-10	x	x	6-8	LBCC Diploma
Mary Jo L.	x	x																	
Terry M.	x																		
Nancy P.	x	x	10-19	x	x	12-15	x	x	2-21	x	x	4-2	x	x	5-10	x	x	6-8	LBCC Diploma
Jerry R.	x	x	11-4	x	x	12-6	x	x	2-21	x	x	5-22	x	x	5-10	x	x	6-8	LBCC Diploma
Barbara S.	x	x	11-4	x	x	12-13	x	x	2-21	x	x	4-24	x	x	5-10	x	x	6-8	LBCC Diploma
Richard S.	x																		
Jenny V.	x	x	10-28	x	x	12-13	x	x	5-8	x	x	6-8	x	x	5-10	x	x	6-8	LBCC Diploma
Jessica V.	x	x		x	x														
Thomas Y.	x																		
Larry B.	by exam	x	4-17	x	x	11-1	x	x	2-21	x	x	4-24	x	x	5-10	Not Needed		Corvallis High School Diploma	
Scott K.	by exam	x	6-7	x	x	1-3	x	x	2-21	x	x	4-24	x	x	5-10	x	x	6-7	LBCC Diploma
Kathy L.				x															
Stan S.	by exam	x	6-8	x	x	12-8	x	x	2-16	x	x	4-2	x	x	5-10	x	x	6-8	LBCC Diploma
Cliff T.				x		12-13													
Steve T.				x															
Ed B.							x	x	2-28	x	x		x	x		x	x		
Linda D.							x	x		x									
Jennifer L.							x	x	5-22	x	x	5-22	x	x	5-10	x	x	6-8	
Bob M.							x	x											
Barbara M.							x	x	2-28	x	x								
Georgia M.													x	x	5-10				

ARITHMETIC - Performance Objectives

NOTE: An attempt has been made to present the following objectives in a sequential manner, in order that the student would be able to progress from the simple to the more complex.

BASIC NUMBER CONCEPTS

1. Read and write numbers 0 through 9.
2. Write Roman numerals I through XII.
3. Use commas correctly in number values, through the millions.
4. Identify coins and currency with their monetary values.
5. Make correct change from a dollar, with coins and from \$5, with coins and currency.
6. Read aloud whole numbers, to billions.
7. Write dictated whole numbers, to billions.
8. Write from dictation and read numbers indicating dollars and cents.
9. Round whole numbers up to the nearest million.

ADDITION

1. Answer 100 addition facts in 15 minutes or less, with 95 percent accuracy.
2. Add 2 one-place numbers, no carrying.
3. Add single-column problems, no carrying.
4. Carry from column to column.
5. Add problems having 2, 3, and 4-place numbers, carrying and not carrying.
6. Add column problems using 2, 3, and 4-place numbers, carrying and not carrying.
7. Place dollar sign and decimal properly in answer when adding problems dealing with money.
8. Add problems up to 5 places with proper use of comma in answer.
9. Add numbers written horizontally.
10. Place decimal points correctly in addition problems and answers.
11. Solve word problems dealing with everyday situations, either in written form or orally in cases of reading disabilities.

SUBTRACTION

1. Show in writing, or orally, that subtracting is the reverse of addition and therefore a means of checking.
2. Answer the 100 subtraction facts in 15 minutes or less with 95 percent accuracy.

3. Use zero in the minuend ($10 - 5$), in the subtrahend ($3 - 0$), and in the answer ($8 - 8 = 0$).
4. Subtract 1, 2, and 3-place numbers without borrowing.
5. Explain orally and work problems involving borrowing (when the minuend has to be re-grouped in number values--i. e. , changing ones to tens, etc.).
6. Borrow correctly with numbers up to 3 places.
7. Subtract money problems and place dollar sign and decimal properly in answer.
8. Subtract numbers up to 5 places, with correct placement of comma in answer.
9. Subtract numbers up to 6 places, with correct placement of comma in answer.
10. Subtract horizontal lists of numbers.
11. Place decimal points correctly in subtraction problems and answers.
12. Solve word problems dealing with everyday situations, either in written form or orally.

MULTIPLICATION

1. Demonstrate with list of like numbers ($3+3+3+3+3+3$) that multiplication is short way of adding.
2. Answer 81 multiplication facts in 20 minutes with at least 95 percent accuracy.
3. Multiply 1, 2 and 3-place numbers by a 1-place number without carrying.
4. Explain and place partial product in proper position.
5. Work problems with 2-place numbers, without carrying.
6. Work problems with 2-place numbers, with carrying.
7. Use zeroes correctly in the multiplier as well as multiplicand.
8. Multiply 2, 3 and 4-place numbers by 3-place multipliers.
9. Multiply amount of money by a number and place decimal point two places from right in answer.
10. Multiply to 4-places in multiplier, placing commas correctly.
11. Place decimal points correctly in the answer by counting total number of decimal places found in the multiplicand and multiplier combined.
12. Solve word problems using multiplication, dealing with everyday situations, either in written form or orally.

DIVISION

1. Demonstrate from a list of like numbers to be subtracted (10-2-2-2-2) that division is a short way of subtracting.
2. See that multiplication of answer by divisor is a means of checking problems.
3. Divide 2 and 3-place dividends by 1-place divisors, having no remainders within problem.
4. Divide with 1-place numbers, having remainders within the problem (carrying) but even answers.
5. Divide with 1-place numbers, carrying within the problem, with final remainders, left as whole numbers.
6. Convert remainders to a fraction of the divisor.
7. Round off answer, depending on size of remainder, e. g. ,

$$\begin{array}{r}
 \underline{42} \\
 6 \overline{)257} \\
 \underline{24} \\
 17 \\
 \underline{12} \\
 5 \text{ re.}
 \end{array}
 \qquad \text{Answer} = 43$$

8. Explain placement of answer above the dividend in terms of number value (ones, tens, hundreds).
9. Divide amounts of money, placing decimal and dollar sign in the answer properly.
10. Divide by 2-place numbers.
11. Divide numbers in which there are zeroes in the answer.
12. Divide by 3-place numbers.
13. Place decimal point properly in answer (by pointing off from the right of the answer as many places as there are in the dividend, minus the number of places in the divisor--and adding zeroes to the dividend when necessary).
14. Find averages.
15. Solve word problems of division using everyday situations, either in written form or orally.

FRACTIONS

1. Illustrate fractional values--halves, thirds, fourths, fifths.
2. Point out numerator and denominator of given fractions, telling what each represents,
3. Add fractions with like denominators.
4. Add fractions with unlike denominators, finding common denominator with mixed numbers and improper fractions.

5. Reduce fractions as well as mixed numbers to lowest terms.
6. Reduce improper fractions to proper fractions.
7. Subtract fractions, with same skills as listed for addition of fractions.
8. Multiply fractions and whole numbers, fractions by fractions and multiply mixed numbers.
9. Multiply fractions by using the short-cut of cancellation.
10. Divide fractions by whole numbers, whole numbers by fractions, fractions by fractions and divide with mixed numbers.
11. Round fractions to nearest whole numbers.

DECIMALS

1. Read aloud decimals up through thousandths.
2. Write from dictation decimals up through thousandths.
3. Change decimals to fractions.
4. Change fractions to decimals.
5. Round off decimals up to the nearest thousandths.
6. Place properly, decimal points in problems using the four processes (see "addition", "subtraction", "multiplication", and "division").

PERCENTAGE

1. Read orally, changing percents to decimals (hundredths) by moving decimal point.
2. Find percentages of whole numbers by multiplying.
3. Change decimals (hundredths) to percent.
4. Change fractions to percent by first changing fraction to a decimal.
5. Define interest (as "rent" paid for use of money--or facsimile).
6. Solve problems involving simple interest and later compound interest.
7. Find a percent one number is of another.
8. Find a number of which a given number is a certain percent.
9. Find the percent of increase or decrease.
10. Determine amount of business commissions on basis of percentage.
11. Orally, or in writing, solve word problems related to everyday situations, using percentage.

MEASUREMENT

1. Define in writing and illustration the following: rectangle, square, triangle, circle, parallelogram, cube, cylinder.
2. Find area, perimeter, volume and circumference of the respective geometric shapes above.
3. Work problems dealing with compound measurements (4 ft. , 2 in.), using all four processes (addition, multiplication, subtraction, division).
4. Convert answers to such problems to simplest form (4 ft. 13 in. = 5 ft. , 1 in.).
5. Change measures to fractional form (8 in. = what fraction of a foot?) and vice versa.
6. Orally, or in writing, solve word problems dealing with everyday situations involving measurements.
7. Write the following measurement equivalents:

liquid and dry

2 cups (= 1 pint)
 2 pints (= 1 quart)
 4 quarts (= 1 gallon)

counting

12 things (= 1 dozen)
 12 dozen (= 1 gross)

weight

16 ounces = 1 pound
 2000 pounds = 1 ton
 2.2 pounds = 1 kilogram

time

60 seconds = 1 minute
 60 minutes = 1 hour
 24 hours = 1 day
 12 months = 1 year
 365 days = 1 year

linear

12 inches = 1 foot
 3 feet = 1 yard
 5280 feet = 1 mile
 1760 yards = 1 mile
 39.37 inches = 1 meter

366 days = 1 leap year
 10 years = 1 decade
 100 years = 1 century

MISCELLANEOUS

1. Read bar, line and circle graphs.
2. Read and explain scale of miles on road map.

SCIENCE - Performance Objectives

For purposes of these objectives, the following terms apply:

Short answer: one to five words

Sentences: longer than "short answer," either complete thought or fragment

Short paragraph: twenty-five to fifty words on topic.

NOTE: In any experiment, a logical and sequential approach will be employed in the conducting of these experiments, thus emphasizing the scientific method,

GENERAL

1. Given five words designating branches of science (botany, zoology, pathology, biology, entomology), define each branch.
2. Define in general terms what "physical science" concerns and what "biological science" concerns.

MATTER

1. Select from a given list of words, examples which show the different forms of matter (solids, liquids, gases).
2. Explain in short answer form the difference between an element and a compound.
3. Give at least two examples of each an element and a compound.
4. From items of everyday experience, identify two examples of compounds and two examples of mixtures.
5. Given the two definitions of an atom and of a molecule, match the correct term with its definition.
6. Draw a representation of an atom, including the nucleus and electrons properly labeled.
7. In short answer form, describe one example of each of the two ways that matter can be changed (Physical - breaking of wood; chemical - burning).
8. From everyday experience, write one example of slow oxidation (rust).
9. Write in short answer form the three necessary conditions to produce burning (oxygen, kindling, temperature, fuel).
10. Give one example of rapid oxidation (burning).
11. When given a description of a rapid oxidation situation (burning), describe either verbally or in writing, in short paragraph form, the process involved and the end products of the process,

12. Write in short paragraph form an explanation of what causes spontaneous combustion and how this situation can be prevented.
13. Explain in short answer form the three ways that rapid oxidation can be stopped.
14. When given one of the four basic types of fire extinguishers, identify the type, either in writing or orally, and describe the method by which it puts out fire.
15. Describe in short answer form, the type of material that is involved in each of the three classes of fires (wood products, oil-based products, electrical).
16. Indicate in writing, the proper type of fire extinguisher to use with each class of fire.

SOLAR SYSTEM

1. Specify the number of planets we presently know are orbiting around the sun.
2. From a drawing provided, identify the earth's position within in Solar System.
3. List at least five of the eight remaining planets.
4. Explain either verbally or through drawing, the reason for the same face of the moon to always be toward the earth.
5. By drawing or short paragraph, explain the basic cause of tides.
6. Explain either verbally or through drawing, the reasons for the seasonal changes on earth.
7. Describe the two basic motions of the earth, either verbally or in writing.
8. From daily observable occurrences, write two explanations that prove that the earth is round.
9. Locate on a map the four time zones of the United States and write or give a short answer for the reason or need for time zones.
10. Explain the purpose of: equator, parallels of latitude and meridians of longitude.
11. Locate the longitudinal and latitudinal locations of New York City and London, England.
12. List at least two reasons for space exploration.

TEMPERATURE

1. In a short paragraph, explain why objects expand when they are heated.
2. When given the situation of a sled being pulled on two smooth surfaces (glass and ice), explain why the sled will slide on the ice and not on the glass.

3. Give the boiling point and freezing points of water (Fahrenheit).

LIVING MATTER

1. Compare in writing using a short paragraph, the organization of cells and the organization of atoms.
2. Draw a representation of a cell including the following elements: nucleus, cytoplasm.
3. Describe in writing the basic difference between plant and animal cells.
4. Give five different functions that cells perform in animals.

HUMAN BODY

1. When given the following list of words, organize them in sequence from the most simple to the most complex: organs, protoplasm, systems, cells, tissue.
2. Give at least six of our ten main body systems.
3. Explain the purpose of each of these systems.
4. Give the function of red corpuscles and white corpuscles.
5. When given a drawing of the circulatory system with the major sections pre-labeled, describe the movement of the blood through the system.
6. Explain the basic function of the respiratory system, using either a drawing or short paragraph.

HEALTH AND DISEASE

1. Explain the analogy of the body as a factory, including the following elements: raw materials (food), products (good health), waste (CO_2 , water, solids).
2. Describe in short answer form, the two basic processes that food (fuel) does for the body: produces heat and energy, provides for growth and repair.
3. List two examples of food to fit each of the following categories: fats, carbohydrates, minerals, vitamins.
4. Label each of the above four items as to whether they are primarily for heat and energy or for growth and repair.
5. List two examples of food to fit the "Basic Four" divisions: (1) meats, (2) fruits and vegetables, (3) milk foods, (4) bread and cereals.

ATMOSPHERE AND WEATHER

1. Describe, in short answer form, the difference between weather and climate.
2. In short answer form, tell why a cold air front meeting a warm air front causes a weather change.
3. In short answer form, give at least four conditions which are measured in order to forecast weather.
4. When given the following types of precipitation, explain in short answer form the reasons and the conditions that produce each type: rain, snow, hail, fog.
5. In short answer form, tell what is meant by 100 percent humidity.
6. In a short paragraph, give at least two examples of modern technology being helpful in weather prediction.
7. Given a diagram with air layers observable, label: troposphere, stratosphere, ionosphere and exosphere.

ELECTRICITY

1. When given a magnet, explain in either a verbal or written answer, how that piece of metal is different than a non-magnet of the same material.
2. When given a compass, explain why the pointer moves toward the north pole.
3. Define in short answer form the following terms: volt, conductor, insulator.
4. Give at least two examples of a conductor and of an insulator.
5. Give an example of a device which can change chemical energy to electrical energy.
6. In short answer form, tell the main difference between an electromagnet and an ordinary magnet.
7. Describe in a short paragraph, one way in which electrical energy can be produced.
8. When given the abbreviations (AC and DC) write a description of the path of the electric current for each basic type.
9. In short answer form, explain why static electricity cannot be used as electrical power.
10. Explain, in short answer form, why it is safe to be in a car during an electrical storm.

GREEN PLANTS

1. In short answer form, define chlorophyll.
2. Explain the significance of the green plants to the rest of the animal world.
3. When given the information that chlorophyll is a catalyst, explain what part it plays in a chemical reaction.
4. Either draw a diagram or explain verbally the process of photosynthesis.
5. Either draw a diagram or explain verbally the process of respiration.
6. Contrast in writing, the two processes of photosynthesis and respiration, citing at least four differences.

ENGLISH GRAMMAR - Performance Objectives

NOUNS

1. Define orally or in writing that a noun is the name of person, place or thing.
2. Identify from a list two kinds of nouns--common as being any person, place or thing and a proper noun as being a special person, place or thing (and capitalized).
3. From a simple sentence, identify the noun.

VERBS

1. Define orally or in writing that a verb is a word which shows action or being (example: hit = action; is = being).
2. Point out that some verbs need helping verbs (or linking verbs) in order to make more sense (are running, have been).
3. Point out that most verbs change form or spelling to indicate change in time.
4. In writing, change a list of regular verbs into past tense by adding d, ed, or t to the present tense.
5. In writing, change a list of irregular verbs into past tense.
6. Point out that helping verbs must be used with the present perfect tense (present: type; past: typed; present perfect: have typed. Latter meaning a past action extending into the present).
7. In written sentences, maintain one tense throughout.
8. When given sentences to complete, change verb forms if necessary to agree with the noun (subject) in number (They ask questions; he asks questions).
9. Identify the direct object as the noun (pronoun) which receives the action of a verb (John shot the bear).
10. Identify a predicate noun as that noun which follows a helping verb and re-names the subject (Mary is a nurse).
11. Identify the predicate pronoun as that (subjective) pronoun following the helping verb which re-names the subject in pronoun form. (The nurse was she).
12. Identify the predicate adjective as the adjective following the helping verb and describes the subject (The dress was blue).
13. Identify the indirect object as the noun or pronoun to whom or for whom something is done, but the words to or for cannot precede the indirect object. (The policeman gave him a ticket).

SENTENCES

1. Define orally or in writing that a sentence is a group of words which expresses a complete thought.
2. From a group of sentences, choose those which are complete and those which are fragments.
3. Divide, on paper, sentences into two parts:
someone/something DOES or IS something
4. Label as the predicate, that which is done or is.
5. Label as the subject, the person, place or thing talked about.
6. Given a simple sentence, can identify some words as modifiers or describing words.
7. Can choose those words which modify the nouns and pronouns in the sentence (adjectives).
8. Can choose those words which modify the verb (adverbs).
9. Choose those words which modify adjectives (adverbs).
10. Choose the words which modify other adverbs (adverbs).
11. Point out the complete predicate as being the simple predicate plus those words which modify it.
12. Identify the complete subject as being the simple subject plus those words which modify it.
13. Identify sentences which have more than one subject and more than one predicate--or both.
14. From a list of sentences, select those which are statements.
15. From a list of sentences, select those which are commands.
16. From a list of sentences, select those which are questions.
17. From a list of sentences, select those which are exclamatory statements.
18. Punctuate statements with periods, questions with question marks and exclamatory sentences with exclamation points.
19. Begin each sentence with a capital letter.
20. Point out run-on sentences as being more than one complete thought put together without punctuation.
21. Use connecting words (conjunctions) to join two short sentences together.
22. Identify from a group of sentences, those sentences which are compound--two short sentences joined together by a comma and a conjunction.
23. Identify a clause as a group of words having a subject and predicate but used as part of a sentence.
24. Identify an independent clause as a complete thought which can stand alone as a sentence.
25. Identify a subordinate clause as not expressing a complete thought and unable to stand alone (He liked the gift which you gave him.)

26. Identify a complex sentence as containing an independent clause and a subordinate (dependent) clause (He liked the gift which you gave him).

PARTS OF SPEECH (MISC.)

1. Change degrees of quality or quantity of adverbs and adjectives by adding ...er and ...est OR more (less) and most (least) (COMPARISON OF ADJECTIVES & ADVERBS)

high	<u>higher</u>	<u>highest</u>
quickly	more quickly	most quickly
quickly	less quickly	least quickly

2. Identify the following words as common prepositions: above, across, after, against, around, at, before, behind, beside, between, down, during, except, for, from, in, into, like, near, of, on, over, through, to, toward, under, up, upon, with, without.
3. Point out the object of preposition as the first noun/pronoun following the preposition.
4. Point out the prepositional phrase as the preposition followed by its object and modifiers.
5. Point out prepositional phrases which are used as adjectives.
6. Point out prepositional phrases which are used as adverbs.
7. Define orally or in writing that a pronoun is a word used in place of a noun (to avoid repetition).
8. Point out personal pronouns as being in 1st person (person speaking = I or we), 2nd person (person spoken to = you), and 3rd person (person spoken about = he, she, it, they).
9. Identify following as pronouns: all, any, both, each, either, neither, one, several, some, that, these, this, those, what, who, whom.
10. Identify subjective pronouns as those which are used as the subject of a verb.
11. Identify objective pronouns as those which are used as the object of a verb or a preposition.
12. Choose correct form of pronoun--objective or subjective in exercises provided.
13. Choose the pronoun which agrees in number with the noun it represents.
14. Identify appositive as a phrase placed after a noun/pronoun to show more clearly what is meant (Mrs. Smith, the grocer's wife, was visiting).

CAPITALIZATION

1. In written exercises, capitalize the first word of every sentence.
2. In written exercises, capitalize the first word of direct quotations.
3. In written exercises, capitalize proper nouns and adjectives-- Captain Smith, Japanese food.
4. Capitalize titles of days and months.
5. Capitalize titles of books, songs, plays, newspapers, radio and television programs--except prepositions, conjunctions and articles when not the first or last word.

PUNCTUATION

1. Given an unpunctuated statement or command, place a period at the end.
2. Directed to write a statement or command, place a period at the end.
3. Given an unpunctuated question, place a question mark at the end.
4. Given an unpunctuated exclamatory sentence, place exclamation point at the end.
5. Given a list of words which are frequently abbreviated, write the abbreviations.
6. Place period after each abbreviation.
7. In written exercises place commas between items in a series.
8. In written exercises, place commas to separate months from years and from the rest of the sentence (In June, 1970, he started a new job.)
9. In written exercises, place commas to separate city from state and from rest of sentence (There is a difference between living in Provo, Utah, and California).
10. In written exercises, place commas to set off yes, no, oh and well from the rest of the sentence.
11. In written exercises, place commas to separate two or more adjectives describing the same noun--if the word "and" could be substituted for the comma.
12. Separate the name of the person addressed, from the rest of the sentence.
13. Set off items in an address from one another--Route 3, Box 459, Seattle, Washington. (street or road address separated from city and state; city from the state)
14. Separate exact words a person has said, from the rest of the sentence.
15. Separate an appositive from the rest of the sentence (Mr. Jones, the manager, was ill yesterday.)

16. Place commas after greeting and closing of an informal letter.
17. Place commas before and, but, nor, for, yet when joining independent clauses.
18. In written exercises, place quotation marks around the exact words of the speaker.
19. In written exercises, place quotation marks around titles of books, newspapers, poems, stories, plays and articles.
20. In written exercises, use apostrophe to show possession.
21. In written exercises, use apostrophe in contractions to indicate missing letters.
22. Use colons after a greeting in a business letter.
23. Use colons in writing time--separating the hour from the minutes.
24. Use colons in calling attention to something following--usually a list.
25. Use semicolons in a compound sentence when the conjunction is omitted.
26. Use hyphen when dividing words at the end of a written line.
27. Use hyphen when writing out compound numbers--twenty-six.
28. Use hyphen when using two words together, in simulating a compound word: youth-oriented society.
29. Use apostrophe in writing plurals of numbers and letters (A's and 3's).
30. Identify parenthesis in order to enclose explanatory information which is not necessary to the sentence (French and sciences (biology, chemistry, zoology) were required.)

VOCABULARY

1. Define in writing or orally a list of frequently used prefixes.
2. Define in writing or orally a list of frequently used suffixes.
3. From a list of common words, choose the root word in each.
4. Define orally or in writing the meaning of synonym as a word which means almost the same as another.
5. Define orally or in writing the meaning of antonym as a word which means the opposite of another.
6. Define orally or in writing the meaning of a homonym as a word which sounds the same as another, but does not mean the same.
7. From a prescribed list, give antonyms and synonyms for each.
8. From a prescribed list, give homonyms for each.
9. Identify compound words as made up of two or more smaller words.
10. Identify contractions as two words put together, with one or more letters omitted and replaced by apostrophe.

11. Given a list, form plurals to the words by adding s.
12. Given a list, form plurals to the words by adding es (words ending in x, s, z, ch, sh.)
13. Given a list of words ending in y and preceded by a consonant, form plurals by changing the y to i and adding es.
14. Given a list of words ending in y and preceded by a vowel, form plurals by adding s.
15. Form plurals to words ending in o by adding s or es.
16. Form plurals to words ending in f or fe by adding s.
17. Form plurals to words ending in f or fe by changing the f or fe to v and adding es.
18. From a list of words unorganized as to plural formation, forming the plurals, with at least 85 percent accuracy.
19. Form plurals to compound words by adding s to the most meaningful word: brothers-in-law, salesladies, taxidivers.
20. Form plurals to compound words ending in "ful" by adding s: cupfuls.
21. Form plurals to words by changing their form: man, tooth, goose
22. Recognize those words which have same form for both singular and plural: salmon, Japanese, trout, sheep.
23. Given a list of singular nouns, form possessive by adding 's to those words not ending in s--and ' to those ending in s.
24. Given a list of plural nouns, form the possessive by adding 's to those words not ending in s and ' to those ending in s.

LETTER WRITING

1. When given an informal letter, identify the heading, salutation, body, closing and signature, as to location in letter, contents, and punctuation (Salutation is greeting, should begin at left-hand margin and should be followed by comma).
2. Address an envelope correctly, using information supplied, for addressee and return address.
3. Given a list of improperly arranged heading, addresses, improper punctuation within each--re-arrange and use proper capitalization and punctuation.
4. When given a business letter, identify the heading, inside address, salutation, body, closing, signature, with proper locations, within the letter.
5. Given information and purpose, compose business letter using correct form.
6. Identify letter forms from samples: indented, semi-block, block.
7. Fold business letter and informal letters correctly, using short envelopes and long envelopes.

PARAGRAPHS

1. Define in writing or orally a paragraph as being a group of sentences about one idea or thought.
2. Given a written paragraph, state the topic.
3. Given a written paragraph, identify the topic and find the sentence which expresses this idea.
4. Given a written paragraph, identify the topic sentence and at least two supporting sentences.
5. Given a main topic with sub-topics, construct a short paragraph.
6. Arrange main topics and sub-topics in outline form, having been given lists of main topics and at least five sub-topics.
7. Given list of subtopics, provide own main topic.

NEWSPAPER

1. Identify following sections: headling and lead story, national news, local news, regional news, political cartoons, editorial page, syndicated columnists, society section, sports section, classified section, comics, weather information, feature stories, entertainment section.
2. Through comparing two or three different newspapers, identify differing philosophies on editorial page, placement of international and national news, number of ads, number of "sensational" news items.

PROPAGANDA

1. Identify six forms of propaganda:
 - testimonial - Mickey Mantle eats our cereal.
 - band wagon - Everyone uses our _____. Why don't you?
 - name-calling - "Communistic," "Far Right," "Extremist"
 - scientific proof - 9 out of 10 doctors recommend
 - plain folks - Average man on the street prefers
 - prestige approach - For that touch of elegance...
2. Find examples of propaganda forms from periodicals provided.

STUDY SKILLS

1. Use card catalogue in finding a specific book of fiction, non-fiction and by subject only.
2. In a book, identify title page, contents, index, copyright page.
3. Use Readers Guide in finding articles on specific subjects listed in assignment.
4. Find specific book of fiction, knowing title, author.

5. Given a copy of the Dewey Decimal System, placing a specific book in the correct numerical category.
6. Find answers to specific questions using encyclopedias, telephone directories, atlases, almanacs, dictionaries.
7. Pronounce a list of uncommon short words by using dictionary and diacritical markings.
8. Given a list, alphabetize words with unlike and like beginnings (alike to the fourth letter).

LITERATURE - Performance Objectives

NOTE: In presenting the following subject area, learnings take place which cannot be measured in terms of behavioral objectives. These broad, un-measurable goals are presented as "general objectives" in the respective areas.

I. LITERARY FORMS

- A. Give in writing or orally at least three elements of the short story.
- B. Give in writing or orally at least three examples of a short story or author.
- C. Give in writing or orally at least three elements of the novel.
- D. Give in writing or orally at least three examples of a novel or author.
- E. In writing or orally, give at least two elements of a biography.
- F. In writing or orally, give at least two elements of an autobiography.
- G. In writing or orally, give at least two elements of fiction.
- H. In writing or orally, give at least two elements of non-fiction (biography, autobiography, factual information, true experience).
- I. Given a written brief synopsis of a given novel, classify as being realistic, fantasy, historical, or humorous.
- J. Give in writing or orally at least two elements of poetry.
- K. Give in writing or orally at least three poets, either living or dead.
- L. Give in writing or orally at least two elements of drama.
- M. Give in writing or orally at least two examples of a play or author.

II. STUDY OF CHARACTERS

General Objective: In discussing characters encountered in the classroom materials, the student will gain more of an insight into human behavior as a result of: comparing the thoughts and feelings of fictional characters with those of his own; comparing personality traits of fictional characters with those of people he knows; discussing characters whom the student believes behaves responsibly or irresponsibly-- and the consequences.

- A. After reading each prescribed short story, give at least two personality traits of the main character and cite at least one supporting excerpt for each.

- B. In discussing a specific character from fiction, predict (in paragraph form) a different ending had the character reacted otherwise in a specific situation.
- C. In analyzing behavior of characters in a specific work, identify at least one character who displays compassion and understanding for his fellow man.
- D. In discussing characters of a given story, identify at least one character who displays indifference and lack of sensitivity to the feelings of those around him.
- E. Identify specific characters discussed who did or did not conform to their society's mores.
- F. Cite specific examples of action for each (C, D, E).

III. SHORT STORY OR NOVEL

- A. Given five statements describing a situational conflict, choose that one which best describes the conflict of a specified story discussed in class.
- B. Define in writing or orally the two elements which make the setting of any story.
- C. Given four statements, choose that one which best describes the setting of a specified story discussed in class.

IV. POETRY

General Objective: to show that poetry has a more subtle, more precise choice of words to express the author's thoughts.

- A. After reading a specific poem silently and then orally, answer at least five teacher-prepared questions pertaining to action, background, characters' personalities (Narrative poem).
- B. Read a poem aloud, following the punctuational pauses rather than the line endings.
- C. From reading a specified poem, express either orally or in writing the author's feelings about his fellow man--love, distrust, pity, optimism, pessimism.
- D. From reading a specified poem, express either orally or in writing the author's feelings toward our environment and how we are using it.

V. SCIENCE FICTION

- A. After reading two different specified works of science fiction, choose which is of a philosophical style and that which is fantasy.

- B. List in writing at least three works of science fiction.
- C. From a list of authors, choose those which are noted for science fiction writing.

VI. HUMORISTS

- A. Given the following examples, explain why humor is essential in our lives: "With the fearful strain of war upon me, if I did not laugh, I should die."---Abraham Lincoln.

"It might be better to throw a pie in the face of adversity instead of trying to shoot it down."---Mr. Dooley

- B. From a list of authors, identify those who have been covered in class as humorists.
- C. Give at least two examples of living writers who are humorous writers.
- D. Give at least three works of writing by Mark Twain.

VII. REALISTS

- A. Write in paragraph form (fifty words or less) the reason Jack London is often called the pioneer of modern realistic fiction. (He was one of the first writers to picture life not only for its beauty but for its brutality and tragedy as well.)
- B. Cite at least two examples of his writings. (Jack London's)
- C. Cite at least two examples of Hemingway's writing.
- D. Cite at least two examples of Steinbeck's writing.

VIII. WRITING

NOTE: Writing assignments are included in their separate categories under previous headings, as well.

- A. After hearing a short story partially read, write an ending (no more than 75 words).
- B. Given a selected picture depicting strong action or emotion, write in brief form (no conversation) what the picture indicates.
- C. Given five sets of short choppy sentences, revise into smoother, longer sentences by using conjunctions or connectives.
- D. Write in no more than one hundred words, a character sketch of yourself or a close friend describing at least five personality traits.

General Objective: to show with paintings that pictures can create different moods or images.

- G. After seeing a painting depicting strength, heaviness, give at least two elements which bring this about (darker colors, heavier lines, distinct lines).
- H. After seeing a painting depicting tranquility or peace, give at least two elements which bring this about (lighter colors, fewer distinct lines, fewer splashes of color).

XI. FIGURATIVE LANGUAGE

General Objective: to show that the use of figurative language makes our speaking and writing more picturesque.

- A. Given 15 expressions of figurative language, "translate" those into literal meanings.
- B. Given five statements containing similes (comparing unlike objects and using like or as), identify the two items being compared.
- C. Given ten statements containing metaphors (comparison of unlike items without using like or as), explain what things are compared and how they are alike (e. g. "The road was a silver ribbon in the moonlight." Road and ribbon are compared; they are both long and narrow.)

XII. READING SKILLS

- A. From 15 statements, select those statements which are opinion and those which are factual (can be proven either right or wrong).
- B. Given a sample editorial containing ten sentences, mark each statement as a fact or an opinion.
- C. From a given paragraph in which explicit details are limited, draw inferences as to setting and character traits.
- D. Given a selected paragraph, identify the author's view point or purpose (critical, admiring).
- E. Write at least four of the six titles of different propaganda approaches (Prestige, Name-calling, Plain Folks, Testimonial, Band Wagon, Transfer).
- F. Identify from advertisements, three different propaganda appeals. Name the product and the appeal. (Also applicable to TV commercials.)
- G. Write at least two different slants to a given advertising picture (age, sex, economic).

XIII. SPELLING

- A. Spell with at least 80 percent accuracy a prescribed (orally dictated) list of 100 words--some of which will illustrate the following rules (at least two words for each rule).
1. There is no English word ending in ...full; only the word "full" when it stands alone. Compound words ending with the "full" sound have only one l (e.g. (handful, cupful).
 2. There is no word in the English language beginning with recco, but reco... instead (recommend, reconcile).
 3. Only three verbs end in ...eed (proceed, exceed, succeed); others end in ...ede (recede, precede, secede).
 4. The letter i comes before e, except after c or when sounded like a as in neighbor or weigh.
 5. If y is preceded by a consonant, change y to i before any suffix, except those beginning with i. (try - tried; icy - iciest).
 6. Drop the silent e before a suffix beginning with a vowel (take = taking); exceptions are ...ce, ...ge before a, o, u. This exception in order to retain soft sound (change = changeable, peace = peaceable).
 7. Words ending in c, insert k before e, i, or y in order to retain hard sound (picnic-picnicking; panic-panicky).

XIV. LIBRARY SKILLS

- A. In the library, use the card catalogue to locate three given books.
- B. Explain the purpose of the Readers' Guide, giving at least three factors.
- C. Name five different types of reference books available in most libraries.
- D. Explain in short answer form the differences between a table of contents and an index.
- E. Use the Dewey Decimal System to locate three given books on the shelves of the library.
- F. Given the Dewey Decimal System, place three given books under their general categories.

SPELLING

Sunday	picture	undoubtedly
Monday	question	manufacturer
Tuesday	comfortable	accuse
Wednesday	pleasant	eighth
Thursday	chief	rhythm
Friday	truly	genuine
Saturday	sincerely	receipt
January	electric	celebrate
February	occasion	separate
March	business	unfortunate
April	principal	caterpillar
May	immediate	ceremony
June	captain	delicious
July	employment	surrender
August	escape	entertainment
September	limited	reduction
October	handkerchief	temporary
November	mechanical	decoration
December	restaurant	advertising
handful	ignorance	definitely
cupful	sandwich	delightful
recommend	underneath	democracy
proceed	education	wealthy
succeed	favorite	employee
exceed	management	offence
precede	obviously	headquarters
neighbor	parallel	personnel
weigh	economical	inferior
conceited	economy	permission
icy	gallop	rhyme
iciest	obligation	chocolate
picnic	sentimental	criticize
picnicking	welfare	criticism
change	effective	disappoint
changeable	immense	gratitude
peace	occasional	suspicious
peaceful	jealous	shriek
peaceable	nephew	envelope
judgment	satisfaction	multiply
disease	desert	residence
stationary	dessert	straight
stationery	their	

RULES

1. There is no English word ending in ...full; only the word "Full" when it stands alone. Compound words ending with the "full" sound have only one L (e.g. handful, cupful).
2. There is no word in the English language beginning with recco, but reco instead (e.g. recommend).
3. Only three verbs end in ...eed (proceed, exceed, succeed); others end in ...ede (recede, precede, secede).
4. The letter i comes before e, except after c or when sounded like a as in neighbor or weigh.
5. If y is preceded by a consonant, change y to i before any suffix, except those beginning with i. (try - tried; icy - iciest)
6. Drop the silent e before a suffix beginning with a vowel (take - taking)--except those ending in ce or ge (peace - peaceable; change - changeable).
7. Words ending in c, insert k before a suffix beginning with e, i, or y -- in order to retain the hard c sound (picnic - picnicking; panic - panicky).

Requirements: each student will read at least one book-length work, classified in any of the following general areas. He will be able to summarize the book's theme either in writing or orally. (Writing--in less than 100 words).

In addition, at least two short stories representing each of the general areas will be required, with summarizations.

NOTE: titles/authors are only suggested ones.

HUMOR

Twain: Tom Sawyer, Huck Finn
 Farley Mowat: The Dog Who Wouldn't Be
 Dodie Smith: I Capture the Castle
 Betty McDonald: The Egg and I
 Ruth McKenny: My Sister Einleen
 Patrick Dennis: Auntie Mame
 Papashvilly: Anything Can Happen

ADVENTURE/REALISM

- Jack London: White Fang, Call of the Wild
 John Steinbeck: Grapes of Wrath, The Pearl, East of Eden,
Moon is Down
 Ernest Hemingway: Old Man of the Sea, For Whom the Bell Tolls
 Kenneth Roberts: Northwest Passage (historical adventure)
 Stephen Crane: Red Badge of Courage (war-time fiction)
 Sabatini: Scaramouche (swashbuckling romance)
 Wouk: Caine Mutiny
 Alistair MacLean: Guns of Navarone, Bear Island (adventure in
 Arctic Circle expedition)

SCIENCE FICTION

- Jules Verne: 20,000 Leagues under the Sea, Around the World
 in 80 Days, Journey to the Center of the Earth
 Isaac Asimov
 Huxley: Brave New World
 Orwell: Animal Farm, 1984
 Crichton: Andromeda Strain, Terminal Man

MYSTERY/SUSPENSE/ESPIONAGE

- Edgar Allan Poe:
 Wilkie Collins: Woman in White
 Agatha Christie:
 Ian Fleming: James Bond
 Graham Greene: Third Man, Man in Havanna
 Daphne DuMaurier: Rebecca
 Ross MacDonald
 Mary Stewart
 Victoria Holt
 Dorothy Eden'
 Dorothy Sayers
 Dorothy Daniels
 Phyllis Whitney

CONTEMPORARY

- Charles Webb: The Graduate
 Ken Kesey: One Flew over the Cuckoo's Nest (humorous
 overtones of mental hospital life)
 Puzo: The Godfather (inside the Mafia)
 Heller: Catch 22 (American bomber squadron, World War II--
 biting humor)

NON-FICTION (Biography, Autobiography, True experiences)

Claud Brown: Manchild in the Promised Land
 Rocky Graziano: Somebody up There Likes Me
 Thor Keyerdahl: Kon-Tiki, Aku-Aku
 Helen Keller: Story of My Life
 Bill Sands: My Shadow Ran Fast (imprisonment of author)
 Carl Sandburg: Abraham Lincoln
 John Kobler: Capone

FICTIONALIZED BIOGRAPHY

Kenneth Roberts: Rabble in Arms (Benedict Arnold--traitor in Revolutionary War)
 Irving Stone: Sailor on Horseback (Jack London), Love is Eternal (Mary and Abraham Lincoln), President's Wife (Rachel and Andrew Jackson), Lust for Life (painter Vincent Van Gogh's life)
 Janet Plaidy: Captive Queen of Scots (Mary, Queen of Scots)
 Somerset Maugham: Moon and Sixpence (painter, Gauguin)

REQUIRED: at least two stories from each general area. These are merely suggestions for the students, with the exceptions of (*); these are required.

SHORT STORIES

- A. Humorists
 Twain - "The Celebrated Jumping Frog of Calaveras County"
 *James Thurber - "The Secret Life of Walter Mitty"
 Will Rogers
 Art Buchwald
- B. Adventure/Realism
 Jack London - "To Build a Fire" "Sun-Dog Trail"
 Ernest Hemingway - "Killers"
 John Steinbeck - "Over the Hill" *"Leader of the People"
 Frank Buck - "Tapir on a Rampage"
- C. Mystery
 Arthur Conan Doyle - "Mystery of Sasasa Valley"
 Agatha Christie
 Mary Roberts Rhinehart
 John Dickson Carr - "Cabin B-13"
 Edgar Allan Poe
 Hitchcock's selections

D. Science Fiction

Ray Bradbury - Illustrated Man (book): prologue, "Rocket"
 "Marionettes, Inc."

H. G. Wells

Nelson Bond - "The Vital Factor"

Isaac Azimov - "Nightfall"

Jules Verne

E. Westerns

Walter Clark - "Buck in the Hills"

Frederic Remington - "When a Document is Official"

Hamlin Garland - "Under the Lion's Paw"

Max Brand - "Wine in the Desert"

Buckley: "Gold-Mounted Guns"

F. Miscellaneous

Somerset Maugham - "The Ant and the Grasshopper"

Shirley Jackson

POETRY

Carl Sandburg - "Fog" "I Am the People, the Mob" Paul Bunyan

Robert Frost - "Stopping by Woods on a Snowy Evening"

Rod McKuen

Ballads: "The Killer" "John Henry"

REQUIREMENTS: At least two stories from each area, all poems listed.

CONTEMPORARY PROBLEMS - Performance Objectives

Note: Unless otherwise specified, responses are to be in short-answer form or a brief paragraph (50 words or less).

A. Contemporary Politics

1. Give the numbers of US Senators and Representatives from Oregon.
2. Give the two senators by name and the political party they represent.
3. Give the name of Oregon's governor and his political party.
4. Define the electoral college, giving its purpose, number of members.
5. Label the men who hold the following offices in the present administration: secretary of state, secretary of defense, attorney general, vice-president, President.
6. In general terms, describe the differences between the two political parties, by labeling which party more strongly favors: strong central government, federal aid to underdeveloped nations abroad, federal aid to disadvantaged people at home, and lower tariffs on our imports.
7. Label those groups from which each party derives its chief voting strength.
8. Define in 25 words or less the following political terms: backlash, bandwagon, carpetbagger, dark horse, favorite son, grass roots.
9. DATED MATERIAL: Give at least three presidential candidates who are competing for the Democratic nomination.

B. Newspaper

1. Given a newspaper story without a headline, write a headline which will give a brief skeleton of the story.
2. Given a newspaper story, write the answers to the five W's: who, what, where, when, why.
3. Given the five W's of a potential story, write a beginning paragraph for the story.
4. Given an editorial from a recent newspaper, in writing give the purpose (explanation, entertainment, criticism, persuasion).

C. Consumer Education

1. After visiting a store (or citing TV commercials or newspaper advertising), describe in writing at least two instances for each of the following categories: (a) misleading advertising, (b) planned obsolescence, (c) unit pricing.

D. Government

1. Identify three branches of government by which we are governed. (Federal, state, local).
2. Give three services under the jurisdiction of the federal government.
3. Give three services under the jurisdiction of the state government.
4. Give three services under the jurisdiction of the local government.
5. List three powers most state governors have.

E. People and Places in Contemporary News

1. Given an outline map of Asia, locate the following countries: Vietnam (North and South), USSR, Red China, Japan, India, Cambodia, Laos, Thailand, Pakistan, Bangladesh.
2. Given an outline of Europe, locate the following countries: Germany (East and West), England, Ireland, France, Italy, USSR, Spain.
3. Given a list of the following world leaders, identify the countries which they represent: Mrs. Indira Ghandi, Edward Heath, Pierre Trudeau, Francisco Franco, Fidel Castro, Chou-En-Lai, Mao Tse-tung.

F. Controversial Issues

POSSIBLE SUBJECTS: amnesty for deserters and draft dodgers, death penalty in crimes, busing for school integration, women's lib, legalizing of gambling, legalizing of prostitution, legalizing of marijuana, military or defense spending, abortion laws, gun registration, war in Southeast Asia, etc.

1. Compose a letter to US Congressman regarding current issue, stating personal view of the writer. (Controversial topic, federal aid to education, continued aid to adult education programs, etc.).

2. In short paragraph form, after class discussion, state an opinion on a controversial subject by giving at least two supporting thoughts.

G. Contemporary Political Writers

1. Name at least two columnists who use humor to make their point. (Russell Baker, Art Buchwald, Arthur Hoppe).
2. Name at least two columnists whose views are predominantly conservative. (Stewart and Joseph Alsop, James Kirkpatrick and William F. Buckley)
3. Name at least two columnists whose views are predominantly liberal. (James Reston, Tom Wicker, Walter Lippman).

H. Communism

1. From the following subjects, give the differing treatment under a democratic government as opposed to a communistic government: education, women's role in society, religion, ownership of industry.
2. List three Communistic satellites throughout the world.
3. Name the only Communist outpost in the western hemisphere.
4. Name two countries which are Communist-governed but which are independent of Russia.

I. United Nations

1. Give the purpose of the United Nations, including when it was established.
2. Tell where UN headquarters are located.

J. Miscellaneous

1. Prison reform:
 - a. Give two reasons why our penal system must be reformed.
 - b. Give two ways in which to improve the present system. (Improving personnel, better training programs for inmates, shorter period between crime and trial, etc.).
2. Vocabulary
 - a. Define each of the following words in 15 words or less: aquanaut, astronaut, satellite, lunar, sub-orbital.
 - b. Define each of the following words: federal, urban, civil rights, women's suffrage, bouregeois, proletariat, nationalism.

U. S. HISTORY - Performance Objectives

Note: Students will be able to use the following sources in achieving the objectives: textbook ("Review of Social Studies," Spokane Community College), classroom discussions, films, and independent reading.

Unless specified, the responses are expected to be in short-answer or brief paragraphs (fifty words or less).

GENERAL OBJECTIVES

1. By studying the expansionary explorations of the European powers during the 15th, 16th and 17th centuries, the student will better understand our cultural background as well as our historical background.
2. The student will better understand why our country became an English colony and therefore grew, with predominantly English customs and characteristics rather than French, Spanish or Dutch.
3. The student will have better knowledge of our political beginnings after studying our attempts at self-government, our quarrels with England which led to a war for independence, and finally our Constitution outlining our plan for a democratic self-governing nation.
4. By studying the period of time following the Revolutionary War to the Civil War, the student will gain more insight into the difficulties a new nation faced after winning independence; how a national pride emerged as the new nation expanded its boundaries and vied for world recognition; and how the question of states' rights versus a powerful federal government continued and ultimately resulted in the Civil War.
5. By studying the industrialization of our nation the student will be able to see how we developed from an agrarian culture to our technological culture of today.
6. The student will become more familiar with the reasons why the United States has emerged as a world leader during the past fifty years, from the standpoint of geographic location and economic competition.

7. By exposure to the political, economic, and cultural growth of our country, hopefully the student will find some of our present-day policies more meaningful.

SPECIFIC OBJECTIVES

1. Compare exploration of New World with current space exploration, giving two similarities.
2. State at least two reasons why Columbus set sail on his 1492 voyage.
3. Given an outline map of the world, trace Columbus' voyage of 1492, designating the West Indies and his starting point.
4. Match all of the following men with their accomplishments: Magellan (first to sail around the world, 1519), Cortez (Mexico and Aztecs), Pizarro (Peru and Incas), Ponce de Leon (Florida, Fountain of Youth), Balboa (discovery of the Pacific Ocean).
5. Give at least three reasons why Spain lost her world supremacy to France and England in the sixteenth century. (Territories too large to control, little concentration on home problems, ocean piracy prohibiting New World's riches from reaching Spain, England's growing naval prowess).
6. Give at least three examples of Spanish influence still found along the Pacific coast. (Architecture, geographic names, names of foods).
7. On an outline map of North America, designate the general areas where the French settlements centered.
8. Give at least three reasons why European countries expanded their territories into the New World. (Trading the New World's products for increased wealth, new trade routes, easier route to Asia, expansion of territories).
9. Give at least two specific reasons why England began settlements in the New World. (Religious freedom, business venture, debtors' refuge, quick wealth, colonial expansion, etc.).
10. Given an outline map of the eastern seaboard of the United States, locate Jamestown, Virginia.

11. Define the House of Burgess, giving two characteristics from its importance as a political body.
12. Define the meaning of "religious freedom" as sought by the settlers in the New World.
13. Given an outline map of the world, trace the route the Pilgrims took on the Mayflower, indicating their start point and their landing.
14. In chronological sequence, indicate in order the following events: discovery of the New World by Columbus, settlement of Plymouth, Magellan's trip around the world, settlement of Jamestown.
15. Explain why Roger Williams left Massachusetts Bay Colony and settled in Rhode Island.
16. Give the principal reason why slaves were brought to these new colonies.
17. Give in short answer form the predominate means of making a living which developed in the sections of the new country as these sections became settled before the Revolutionary War. (South - farming tobacco and rice), (North - building ships and fishing), Central - raising cattle and grains).
18. Give the reasons why the various means of making a living predominated in each of the sections of the new country.
19. Explain either in writing or orally the primary reason for the French and Indian Wars. (Struggle between England and France for control of the new country).
20. Give at least two reasons how the outcome of these French and Indian Wars caused further antagonism between England the colonists. (More British soldiers to keep peace with the Indians, more taxes on colonists to pay for war's costs, forbidding colonists to settle westward because of possible Indian problems, etc.).

21. Give at least three examples of Britain's unbearable laws imposed on the colonists. (All products of colonies had to be sold to England while other countries would pay higher prices; Britain paid low prices to colonists for their products, yet demanded high prices from the colonists; Britain would not let colonists coin money; Britain demanded that colonists buy certain products only from British colonies; Britain required them to buy and affix stamps to all documents; would not allow colonists to vote their own taxes; increasingly restricted powers of the colonial government; began searching colonists' homes for suspected smuggling, etc.).
22. Prepare simulated news article on the Boston Tea Party, using the five W's of newspaper writing.
23. Cite at least two examples of contemporary protests by youth against the authority (establishment) which could be compared with the Boston Tea Party. (Draft-card burning, demonstrations, protest marching, etc.).
24. Explain the purpose of the First Continental Congress and its importance in the colonists' history. (Their first organized protest to England).
25. From a list of ten names, pick four men who were involved with the colonial opposition leading to the Revolutionary War. (Patrick Henry, Paul Revere, Samuel Adams, John Adams, George Washington).
26. Explain in writing, 15 words or less, why we in America celebrate July 4--and what year our independence was publicly declared.
27. From a list of ten, select those men remembered for their contributions in forming our Constitution (Thomas Jefferson, John Adams, James Madison, etc.).
28. Describe the importance of the Articles of Confederation. (The first document to unite the colonies and a blueprint for the central government).
29. Name the three branches of the federal government.
30. Explain the functions of each branch.

31. Given the first paragraph of the Declaration of Independence in written form, re-write, to demonstrate understanding of the concepts.
32. Explain the Bill of Rights. (A written guarantee of the "unalienable rights" which the government cannot take from any citizen).
33. Given copies of the first lines of the Constitution and of the Declaration of Independence, label each correctly.
34. Define in writing (short paragraph), Hamilton's concept of democracy as to where the power should be.
35. Define in writing (short paragraph), Jefferson's concept of democracy as to where the power should be.
36. Give the primary reason causing the War of 1812.
37. Cite a gain we proclaimed as a result of the War of 1812. (Our national anthem, respect as a world power, united the country as a people, etc.).
38. Explain what the Monroe Doctrine told the European powers.
39. Explain in a short paragraph the "spoils system" of politics.
40. Explain in 50 words or less how we gained Texas as a state from Mexico.
41. Tell why President Jefferson felt it necessary to obtain the Louisiana Purchase.
42. Describe briefly (50 words or less) the purpose of the Lewis and Clark Expedition.
43. On an outline map, plot approximately Lewis and Clark's route from its beginning point to its termination.
44. Arrange the following events in chronological order: Lewis and Clark expedition, California gold rush, railroad linking the United States, the Revolutionary War.
45. Define civil war.

46. Define in ten words or less what an abolitionist was.
47. Give the name of Harriet Beecher Stowe's inflammatory book written prior to the Civil War, and the book's subject.
48. Give an example of a contemporary author or issue which has affected the political climate recently.
49. Cite at least two causes which led to the Civil War.
50. State Lincoln's foremost goal of the Civil War. (Maintaining the union, rather than abolishing slavery).
51. Explain what the Emancipation Proclamation did. (Freed the slaves, but only those of the seceded states).
52. State the purpose of Lincoln's Gettysburg Address.
53. Give two advantages the North had over the South in the Civil War.
54. Identify the roles of Robert E. Lee and Ulysses S. Grant in the Civil War.
55. Given the following words of Lincoln, explain their meaning as to that President's attitude toward amnesty: "With malice toward none, with charity for all, . . . let us strive . . . to bind up the nation's wounds."
56. Indicate whether the following came before or after the Civil War: use of railroads, discovery of gold in California, use of gunpowder, use of the telephone, use of the automobile.
57. Define (15 words or less for each): Industrialization, free enterprise, monopoly, conglomerate.
58. Give an example of today's conglomerates.
59. Give the main reason for legislation prohibiting monopolies.
60. Identify the inventions of the following men: Thomas Edison, Alexander Graham Bell, Henry Ford, Orville and Wilbur Wright.

61. Give any two conditions unions strive to obtain for their workers.
62. Name at least two present-day unions.
63. Explain in writing (50 words or less) why the industrialization of our country would influence our adopting an "open-door" trade policy toward the rest of the world.
64. Give one reason the US was anxious to help Cubans overthrow Spanish rule in Cuba during the late 1800's. (Protect our factories on the island and to secure our supremacy in the western hemisphere).
65. As a result of our war with Spain in 1898, list two territories we gained.
66. Explain in 50 words or less why the US wanted to build the Panama Canal.
67. Given an outline map, locate the following: Cuba, Philippine Islands, Puerto Rico, Panama Canal.
68. Give the culminating event which caused President Woodrow Wilson to declare war on Germany in 1917.
69. List three war weapons introduced in World War I. (Tank, hand grenade, gas mask, poison gas, airplane).
70. Explain in a short paragraph the purpose of the League of Nations.
71. List at least two economic conditions caused by the stock market crash of 1929.
72. Cite at least three provisions included in Roosevelt's New Deal.
73. List the following events in chronological order: Depression, World War I, Spanish-American War, World War II.
74. Give the main reason President Roosevelt engaged us in Europe's World War II.
75. Name at least three of our European allies.

76. Explain how we were provoked into declaring war on Japan in 1941.
77. Cite the event which ended World War II in the Pacific.
78. Explain the roles of Dwight D. Eisenhower, Douglas MacArthur, Adolph Hitler, Joseph Stalin, Emperor Hirohito, Winston Churchill and Benito Mussolini in World War II.
79. Describe why the occupation plans after World War II were so different from those plans following World War I.
80. Define the organizations NATO and SEATO.
81. Tell the main reason President Truman sent US troops to Korea in 1950.
82. Cite at least two programs which President Kennedy introduced.
83. Define the following terms: cold war, iron curtain.
84. Cite at least three issues confronting our country today-- possible issues for the presidential campaign.

HIGH SCHOOL GRADUATION
*Graduation Requirements for an Adult High School Diploma

1. Completion of the following:	Carnegie Units	High School Semester Units	High School Sem. Cr. Hrs.	LBCC Credit Hours
a. Communications	3	6	30	15
b. Social Studies	2	4	20	10
c. Physical Education	1.5	3	15	8
d. Health Education	.5	1	5	2
e. Laboratory Science	1	2	10	5
f. Mathematics	1	2	10	5
g. Electives	5	10	50	25
	<u>14</u>	<u>28</u>	<u>140</u>	<u>70</u>

*Using proposed state formula

2. Completion of 3 quarter hours in residence at Linn-Benton Community College.
3. Filing of an Application for Adult High School Diploma before final registration for the last quarter of attendance.
4. Satisfaction of all general and specific requirements of Linn-Benton Community College including the fulfillment of all financial obligations.
5. Any petition for waiver of degree requirements should be noted on the application and the petition should be attached to the application.

MEETING REQUIREMENTS - Satisfaction of minimum specific subject requirements for adult high school completion as outlined above may be met by:

1. Actual completion of courses regularly conducted in high school
2. An approved adult program
3. Approved correspondence or extension courses
4. Approved supervised independent study through the Learning Resource Center or by special arrangement, and/or
5. Approved standardized testing in specific subject matter areas

Accredited educational experiences in the United States Armed Forces Institute Courses, and other verified educational experiences incurred during military service, will be credited in accordance with the recommendation of the Commission on Accreditation of Service Experiences of the American Council on Education. Validating examinations may be required.

Consideration of general or elective requirements may be given work experience vocational training, civic responsibilities discharged by the adult, and other evidence of educational attainment as indicated below:

EVALUATION OF CREDITS

1. College Classes - The ratio of high school credit to college credit as suggested by the State of Oregon Council on High School-College Relations will be followed for credits earned at Linn-Benton or other higher institutions. They recommend a ratio of:
1 high school semester unit to 2½ quarter hours college credit, or
1 high school Carnegie Unit to 5 quarter hours college credit.
2. Work Experience or Elective Credits
Apprenticeship - one year experience-----maximum 10 LBCC credits
3. Work Experience or Elective Credits
Marriage or Home and Family - one year experience-----maximum 5 LBCC credits
each additional year (up to five)-----2.5 LBCC credits
4. Correspondence and Extension Credits - Credits will be accepted when taken through an institution accredited by a Regional Association of Secondary and High Schools, otherwise allowance of credit will be subject to the judgment of the Dean of Students.
5. Other Credits - Civic responsibilities, organizational work, and other evidences of educational attainment by an adult may be given consideration. A maximum of 15 LBCC elective credits may be so awarded.

LINN-BENTON COMMUNITY COLLEGE
APPLICATION FOR GRADUATION

ADULT HIGH SCHOOL DIPLOMA

Social Security Number _____ Date Filled _____

NAME _____
(Print name as you wish it to appear on diploma)

HOME ADDRESS _____
(Diploma will be mailed to this address.)
Street _____ City and State _____ Zip _____
Telephone Number _____

Quarter in which you expect to complete the diploma requirements _____
_____ Summer _____ Fall _____ Winter _____ Spring

Year in which you expect to complete the diploma requirements _____

If you are using credit from other schools attended to complete the diploma requirements, list them below. (All transcripts must be in the file in the Records Office.)

Name of Institution	Dates Attended
_____	_____
_____	_____
_____	_____

The above student (has/will) successfully complete(d) the diploma requirements for THE ADULT HIGH SCHOOL DIPLOMA at the end of _____, _____.
(quarter) (year)

(Counselor) (Date Signed by Counselor)

If the student is petitioning for any waiver of diploma requirements, it should be noted below and the petition should be attached to this application.

Linn-Benton Community College
 Application for Graduation
 ADULT HIGH SCHOOL DIPLOMA
 Page 2

This page for Records Office use only Name _____
 Social Security Number _____

Carnegie Units	High School Semester Units	High School Sem. Cr. Hrs.	LBCC Credit Hours	College Classes	Standardized Test	Correspondence--Exten	Work Experience	Other Credits	High School Credits	Total LBCC Quarter Hours Earned	Total LBCC Credits Needed
3	6	30	15	Communica.							
2	4	20	10	Soc. Studies							
1.5	3	15	8	P. E.							
.5	1	5	2	Health							
1	2	10	5	Lab. Science							
1	2	10	5	Mathematics							
5	10	50	25	Electives							
14	28	140	70	TOTAL							

Courses in which the student is currently registered for _____ quarter.

Term	Line No.	Course No.	Course Name	Credit	Instructor	Grade	Points

Final total hours _____

Final total points _____

Final cumulative GPA _____

_____ has successfully completed the
 ADULT HIGH SCHOOL DIPLOMA requirements to graduate on _____
 (date)

Application processed by:

 (initial) (date) (Dean of Students) (date)

Revised minimum High School Graduation requirements -
apply to class of 1978.

MINIMUM STATE REQUIREMENTS FOR GRADUATION

22-105

Definition of Terms

22-105

(1) Unit of Credit

One hundred thirty clock hours of instruction in a planned course shall be the minimum requirement for granting one unit or 10 semester hours of credit. One high school unit of credit may be equated with 9 quarter hours of college credit. Independent study, work experiences, and research time may be counted as a portion of the 130 clock hours when identified as an integrated part of a planned course. Fractional units of credit may be allowed for work accomplished in a planned course of less than 130 clock hours in proportion to the amount of time allotted for the course. This minimum clock hour requirement may be waived pursuant to the provisions of 22-105 (3) and 22-125.

(2) Planned Course

A planned course shall consist of a course title, goals to be achieved, general course content, expected learning activities, procedures for evaluation, and anticipated learner outcomes in terms of skills, knowledge, and values. Planned courses in two or more required areas of study may be combined for instructional purposes with appropriate units of credit granted and recorded for each course.

(3) Credit by Examination

Credit by examination is a process for ascertaining student competencies for the purpose of waiving course requirements, and if deemed appropriate, granting credit.

(4) Personal Finance

As used in 22-110, "personal finance" means planned instruction aimed at helping students develop the competencies needed to cope with financial concerns related to their life roles as consumers.

(5) Career Education

As used in 22-115 and 22-120, "career education" and "career development" mean planned instruction aimed at helping students develop general occupational competencies needed to function effectively within a career cluster or a broad range of related occupations.

(6) Competencies

"Competencies" means possession of skills, knowledge, and understandings to the degree they can be demonstrated.

**Diplomas and Certificates
of Competency**

22-110

- (1) A diploma shall be granted upon successful completion of all required state and local school district program units of credit, demonstrated performance, and fulfillment of attendance requirements.
- (2) A certificate which identifies acquired competencies may be awarded to those students who have met some, but not all of the requirements for the diploma, and have chosen to end the formal school experience.

**Credit Requirements For
High School Program
Completion**

22-115

- (1) Each student is required to earn a minimum of 21 units of credit in grades 9-12.
- (2) Credits shall be earned in the following required areas of study:
 - (a) Communication Skills—3 units of credit
 - (b) Mathematics—1 unit of credit
 - (c) Social Science—1 unit of credit
 - (d) Citizenship Education—1 unit of credit
 - (e) Laboratory Science—1 unit of credit
 - (f) Health Education—1 unit of credit
 - (g) Physical Education—1 unit of credit
 - (h) Personal Finance—1 unit of credit
 - (i) Career Education—1 unit of credit
 - (j) Electives—10 units of credit
- (3) A district school board may establish additional credit requirements beyond the minimums listed.

**Performance Requirements
For Program Completion**

22-120

- (1) Each student's transcript of record shall indicate the degree to which he or she has demonstrated the knowledge and skills necessary to function in the following areas:
 - (a) Personal Development
Each student shall demonstrate competencies necessary to:
 - (A) Read, listen, analyze, speak, and write.
 - (B) Compute, using the basic processes.
 - (C) Understand basic scientific and technological processes.

Revised minimum High School Graduation requirements (Cont.)

22-125 MINIMUM STATE REQUIREMENTS FOR GRADUATION

(D) Develop and maintain a healthy mind and body.

(E) Develop and maintain the role of a lifelong learner.

(b) Social Responsibility

Each student shall demonstrate the competencies required to function effectively and responsibly:

(A) As a citizen in the community, state, and nation.

(B) As a citizen in interaction with his or her environment.

(C) As a citizen on the streets and highways.

(D) As a consumer of goods and services.

(c) Career Development

Each student shall demonstrate competencies required to function effectively within a career cluster or broad range of occupations.

(2) The local district board shall identify the performance indicators it is willing to accept as evidence that individual students are equipped to survive in the society in which they live. All competencies need not be developed by each student within the schooling process. Schools shall provide the necessary instruction for those who need it. Schools will determine student progress toward development of these competencies, and such determination can be made during the normal operation of the school program. Extensive testing programs or testing days are not required.

Attendance 22-125

Twelve school years of planned educational experience shall be required, except as local district school boards adopt policies providing for early or delayed completion of all state and local program, credit, and performance requirements. Local district school boards may, and are encouraged to, adopt policies allowing for individual program completion in more or less than twelve school years. Education gained outside the normal schooling experience may be considered in the granting of credit. Local district school boards may adopt policies to allow for credit by examination or allow credit for

off-campus experiences. In any waiver of the attendance requirement, consideration shall be given to the age and maturity of student, access to alternative learning experiences, performance levels, the desires of the parents or guardians, and guidelines of the State Board of Education.

Developing Appropriate Electives and Additional Course Offerings Beyond State Minimums 22-130

Local districts shall develop elective offerings which provide students the opportunities to earn a minimum of 10 elective units of high school credit. The development of these electives shall be structured in terms of the personal, social, career, and post-high school educational needs of students. Vocational, scientific, fine arts, modern language, and humanities needs of students shall be assessed in developing appropriate electives. Local districts are encouraged to provide varied experiences in the fine arts and humanities.

Local School District Responsibility for Implementation 22-135

(1) The requirements shall be applicable to the high school graduating class of 1978. Local school district plans for implementation of 22-120 shall be filed with and approved by the State Board of Education by July 1, 1974.

(2) Present Administrative Rule 22-035 (9) (10) is hereby repealed effective June 30, 1975. Although classes of 1976 and 1977 may be graduated according to the state standards adopted in 1966, districts are urged to implement these rules as soon as possible.