

### Acknowledgements

I did not start out to write this program. As a member of the Institute of General Semantics, for several years I had suggested to officers of the institute that such a program should be compiled. Officers changed, but their answer remained constant, “Yes, this is a great idea. Why don’t you do it?” This failed to motivate me.

I finally decided to investigate the possibility of finding funding to have someone else do the work. The fund sources wanted more than just an idea, so I began to create an outline. My efforts failed to produce funds or that nebulous ‘someone else.’ I purchased monographs for teachers on various subjects by educational publishers to see what was being written. Then I started searching IGS publications for ideas. Bob Pula, a colleague, forwarded a copy of a middle school General Semantics curriculum used in the Baltimore school district years ago. Slowly some material began to take shape.

Knowing my limitations, I submitted my early efforts to a modest, and therefore unnamed Ph.D. for editing and comment. It had been decades since I had submitted my writing to anyone for a serious critique. I was startled, but yet eternally grateful, for the outpouring of red ink on my pages. The good doctor’s assistance provided me with direction and discipline, and encouraged me to proceed.

Several members of IGS had agreed with me that what I was attempting to produce would prove beneficial to students. But then we were all prejudiced. I asked Alverno College professor Andrea Johnson for a favor. Would she pose the following question to her General Semantics class at the end of the term? “Would it have been a benefit to you to have been taught General Semantics prior to graduation from high school?” I received ten very positive e-mail messages. The women (Alverno is a woman’s college) ranged from true freshmen to a mother who wished she had the benefit of this knowledge prior to raising her children. I keep this file in the front of my desk drawer to reread when I need a jump-start.

I am grateful to authors Dr. Martin Levinson, Dr. Robert Potter, Edward MacNeal, and Dr. Sanford Berman for graciously allowing me use of their material. Also my gratitude to other members of the institute, and to educators, who reviewed this material and offered suggestions. Especial gratitude to public school teachers Dee Casner and Norman Kelly who arranged the material into age groups.

I did not start out to write this program, but with all the input I received from others, here it is, from all of us. May it work for you.

Frank Gastner  
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### Addendum

Norman Kelly  
1947 - 2006

Every parent wants a Norman Kelly in their child's life. A teacher with a genuine love of his job. A man of deep faith who believed that he had a responsibility to the children he taught, both in the classroom and out of it.

When faced with cancer, Norm agreed to an experimental treatment which promised little for him, but had the potential to help others in the future. When forced to stop teaching, he spent time with me arranging material because he thought it was important. He also updated some of my colloquialisms. My reference to the Lone Range would pass over the heads of the students and many of today's teachers I was informed.

Working with Norm during this time made me realize that the problems that I, and perhaps most of us, have are just not that big.

Thank You Norm!