

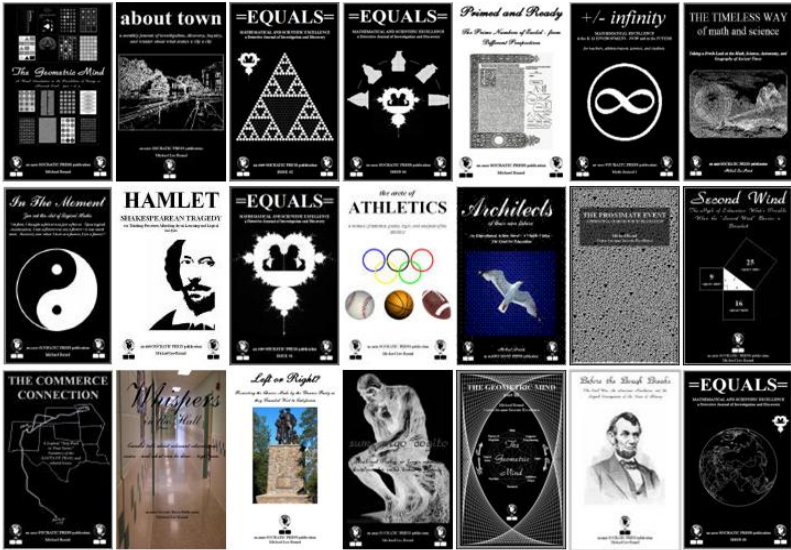
auto SOCRATIC EXCELLENCE
in the
College Preparatory Tests

28.6



an *auto* SOCRATIC PRESS publication

Michael Lee Round



Published by:
*auto*SOCRATIC PRESS
 round@rationalsys.com
 (913) 515-3911
 www.rationalsys.com

Copyright 2009 Michael Lee Round

All rights reserved. No part of this book may be reproduced or utilized in any form or by any means, electronic or mechanical, including photocopying, recording, or any information storage retrieval system, without permission in writing from the publisher.

Center for *auto* SOCRATIC EXCELLENCE



TWENTY-EIGHT POINT SIX

A BRIEF INTRODUCTION

The ACT is right around the corner. The stakes are high and time is short. Unlike a normal test, where “cramming” usually helps, it’s hard to cram for the ACT. In the Science section, for example, you may be asked about the efficiency of illumination, blackbody radiation, and polypeptide molecules. What’s the use on studying?

You judge for yourself about Reading and Math. Everybody hopes they’ll do well, but decade-long stagnant results suggest something’s not working. This is despite the official ACT study materials being developed by the same firm that writes the test!

Are we resigned to accept a score we know we’re likely to get? It seems so. We can choose not to study, or choose to study the best materials there are. Either way, it seems there is little change in the results. Or is there *another* option?

If you don’t think so, thanks for reading this far, and good luck on the test. If you *do* think so, but also think it *can* be achieved by preparing the same as everybody else, good luck to you too!

However, if you are interested in *actually* achieving massive improvement in a short period of time, both preparing and leaving the test with the confidence a great score will be and has been achieved, read on!

TWENTY-EIGHT POINT SIX

AN INTRODUCTION

Let's do a test – a quick test – to get started. I've got a passage I'd like your son or daughter to read. Let's pretend it's an ACT passage, and it's going to be on the test. Read it straight through.

RELATIVITY: THE SPECIAL AND GENERAL THEORY by **Albert Einstein**

In your schooldays most of you who read this book made acquaintance with the noble building of Euclid's geometry, and you remember – perhaps with more respect than love – the magnificent structure, on the lofty staircase of which you were chased about for uncounted hours by conscientious teachers. By reason of our past experience, you would certainly regard everyone with disdain who should pronounce even the most out-of-the-way proposition of this science to be untrue. But perhaps this feeling of proud certainty would leave you immediately if some one were to ask you: "What, then, do you mean by the assertion that these propositions are true?" Let us proceed to give this question a little consideration.

Geometry sets out from certain conceptions such as "plane," "point," and "straight line," with which we are able to associate more or less definite ideas, and from certain simple propositions (axioms) which, in virtue of these ideas, we are inclined to accept as "true." Then, on the basis of a logical process, the justification of which we feel ourselves compelled to admit, all remaining propositions are shown to follow from those axioms, i.e., they are proven. A proposition is then correct ("true") when it has been derived in the recognised manner from the axioms. The question of "truth" of the individual geometrical propositions is thus reduced to one of the "truth" of the axioms. Now it has long been known that the last question is not only unanswerable by the methods of geometry, but that it is in itself entirely without meaning. We cannot ask whether it is true that only one straight line goes

TWENTY-EIGHT POINT SIX

through two points. We can only say that Euclidean geometry deals with things called “straight lines,” to each of which is ascribed the property of being uniquely determined by two points situated on it. The concept “true” does not tally with the assertions of pure geometry, because by the word “true” we are eventually in the habit of designating always the correspondence with a “real” object; geometry, however, is not concerned with the relation of the ideas involved in it to objects of experience, but only with the logical connection of these ideas among themselves.

It is not difficult to understand why, in spite of this, we feel constrained to call the propositions of geometry “true.” Geometrical ideas correspond to more or less exact objects in nature, and these last are undoubtedly the exclusive cause of the genesis of those ideas. Geometry ought to refrain from such a course, in order to give to its structure the largest possible logical unity. The practice, for example, of seeing in a “distance” two marked positions on a practically rigid body is something which is lodged deeply in our habit of thought. We are accustomed further to regard three points as being situated on a straight line, if their apparent positions can be made to coincide for observation with one eye, under suitable choice of our place of observation. If, in pursuance of our habit of thought, we now supplement the propositions of Euclidean geometry by the single proposition that two points on a practically rigid body always correspond to the same distance (line-interval), independently of any changes in position to which we may subject the body, the propositions of Euclidean geometry then resolve themselves into propositions on the possible relative position of practically rigid bodies. Geometry which has been supplemented in this way is then to be treated as a branch of physics. We can now legitimately ask as to the “truth” of geometrical propositions interpreted in this way, since we are justified in asking whether these propositions are satisfied for those real things we have associated with the geometrical ideas. In less exact terms we can express this by saying that by the “truth” of a

TWENTY-EIGHT POINT SIX

geometrical proposition in this sense we understand its validity for a construction with rule and compasses.

A REVIEW

Now, I'd like you to be honest – very honest. In the space that follows, write a summary of this article ... with one condition: do not look back. Write only from your memory.

AN HONEST ASSESSMENT

If you're like me, writing something above – from memory – was hard. OK – it was nearly impossible. I had to cheat to get something substantial on paper. My eyes quickly become glazed, and I lose concentration.

What's my point?

In not having anything to say, it's evidence I didn't understand anything about the passage.

Why, then, did I continue to read?

“It was because it was part of the instructions,” you’re probably thinking. “In the real test, I would have skimmed the passage, or jumped straight to the questions. I wouldn’t have kept reading.”

Do you think you’re any different than the millions of other students taking this exam? That’s what they’re all doing, after all. In fact, those are strategies proposed by the ACT itself in their study guide to pass *their own test*.

How have things changed? How are these strategies working?

<u>Year</u>	<u># Graduating Seniors Taking the Exam</u>	<u>Composite Score</u>
1998	995,039	21.0
1999	1,019,053	21.0
2000	1,065,138	21.0
2001	1,069,772	21.0
2002	1,116,082	20.8
2003	1,175,059	20.8
2004	1,171,460	20.9
2005	1,186,251	20.9
2006	1,206,455	21.1
2007	1,300,599	21.2
2008	1,421,941	21.1
2009	1,480,469	21.1

Remember: the test is scored on a range from 0 to 36. A decade of measurements and what do the numbers show?

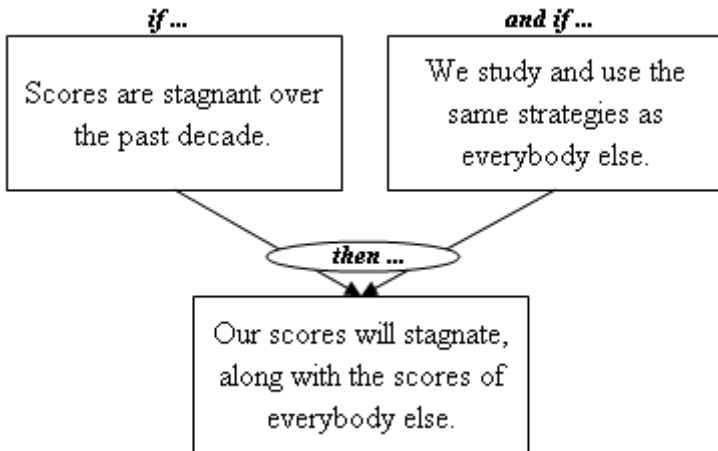
Now, the ACT rightly points out more and more students are taking the exam. Whereas in the past, only the “brightest” took the exam, now many more marginal students are taking it, which accounts for the stagnant scores. Fair enough.

TWENTY-EIGHT POINT SIX

It's also the case the number of organizations offering courses on how to do well on the ACT – including *the ACT itself* – has increased exponentially!

Let's call these two items a wash.

What are we left with? If scores are stagnant over the past decade, and if we study and use the same strategies as everybody else, then the probable result is ... what? Stagnant scores – along with everybody else! That is:



To hope for anything else is an act of – *insanity*. But what hope is there?

Can something be done – *in a short period of time* – leading to the dramatic improvements we're hoping for?

In Reading? In Math? In Science? In English?

Can a student raise their score from the average 21.1 to a 28.6?

TWENTY-EIGHT POINT SIX

Is It Possible - And Who Am I?

Though my background is in math (BS, MS), I've used the same simple thinking processes to write many of the books / booklets below, ranging from advanced math to Shakespeare:



I was the USA Director of the Theory of Constraints for Education for several years, and have given approximately 30 presentations on various educational subjects in four countries. But more important than this are two governing thoughts making the improvement I claim possible a reality:

Insanity: Continuing to do the same thing while expecting different results.

The Butterfly Effect: A small change in the right spot can have dramatic effects.

TWENTY-EIGHT POINT SIX

THE OFFER

Context

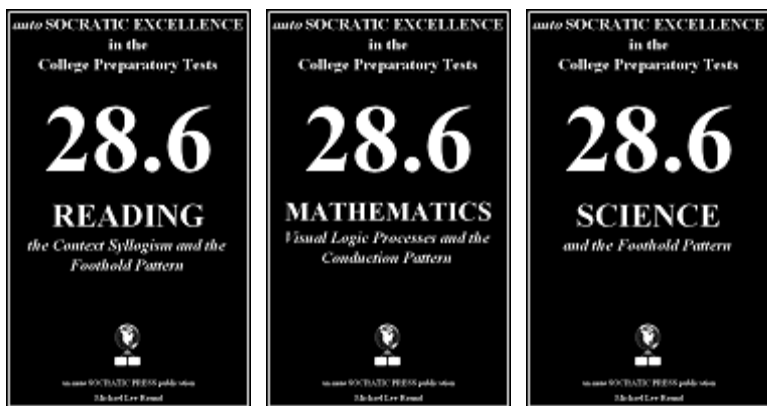
The national 2007-2008 average ACT score was 21.1. Using simple-yet powerful thinking processes, the assertion is this score can be raised to 28 with a brief but structured learning process.

The Stakes

A Scholarship? Substantial financial assistance? As an example, South Dakota State University offers a minimum \$1,000 / year scholarship to students scoring a 24-or-higher on the ACT. Academically, one literally has their choice of schools, and likely scholarships dwarfing the dollar amounts above.

The Process

Booklets explaining the process, worked examples, and relevant exercises will guide the student quickly through the testing material on a self-guided pace.



TWENTY-EIGHT POINT SIX

To ensure full understanding and answer any questions the student may have, virtual meetings will be held, using the popular “GoTo Meeting”. While in the comfort of your own home, we can talk with one-another while all watching my computer! It really is a fascinating program, which I believe will revolutionize the delivery of education in the future (that’s another subject)!

The Guarantee

The promise: whatever your starting point or knowledge base, you will score 28 or above on the ACT. In the event you don’t hit that level, the discounts will be as follows:

<i>Score</i>	<i>Discount</i>
28 and above	No Discount
24-27	50% Discount
23 and Below	Complete Discount

* Discounts applicable if student provides a documented score, in addition to the completed written assignments from the study booklets.

Additional Benefits

It’s sad but inevitable traditional learning “gimmicks” are left behind. This is *not* the case here. These simple thinking processes apply throughout the student’s academic career!

Earlier, I commented on the number of materials written via these simple thinking processes, materials spanning the curriculum.

As part of this brief program and a condition of full payment, the student becomes a lifetime member of the **CENTER FOR *auto*SOCRATIC EXCELLENCE**, with access to all math, science, etc., materials, at significant discounts.

TWENTY-EIGHT POINT SIX

For More Information

Michael Round
(913) 515-3911
round@rationalsys.com

or visit:
Center for *auto*Socratic Excellence
www.autoSocratic.com

TWENTY-EIGHT POINT SIX

12