

# MAACCE MATTERS

Winter 2011  
Volume 10, Issue 1



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## **Notes from the President**

It's been quite the deep freeze throughout Maryland for much of the past month or two, so we trust you've been able to keep your students warm with all the wonderful educational opportunities you so richly deliver!

It's also been a bit of a quiet winter for MAACCE so far. You have seen the messages requesting **conference proposals**, and by now you probably know that the deadline was extended to Feb 4. We have opened **conference registration**; early deadline at the reduced rate was also extended to Feb. 4, so get those payments and forms in! We're really looking forward to seeing everyone at the **Crowne Plaza in Timonium on March 31 and April 1, 2011**, and we are very excited about our **featured speaker, Ben Glenn "The Chalk Guy"**. More information can be found later in this newsletter.

As we have already mentioned, we are extremely pleased to announce that **our new website is finished!!** It took some technological maneuvering, and the final edits really tidied things up, so we hope you're as comfortable with it as we are. Please visit us at [www.maaccemd.org](http://www.maaccemd.org), where you will find information about the organization, our spring conference, our awards programs, and advocacy resources. Note: we understand that not everyone can access the site right now, and we are working on correcting that; we apologize for any inconvenience.

**Board nominations** will be on our radar very quickly. If you or someone you know has expressed an interest, please find the appropriate nomination form on our website and post it to my attention. We will be putting together the slate of nominees – to include a number of current Board members who wish to return – for the Membership Meeting held each year at the conference.

We are also turning our attention to the new Maryland Legislative session, which opened in mid-January. While there's nothing we've seen that might affect adult education right now, we are keeping our eyes open to possibilities. As we learn of any initiatives – state or federal – we will be sure to let you know.

Please be sure to contact us if you want to share anything – we're all ears!

Teach well!

Todd Elliott  
MAACCE President  
[maacce@gmail.com](mailto:maacce@gmail.com)  
[telliott@greaterhomewood.org](mailto:telliott@greaterhomewood.org)





### **State Funding**

As you know, MAACCE conducted its advocacy Postcard Campaign to the Governor again this year, and we thank everyone who participated. This initiative has been very important for the sustainability of our state funding for adult education and literacy services. Our postcard campaign in previous years definitely helped keep our program funding level—and MAACCE appreciates the Governor’s support on behalf of Marylander’s who need these important services.

This year is the first time, however, that we felt that our funding may be threatened due to the current budget situation and difficult economy. We do know that the MCCA is also making state funding for adult education and literacy a priority in their advocacy agenda. This will help support what MAACCE has been doing during past years in order to ensure that we do not “go backwards” in our funding level—since what we really need is more funding to expand services throughout the state.

The good news is our efforts have paid off! State funding for adult education and literacy services grants will be level for FY 12! We thank the Governor once again for his special support. Now the Public Policy Committee must work with the legislature to be sure they do not attempt to cut this funding. MAACCE does understand that correctional education has suffered budget cuts—and when we are in Annapolis over the next months, MAACCE will work to do our best on this.

### **Federal Funding**

Presently, it is anticipated that federal funding for the state adult education and literacy grants will be level for 2012—although, the federal budget has not yet been finalized & approved. Since domestic spending is expected to be frozen—no additional funding will be a possibility for this year. Adult education & literacy advocates from across the country have done a good job in past years with communicating about the need for federal funding and also producing good outcomes—which will justify continued funding. MAACCE will continue to monitor the federal budget landscape and keep you informed.

### **WIA**

After the new 2011 Congress gets settled in, there is an expectation that WIA will be back on the table for further action. As of yet, there are no details on any movement. MAACCE will keep you informed as to the progress with this important legislation.

**“Education should be one of our top funding priorities; talking about it does not help the teachers and students who desperately need promises fulfilled.”** [\*\*Solomon Ortiz\*\*](#)

## ***Discovering Talents, Developing Strengths***

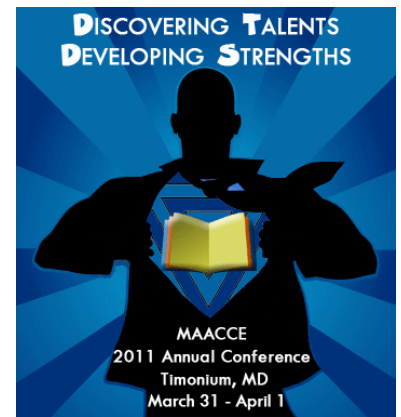
The Annual MAACCE Professional Conference

March 31- April 1, 2011

Timonium – Crowne Plaza

Conference Registration is OPEN!

Registration is now open for our annual MAACCE conference! This state-wide gathering of adult education professionals will take place this year on Thursday, March 31<sup>st</sup> and Friday, April 1<sup>st</sup>, 2011, at the Crowne Plaza in Timonium (formerly the Holiday Inn). The conference theme, *Discovering Talents, Developing Strengths*, reflects the commitment of our field to the many strengths and talents; not only of the students we serve, but also of the adult education professionals of Maryland: peers, counterparts, and friends. Join us for a motivating and inspiring two days!



An exciting line-up of professional workshops is planned. Student and professional award and scholarship winners for this year will be announced and celebrated. Our Friday keynote speaker, in line with this year's theme, will be Mr. Ben Glenn, an acclaimed speaker who combines personal insight into learning disabilities with artistry and inspiration. (Please see more information about our speaker on the next page.)

The annual conference is our opportunity to get together as professional adult educators to learn, teach, network, and reflect. Join us on March 31 and April 1! The registration form is attached to this newsletter and will be available on our new website.

As you finish digging out, don't forget to submit your proposal for the MAACCE conference! Due to the inclement weather, the deadline for submission has been extended to **FRIDAY, FEBRUARY 4**. Our conference is a success because of your willingness to share your expertise with our colleagues.

In addition, the Early Bird Registration rate will be extended to February 4 as well.

## **See you at the conference!**





## **2011 MAACCE Conference Keynote Speaker will be Ben Glenn, “The Chalk Guy.”**



Ben Glenn was diagnosed with dyslexia and other learning disabilities while in grade school. As an adult he also learned that he had ADHD and suddenly everything about his life made perfect sense. Dropping out of college to pursue a love of art and speaking, Ben has been on the road full-time since 1995, traveling to every part of the United States and to more remote places like China and Australia. He blames his ADHD...but he's secretly happy about it.

Ben belongs to an ever-growing group of individuals who took their disability, turned it upside down, and discovered that they have all kinds of abilities that “normal” people just don't have. (People like Ty Pennington, Jamie Oliver, Whoopi Goldberg, Richard Branson, Charles Schwab, Billy Blanks, Jay Leno, James Carville, Jewel, Terry Goodkind & many others!)

Years of living with and studying ADHD have brought Ben to the firm conclusion that ADHD impairs a person's life the most when that person is trapped in an ADHD-unfriendly environment (read: the traditional educational system/typical corporate cubicle hell) or does not possess the information they need in order to deal with their symptoms in the right way. Obviously, it may be a long time before much changes in the way typical schools operate, or the way a corporation expects their employees to behave, but meantime, Ben is sharing everything he has learned about ADHD with anyone who will listen. And lots of people are listening!

Ben's ADHD-adventure filled messages of inspiration and hope are both entertaining and educational. Youth relate to his struggles for acceptance in school, parents and teachers get an insider's perspective on what it's like to grow up “different” or “special”. Over the years, Ben has spoken to thousands of people honing his ability to take complex emotionally-charged subjects and give his audience a fresh, easy-to-digest perspective that produces real change in attitudes, goals and motivations.

As much as Ben loves being a speaker and performing artist, he loves being a husband and father more. Married for over thirteen years, he, his wife and two daughters live in a great little city called Indianapolis.

You can learn more about Ben Glenn on his website:

<http://www.simpleadhdexpert.com/about-2/>



# 2011 MAACCE Membership Application and Conference Registration Form

## "Discovering Talents, Developing Strengths"



Name: \_\_\_\_\_

Organization/Position: \_\_\_\_\_

Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ ZIP: \_\_\_\_\_

Phone: \_\_\_\_\_ E-mail: \_\_\_\_\_

**MAACCE Membership** (The membership year begins with the Annual Conference and continues through the day before the next year's Annual Conference) ☐ **New** ☐ **Renewal**

Please indicate Interest Groups and Committee(s):

☐ Administration [AD] ☐ Family Literacy [FL] ☐ ESOL [E]  
☐ Adult Secondary Education [AE] ☐ Basic Skills/Literacy [L] ☐ Public Policy  
☐ Correctional Education [CE] ☐ Workforce [M] ☐ Communication/Technology

## MAACCE Annual Conference, March 31 and April 1, 2011

### Crowne Plaza Hotel, Timonium, Maryland

**Conference Registration Rates** (check one):

	Current Member*	Nonmember
Early Registration (postmarked by <b>2/4/11</b> )	\$ 115 <input type="checkbox"/>	\$ 175 <input type="checkbox"/>
Regular Registration (postmarked by <b>2/21/11</b> )	\$ 135 <input type="checkbox"/>	\$ 195 <input type="checkbox"/>
Late/On-Site Registration (postmarked <b>after 2/21/11</b> or day-of conference)	\$ 155 <input type="checkbox"/>	\$ 215 <input type="checkbox"/>
One Day Registration: <input type="checkbox"/> March 31 <sup>st</sup> or <input type="checkbox"/> April 1 <sup>st</sup>	\$ 80 <input type="checkbox"/>	\$ 120 <input type="checkbox"/>
One Day Late/On-Site Registration: <input type="checkbox"/> March 31 <sup>st</sup> or <input type="checkbox"/> April 1 <sup>st</sup> (postmarked <b>after 2/21/11</b> )	\$ 110 <input type="checkbox"/>	\$ 150 <input type="checkbox"/>

**Special Needs:** \_\_\_\_\_ **Meal Preference:** ☐ Reg ☐ Veg ☐ Kosher

Conference registration fees include all sessions, continental breakfast, and lunch for day(s) registered. **Special MAACCE room rate of \$99.99 is available through February 28, 2011, contact Crowne Plaza Timonium (410)252-7373.** *Please note:* Any registrations received after the 2/21/11 deadline may not be guaranteed a meal at the conference.

Conference registration: \$ \_\_\_\_\_

Membership Dues: \$ \_\_\_\_\_

**Total enclosed:** \$ \_\_\_\_\_

☐ Check ☐ Money Order ☐ Membership/Conference Fee ☐ Agency check # \_\_\_\_\_  
 Paid Separately

**Write checks to "MAACCE"** (Federal tax ID 52-1355700)

**Mail registration and payment to:**

MAACCE Conference Registration, c/o Laurie Askins, MAACCE Membership Coordinator,  
P.O. Box 709, Leonardtown, MD 20650

**\*Conference Registrations will be held until Membership Payment (\$35) has been received.**



**Call for Presenters**  
**MAACCE Spring 2011 Conference**  
March 31 - April 1, 2011  
Baltimore, Maryland

Due: **February 4, 2011** to [mdabneymaacce@gmail.com](mailto:mdabneymaacce@gmail.com)

**Primary Contact and Title:**

**Organization/Affiliation:**

**E-mail:**

**Day phone:**

**Evening phone:**

**Other presenters and their titles:**

**Is this session a vendor presentation? (please underline)**      Y      N

**Session Title:**

**Session Objectives:**

*By the end of the session, participants will be able to:*

- 1.
- 2.

**Session description for the program booklet (limited to 75 words):**

**Short biography of each presenter(s) (limited to 50 words for each presenter):**

**Most appropriate audience (Please underline all that apply):**

Basic Skills/Literacy	GED	ESL/ESOL	Workforce
Correctional Education	Family Literacy	Program Administration	EDP

**Date preference: (Please underline)**

Thursday	Friday	No Preference
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**Important Notes:**

**Contact Information:** Unless otherwise requested, presenters' contact information will be included in the printed program.

**Evaluation Criteria:** Proposals will be evaluated on the clarity of objectives; timeliness of topic; connections to best/practices or research; overall clarity of written proposal (including grammar and spelling); and potential for contribution to the conference and field.

**Session Length:** This year all sessions will be 60 minutes. No double sessions will be available.

**Equipment:** Given the prohibitive cost of equipment rentals, presenters should plan to provide their own equipment and handouts. All rooms will be provided with screens, white board and markers, and electrical outlets.

**Registration:** Presenters who plan to attend any part of the conference must register. Presenters will receive the early registration rate regardless of the date registration is received. Presenters who wish to stay for lunch should pre-register at least two weeks in advance. Lunch is not guaranteed for walk-in registrants.

**Submissions:** E-mail your completed form as an attachment to M. Dabney at [mdabneymaacce@gmail.com](mailto:mdabneymaacce@gmail.com) by **February 4, 2011**. The primary contact person noted above will be notified of the status of the proposal.

## Southern Region Professional Development Workshop

Near the end of October, MAACCE sponsored a regional professional development program in Southern Maryland. The workshop was hosted by the Charles County Adult Education Program in the Lifelong Learning Center.

This “Mini MAACCE” conference brought together adult education practitioners and community partners. Presentations by the local Literacy Council, representatives from both the credit and career sides of the College of Southern Maryland, a DORS representative, and a team from the local One Stop and Youth Council provided insight into the mission of each partner. Open dialogues about working together to improve the lives of our clients were held throughout the various sessions.



Staff from the region and the Baltimore area also presented sessions on leadership, writing strategies, citizenship instruction, instructional websites, and GED math. A session designed for EDP advisors/assessors was also conducted. Helen Coupe from DLLR presented on the “Career Development Toolkit”.

Over 50 enthusiastic people attended the workshop and returned glowing evaluations for all sessions. The community connection was

so well received that the Southern Maryland programs have decided to make this workshop an annual event. *See workshop photos throughout the newsletter.*

Note: MAACCE will sponsor similar regional workshops at other times throughout the year. Please look for announcements concerning these educational opportunities.



# **Reading is Fun: Five Good Books for Adult ESL**

by Susanne Gardner, ESL Instructor  
Maryland Correctional Institution Jessup (MCI-J)

As an ESL instructor for the Maryland Correctional Institution-Jessup, (MCI-J), I am always looking for great books for my class library. Although my adult beginning literacy students do not come from an environment where books are normally found in the home, many ESL students discover that they actually do love to read and look at pictures. *National Geographic* magazines are popular just for that particular reason—they have beautiful pictures of other countries with readable captions. It is important for any adult learning a new language to have “reading time” in class just as one would have in secondary or elementary school. We know from research that reading is the best way to increase one’s vocabulary. In my class, we do both silent reading and read-alouds (either by the instructor, tutor, or a student). Five good books that my adult male students, ages 19 – 56, enjoy are listed herein. Sometimes for beginners, the teacher must do a “tell-aloud” instead, which means a simplified version or summary is told, instead of word-for-word reading. This option is best suited for beginning literacy students. Both reading aloud and silent reading can be done as a whole class, small group, or individual activity. Here are five of our favorite books:

- 1) Pueblo Storyteller, by Diane Hoyt-Goldsmith. This is a story of an unconventional Native American family near Santa Fe, New Mexico. It is a great supplement to the unit on Family and many ESL students will recognize New Mexico as a state they have passed through or lived in. The focus on Grandmother, Grandfather, and their granddaughter April emphasizes that the definition of what constitutes a *family* varies considerably. This book is a good catalyst for discussions on family responsibilities, work, culture, geography, and family traditions.
- 2) The Ice Mummy, by Mark and Kathy East Dubowski. In 1991 a German couple discovered “the Iceman” as they took a walk in the mountains (Alps). This 5,000 year-old corpse is the basis for an engaging story of a mummy preserved in ice. The photographs are fantastic and it is on a step 3 reading level for advanced beginners and intermediate students. This book provides ideas for good discussions on geography, weather, science, and mummification.
- 3) Sister Wendy’s 1,000 Masterpieces, by DK Publishing, Inc. This anthology of Western art includes colorful pictures and short descriptions of the artist and his/her subject matter from Mexican artist Frida Kahlo to French artist Paul Cézanne. Subject matter includes animals, women, Madonna and child, the Nativity, and fruits among many other familiar vocabulary words. It is a great book to study even for non-readers, who can practice looking at titles, and matching the words with the pictures. Art is easily used in language classes from writing prompts to oral discussions and storytelling.



- 4) The Art of Being a Wolf, by Anne Menatory. This is a rather large book (11" x 12"), with superb photos of the wolf pack and its individual members. The full-page photos rival that of *National Geographic* article, and because of its size, the book is extremely useful as a whole class read-aloud/tell-aloud by the instructor. The reader can facilitate oral language practice by asking such questions as: "*What do you see in this picture?*", "*Tell me what the wolf is doing*", "*Describe the wolf on this page*". Books on animals are extremely useful in practicing action verbs—lick, howl, run, jump, gaze, etc. in an integrated curriculum. It seems that everyone likes to look at beautiful photographs of animals!
- 5) Caribbean Islands, photographs by Hans and Pat Petruska. This is another book with pictures large enough to show the whole class. The islands are beautiful and by looking at a map of North America, students can identify some of their own home countries: Puerto Rico, Jamaica, Dominica, and places they have heard about: Haiti, Dominican Republic, and Martinique. This is a great book for oral discussions on people and culture, including language spoken, religion, foods, etc. Many of MCI-J's ESL students are not familiar with using maps, so it is a great way to introduce or review the geography of our own continent.



## **NEDP Update**

CASAS is continuing to update NEDP materials. There are several changes being piloted at this time. Many Maryland sites have participated in these pilots and have offered good feedback.

### **Ongoing Pilots:**

**Writing:** Clients are now writing essays from a given prompt on a computer. The pilot essays are assessed holistically by trained CASAS staff off-site. After the pilot, advisors and assessors in the field will be trained to assess. Two Maryland trainers have completed the training: Roni Nudelman and Mary Gutowski.

**Workforce Skills Certificate:** This is an option for the Individualized Competency requirement. It certifies workforce readiness skills in a concrete way making the candidate a more attractive employee.

**O\*Net:** This is a new tool for clients to explore careers. They do the initial investigation in the office, but have the ability to explore in depth at their convenience.

**New materials:** In the coming months, sites will begin to field test the new changes in first aid materials.

Plans are in the works for new hire training the latter half of February. The dates will be announced soon. The Eastern Shore and Western Maryland each have new people who will participate.





The Adult Education Program in Calvert County is fortunate to have had the opportunity to work with clients that are related to each other because one of our best forms of advertising is word of mouth. It is not uncommon to work with clients who are sons or daughters of parents who have gone through the

program, and often we work with clients' siblings. One of our most rewarding experiences in EDP was working with three sisters. Though they came through the program in different years, they all finished and earned their high school diploma.

If desire, discipline and dedication are the things needed to succeed, then Melva, Regina and Brenda were truly successful. Melva first heard of the program through her ABE teacher. Through the encouragement of her church, teachers, assessors and family, she not only finished the program but gave us the opportunity to hear her sing at our graduation ceremony in 2006. Her success encouraged her sister Regina to enter the program. Regina is a very proud, determined and capable woman who worked hard. She attended ABE classes, continued coming to diagnostic appointments and persevered through assessment and PTA's until she reached her goal of obtaining her high school diploma in 2007.

No less capable and determined than her sisters, Brenda began EDP in 2010. Coming from ABE classes, she was truly prepared academically for EDP, yet she never hesitated to avail herself of our EDP tutor when she felt the need. Balancing home, work, volunteer responsibilities and EDP, she completed the program in six months. Like her sisters, she had the support of her entire church and was especially cheered on by her pastor. On December 15, 2010, she cried tears of joy as we congratulated her on completing the program. She then quickly dialed "sister number four" on her cell phone with dates for upcoming adult ed orientations. Maybe our story is not over.



# MAACCE MATH MATTERS



## Exponents/Square Roots by Mr. J

The GED Testing Service (GEDTS) produces the GED exams and the Official Practice Tests (OPT). Their research also alerts us to where students have the most difficulties and these particular math operations have been the topics of past newsletter articles. In this issue we will examine one of the top problem areas for students; dealing with exponents and square roots.

These math operations are seen in problems dealing with geometric formulas such as the area of a circle ( $A = \pi r^2$ ) and the Pythagorean Theorem ( $a^2 + b^2 = c^2$ ). Algebra equations often involve calculations with exponents ( $b^2 + 2b - 8$ ). Calculations involving square roots can be seen when students are asked to substitute values for variables in formulas and find the resulting answer ( $F = \frac{a + \sqrt{15}}{2bc}$ ). Students often answer questions with exponents as if they were multipliers rather than powers:  $3^2 = 9$  ( $3 \times 3$ ) and not 6 ( $3 \times 2$ ).

When teaching any math operation, it is important to teach the process, provide many examples covering all possible variations, and when feasible, provide **visual examples** of the concept. Most important for the GED student is to show how these concepts will be seen in GED problems and the possible ways in which the question may be asked. A review of the OPT's and practice tests in the wide variety of GED textbooks available will provide examples of how these concepts may be encountered.

- (1)  $5^2 = 25$  Five is called the base number and the <sup>2</sup> is the power/exponent. This problem is read as “five to the second power”, or in this case “five squared”. Visually this can be shown as  $5 \times 5$ .

$4^3 = 64$  Visually this is shown as  $4 \times 4 \times 4 = 64$  and is read as “four to the third power”.

\*Students should commit to memory the squares of numbers 1 through 12.

- (2)  $a^5$  This term is read as “a to the 5<sup>th</sup> power” and shown as  $a \times a \times a \times a \times a$ . Use variables as examples.  
 $b^3 \times b^4 = b^7$  When you are multiplying the same bases, you **add the exponents**. Students can understand this concept when shown this visualization:  $b \times b \times b \times b \times b \times b \times b = b^7$

$(c^3)^2 = c^6$  In this situation, the exponents are multiplied:  $(c \times c \times c) \times (c \times c \times c) = c^6$

$d^5 \div d^3 = d^2$  Conversely, when you are dividing similar bases with exponents, you would **subtract the exponents**. This is shown as:  $\frac{d \times d \times d \times d \times d}{d \times d \times d} = \frac{dd}{1}$  or  $d^2$

- (3)  $4^0 = 1$ ,  $10^0 = 1$  Any number to the zero power equals 1. ( $x^0 = 1$ ) This is one of those math concepts that is not easy for students to understand or for an instructor to explain. Armed with the information above and described below, the teacher should be able to demonstrate this principle:

$$3^4 \div 3^4 = 3^{4-4} = 3^0 = 1 \quad \left( \frac{3 \times 3 \times 3 \times 3}{3 \times 3 \times 3 \times 3} = \frac{81}{81} = 1 \right) \quad \text{Any number divided by itself} = 1$$

$$x^7 \div x^7 = x^{7-7} = 7^0 = 1 \quad \left( \frac{\text{xxxxxxx}}{\text{xxxxxxx}} = 1 \right)$$

(4)  $5^{-2} = \frac{1}{5^2} = \frac{1}{25}$  \*  $e^4 \div e^7 = e^{4-7} = e^{-3} = \frac{1}{e^3}$

$$* \frac{e \times e \times e \times e}{e \times e \times e \times e \times e \times e \times e} = \frac{1}{e \times e \times e} = \frac{1}{e^3}$$



Hopefully you have seen throughout this article how important it is to show students how math concepts are explained visually as it is a very good way to facilitate their understanding of the operation.

(5)  $10^8 = 100,000,000$  When dealing with the base number being ten, the number of zeros is the same as the power.  $10^5 = 100,000$

(6)  $\sqrt{16} = 4$  The square root of 16 is 4. Students should be taught to ask “what number times itself equals 16?”  $\sqrt{49} = 7$ ,  $\sqrt{121} = 11$  As mentioned above, students should memorize the squares and associated square roots of all numbers from 1 to 12. (Square roots of the squares of any whole numbers are known as “perfect squares”.)

The GED exam asks three types of questions concerning square roots. The first way is like the one just shown and may be seen in a formula or a question involving the “order of operations”. Questions involving square roots that are not perfect square would be on Part I of the test so a calculator can be used. Two other ways problems involve square roots would be as follows, and the student would not necessarily need a calculator to solve:

- a.  $\sqrt{83} \sim 7, 8, 9, 10?$  Since  $9^2 = 81$ , the square root of 83 would be approximately ( $\sim$ ) 9.
- b.  $\sqrt{57}$  is between 5 and 6, 6 and 7, 7 and 8, or 8 and 9? Since the  $\sqrt{49} = 7$  and the  $\sqrt{64} = 8$ , the answer would be 7 and 8.

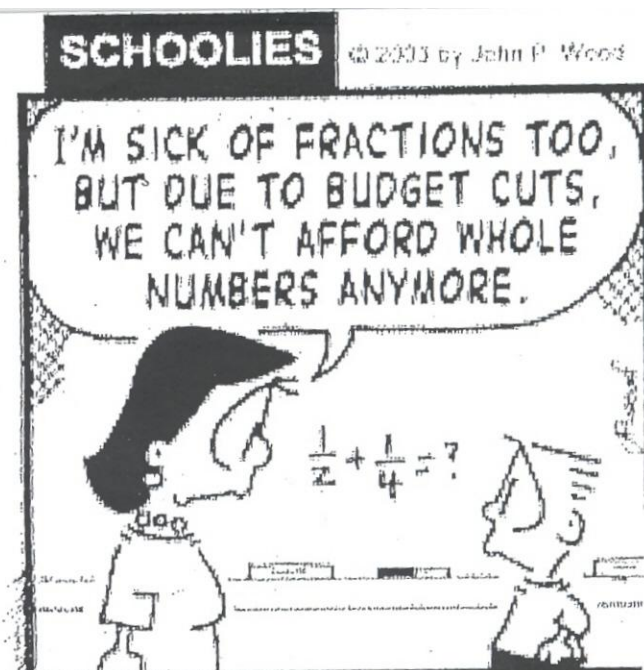
If you have a math topic you would like to see discussed, please let me know.

Jay Willetts 410-952-6724

[jaywilletts@comcast.net](mailto:jaywilletts@comcast.net)

Adult Education Math Specialist

This mathematics article was written by Jay Willetts and is a regular feature in the MAACCE newsletter. Jay is often called upon to present informative math workshops for instructors and students on all levels of GED math. He has presented at the local, state and national levels, and has authored numerous math worksheets and a GED Math Workbook.



**MAACCE**

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**We're on the web!**  
See us at:  
[www.maaccemd.org](http://www.maaccemd.org)

**About Our Organization...**

*The Maryland Association for Adult, Community and Continuing Education is a non-profit organization providing leadership in Maryland for those interested in advancing education as a lifelong process. MAACCE provides a central forum for a wide variety of adult, community and continuing education groups and encourages organizations and agencies in Maryland to cooperate in a broad spectrum of educational programs and activities in support of the lifelong learning concept.*

**MAACCE Matters** is published quarterly coordinating with the seasons. If you would like to furnish an article or supply information for MAACCE members, contact Jay Willetts at  
[jaywilletts@comcast.net](mailto:jaywilletts@comcast.net)

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**“How far you go in life depends on your being tender with the young, compassionate with the aged, sympathetic with the striving and tolerant of the weak and strong. Because someday in your life you will have been all of these.”**

**George Washington Carver**