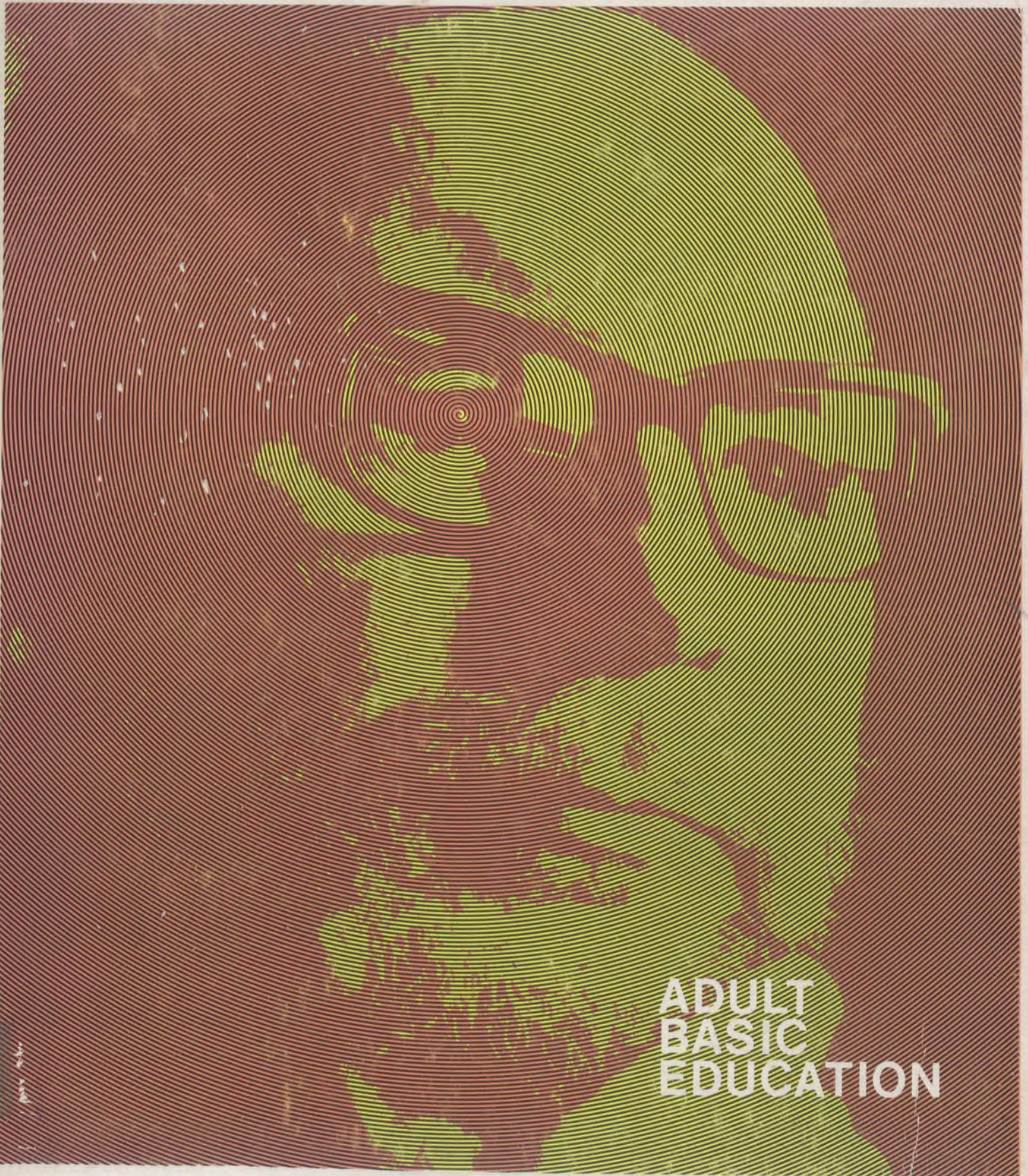


# annotated bibliography



DEPARTMENT  
OF REGIONAL  
ECONOMIC  
EXPANSION



ADULT  
BASIC  
EDUCATION

1985

AN ANNOTATED BIBLIOGRAPHY  
OF  
ADULT BASIC EDUCATION

GORDON J. RANCIER  
W. MICHAEL BROOKE

AUGUST 1970

*Canada.* DEPARTMENT OF  
REGIONAL ECONOMIC EXPANSION

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## INTRODUCTION

When we began to assemble this annotated bibliography, at the direction of Mr. Garnet Page, it was intended to be no more than a general work of reference for the staff of Canada NewStart. The preliminary draft, however, which we gave to a limited number of interested persons, aroused an enthusiastic response: so much so that we felt justified in expanding the scope, updating the contents, and publishing the bibliography in this more permanent form. There will be supplementary issues, at intervals, as more material is published or is brought to our attention.

Our major criterion for all entries has been apparent relevance of the subject material to the field of Adult Basic Education. We take "Basic" here to mean more than simple programs to combat adult illiteracy. We have, in fact, tried to make this the most comprehensive listing possible, in one volume, of works of instruction and works of reference on Adult Basic Education. Inclusion, then, does not necessarily imply our approval, nor that of the Canada Department of Regional Economic Expansion.

There are two main divisions in the bibliography: Instructional Materials, and General Literature and Research. Each has its own introduction, explaining briefly how to find, or process, the information desired. To emphasize this division, we have used different coloured printing stocks; this applies also to the related Author Indexes. There is also an Index of Publishers and a list of Adult Education Journals.

The order of division, and colour-coding, is as follows:

Section 1	Instructional Materials	Blue
Section 2	General Literature and Research	Buff
Appendix A	Author Index for Section 1	Blue
Appendix B	Author Index for Section 2	Buff
Appendix C	Publisher's Index	Green
Appendix D	Adult Education Journals	Yellow

We take this opportunity to acknowledge the editorial contribution of Mr. R. Morse, of the Public Information Division, Department of Regional Economic Expansion. Our sincere thanks and appreciation go also to the many agencies, government departments, publishers, and others whose interest and information have helped to make this publication possible.

Gordon J. Rancier  
W. Michael Brooke



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## CHAPTER ONE

### THE ANNOTATED BIBLIOGRAPHY OF INSTRUCTIONAL MATERIALS

#### (A) Introduction

Most of the instructional materials entries are in the range from zero to grade eight equivalency levels, and cover English, Mathematics, Social, Personal and Occupational Adjustment, and related subjects.

There are approximately 600 entries, which are presented according to subject-matter. Each entry includes the title of the instructional material, the author, the publisher and, in most cases, the number of pages, the date of publication and the price. There is as well a selected annotation which generally consists of a description of the material, the use to which it could be put, the content and its quality. It must be emphasized that the majority of annotations are not the work of the compiler and do not necessarily express his personal views of the material.

#### (B) Method of Procedure

##### (i) Collection of Information

Two main sources were used to obtain information about instructional materials that are currently available in Canada and the United States.

- (a) Publishers of adult basic education materials.
- (b) Annotated bibliographies in adult basic education and related fields. Selected information was extracted from the following major bibliographies:

American Library Association (Adult Services Division).

*Books for Adults Beginning to Read*, 1966 and 1967 (revised).

Adult Education Council of Greater Chicago.

Hayes, A. and Robinson, H.A. *An Investigation of Materials and Methods for the Introductory Stage of Adult Literacy Education*.

Canada Department of Manpower and Immigration, Ottawa.

Waite, N. *Annotated Bibliography of an Exhibition of Instructional Materials Suitable for Use in the Training of Adults*, 1967.

Indiana University (School of Education).

Summers, E.G. *Materials for Adult Basic Education: An Annotated Bibliography*, March, 1967.

Kalamazoo Library and Michigan State Department of Education, Lansing.

*A Bibliography of Adult Basic Education Materials*, 1967.

Newark State College (Adult Education Resource Center).

Minkoff, D. (Editor) *Adult Basic Education Curriculum Materials*, 1967.

Newark State College (Adult Education Resource Center).

Kennedy, C. (Compiler) *A Selection of Tests Useful for Adult Education*, 1969.

State of New Jersey (Department of Education).

*New Jersey Bibliography: Basic Adult Education, English and Foreign Born*, September, 1964.

Ohio State University (Center for Adult Education, School of Education).  
Barnes, R.F. and Hendriksen, A. *Graded Materials for Teaching Adult Illiterates*.

The U.S. Office of Education and National University Extension Association.  
*Bibliography: Materials for the Adult Basic Education Student*, May, 1967.

University of Wisconsin (Department of Adult Education).  
*Instructional Materials for Adult Basic Education*, 1966.

The bibliographies were selected for the following reasons:

- (a) The reputations of the author and the sponsoring institution.
- (b) The relevance of the subject-matter.
- (c) The apparent thoroughness of the annotations.

(ii) *Treatment of the Information*

Once the information had been collected from the two main sources:

- (a) All information relating to a particular instructional material was extracted from the original sources and filed together.
- (b) From the information on each piece of material, pertinent data (i.e. publisher, author, date of publication, etc.) including what appeared to be the most precise and concise annotation were selected. Where no appropriate annotation existed, one was written by the compiler, if the original material was available.
- (c) The extracted information was then reduced to index cards in typed form.
- (d) The cards were filed by subject matter and, in all but one case, in alphabetical order of publishers.
- (e) The cards were numbered according to subject-matter, and deposited in a form appropriate for the publishers.

Although this general procedure was adopted for both editions, the final edition required fewer stages of development due to the relatively small number of new references introduced.

**(C) Content of the Annotated Bibliography**

The following is a description of the contents of the bibliography, by sections:

(i) *Sequential Systems* (Card Reference Numbers in the 1000s)

This section consists of materials which provide a comprehensive and sequential approach to adult basic education. Most of this material consists of basic reading and writing systems from grades zero to four; some go to the grade eight level, and some systems include mathematics.

(ii) *Reading Skills Development* (Card Reference Numbers in the 1100s)

Much of the material in this section overlaps that of the above. However, in theory, these materials are supplementary to the basic reading and writing systems: they develop the reading skills which have been aroused in the basic systems, mainly by means of programmed reading passages and comprehension questions.

(iii) *General Knowledge Readers* (Card Reference Numbers in the 1300s)

There is a representative selection of general knowledge readers in this section, including those on geography, history, religion and science. Many of these are the recommendations of the American Library Association.

(iv) *Interest Readers* (Card Reference Numbers in the 1400s)

Unlike the other sections, these entries appear in alphabetical order of authors, rather than publishers; this is because the fictional type of materials included here are more closely identified with their authors than their publishers.

A good proportion of this material was recommended by libraries which specialize in books for newly literate adults.

(v) *Biographies* (Card Reference Numbers in the 1600s)

Biographies are widely recommended for new adult readers, because of their high interest level, and perhaps because of the identification and emulation factors that could be involved.

(vi) *English as a Second Language* (Card Reference Numbers in the 1800s)

The materials in this section are basic as well as supplementary. They are directed mainly, though not exclusively, towards those adults learning English who are not necessarily functional illiterates.

(vii) *Newspapers* (Card Reference Numbers in the 1900s)

Only a few of these (e.g. News for You) are especially designed for the adult reader, but all, to varying degrees, can be used for this purpose.

(viii) *Dictionaries and Encyclopedias* (Card Reference Numbers in the 2000s)

These are resource books of general use to the reader.

(ix) *Speed Reading* (Card Reference Numbers in the 2100s)

This material is directed to the more advanced reader who wants to improve his reading skills as well as to read faster.

(x) *Vocabulary* (Card Reference Numbers in the 2200s)

Most of the books and pamphlets in this section can be used by the student without external help.

(xi) *Hand-Writing, Manuscript and Letter Writing* (Card Reference Numbers in the 2300s)

Hand-writing material is also listed in the Sequential Systems section. Here there are also books on the "lost" art of manuscript.

(xii) *Phonics* (Card Reference Numbers in the 2400s)

Phonics is probably still the most prevalent method of teaching reading. Materials in this section are directed solely to this method. It should be noted, however, that materials with phonics orientation are not excluded from other sections of the bibliography.

(xiii) *Applied Mathematics* (Card Reference Numbers in the 2500s)

Mathematics questions and problems take on a "real life" dimension in these materials.

(xiv) *Pure Mathematics* (Card Reference Numbers in the 2600s)

The basic stages of mathematics are considered in the materials of this section.

(xv) *Home Economics*: (Card Reference Numbers in the 2700s)

This section covers such topics as cooking, money management, insurance, medical care and sewing. The materials were written especially for newly literate adults.

See also sections on "Parent and Mother Education" and "Personal and Social Adjustment".

(xvi) *Parent and Mother Education* (Card Reference Numbers in the 2800s)

The material includes pre-natal care for the mother, baby care and parent education.

See also "Home Economics" and "Personal and Social Adjustment".

(xvii) *Personal and Social Adjustment* (Card Reference Numbers in the 2900s)

The objective of the material in this section is to help the disadvantaged adult adjust both personally and socially in order that he may become a more satisfied and responsible individual.

(xviii) *Occupation Orientation* (Card Reference Numbers in the 3000s)

These materials assist the individual to obtain a satisfactory occupation and to conduct himself appropriately in his position.

(xix) *Specific Occupations* (Card Reference Numbers in the 3100s)

Examples of the occupations considered are: butcher, cook, nurse, mechanic, policeman, truck-driver and waitress.

(xx) *Mechanics* (Card Reference Numbers in the 3200s)

The frequent appearance of good material on this topic warranted a separate section. The two main sub-topics considered are how to drive a car, and auto mechanics.

(xxi) *Audio-Visual Aids and Teaching Machines*(Card Reference Numbers in the 3300s)

Though by no means exhaustive, this section gives some indication of the equipment available. Further equipment is included in other sections.

(xxii) *Materials Relating to Canadian Indians and Eskimos* (Card Reference Numbers in the 3400s)

Materials written about the Indians and Eskimos or for them are included in this final section.

**D. Cross-References within the Card Index**

For the purpose of cross-referencing:

- i. The names and addresses of publishers are listed in Appendix C with their appropriate instructional material reference numbers.
- ii. Similarly, authors are listed in Appendix A with material reference numbers.

## SEQUENTIAL SYSTEMS

### **FIRST STEPS IN READING ENGLISH, 1959.**

**1000**

**Gibson, C. and Richards, I.A.**

*Affiliated Publishers, Inc.*

This is a linguistic, unprogrammed series. The introduction of sounds, symbols, words, and sentence types is carefully controlled. Handwriting is neither taught nor required in the exercises. The materials were written for children, but they should be palatable to adults.

First Steps is a series of four books with workbooks. At the beginning of the series short sentences, using a limited number of letters, are introduced in conjunction with stick figure drawings. Very gradually the student is introduced to more letters through other words and to more sentence patterns. Exact sentence meaning is taught by making the sentences verifiable through action pictures.

After the student studies a lesson, he draws the picture in the workbook that the directions – using the same words that he has studied in the book – call for. Therefore, in a rather painless way the student's comprehension of the sentences he has read in the books is checked.

Four filmstrips are correlated with the lessons in the four books and workbooks. They may be used as review or as introductory material for the lessons in the book, because they contain the same sentences.

### **THE MOTT BASIC LANGUAGE SKILLS PROGRAM, 1969.**

**1001**

**Chapman, B.E. and Schulz, L.**

*The Allied Education Council*

The program takes a phonics-linguistic approach, with the emphasis upon individual reading and writing rather than group work. The complete program extends through the ninth grade level. The program comes in two formats: semi-programmed and traditional.

The Mott Reading Programs carefully systematize the basic reading skills normally taught in grades 1 through 9. These programs provide basic reading instructions for remedial students without regard to age or grade. This ungraded system of reading has the basic reading skills organized into three divisions.

Reading skills normally taught in grades 1-2-3 are found in Semi-Programmed Books 1301 through 1306 (Red Series) or in Books 300A and 300B. Supplemental skill development is found in Word Bank, Basic Numbers and Money, and Comprehension.

#### *Word Bank*

The Word Bank is a collection of photographs of 300 objects familiar to most adults. The printed name of each object is in lower case manuscript and in cursive and is taught by association. Spelling tests are included for each 25-word unit. The book is a supplement to the Semi-Programmed Series.

#### *Placement Guide*

Informal student placement guide for use with the Mott Basic Language Skills Programs. Can be used with either original or semi-programmed series.

**THE AIR SYSTEM****1002***American Incentive to Read*

This is basically a controlled phonics course which teaches the fundamentals of reading sounds and spelling rules. It was not exclusively developed for adults and its format is obviously designed for children. It is included because some teachers found it useful. The phonic sequence is highly ordered. Phonograph records are coordinated with the lessons as an audio aid to reinforce instruction. Diagnostic tests and supplementary phonics activities as well as additional adult reading are necessary. Grades 0-3.

**READING THE EASY TV-WAY, 1960.****1003****Cook, S. E. and Bayer, L. E.***Baylor Book Store*

A television adaptation of the Laubach approach to reading instruction. The Laubach method utilizes the similarity between familiar objects and letter shapes.

Pupils learn the sounds of the common consonants as they appear at the beginnings of words. For example, C is learned as C in cup (a heavy C is drawn as the outline of the picture of a Cup). These words are then used in simple sentences and, finally, the words are combined in different ways for sentence variety. Letters are printed and the sentences learned are then copied.

The series provides only the preliminary instruction for a literacy program. The vocabulary introduced is quite restrictive. However, the three pamphlets might be used by a literate to encourage a non-literate to undertake a more complete literacy program. Reading the Easy TV-Way and Writing the Easy Way, a companion volume, are consumable. A trained teacher is not required.

**PROGRAMMED READING FOR ADULTS, 1967.****1004****Sullivan, M.W.***Behavioral Research Laboratories*

This series is a refinement of the McGraw-Hill Sullivan Reading Series. It is more detailed, contains multiracial illustrations and has supplementary readers using the vocabulary learned.

**EFFECTIVE READING FOR ADULTS. Second edition, 1966, 234 pp.****1004-1****Herr, Selma E.***William C. Brown Co.*

After a consideration of the causes of ineffective reading, this publication presents organized lessons (including 50 reading selections) for improving adult reading skills, and specific suggestions for securing the main idea, developing work power, developing such skills as skimming, following direction, visualization, and perceptual ideas, and improving the visual and physical aspects of reading. A final reading test, progress record forms, and keys for exercises are included.

**BREAKTHROUGH, AN I.T.A. READING AND LANGUAGE PROGRAM FOR ADULTS, 1968. 1004-2****Fink, Rychard and Clavering, Rose***The Copp Clark Co.*

Breakthrough brings to older students all the advantages of the enormously successful i.t.a. approach to reading and language arts which has worked so well with elementary school children across the English-speaking world. Breakthrough materials are written to appeal to adult interests and are paced to adult abilities. Breakthrough incorporates the best principles of programmed instruction, providing for independent work at an individual's own pace.

Breakthrough is divided into two Phases. Phase I introduces the Initial Teaching Alphabet and develops basic language arts skills. Phase II reinforces and extends Phase I skills and provides intensive reading and language arts practice. By the end of Phase II students are ready to move directly and confidently to materials in the regular alphabet at an average adult reading level.

Breakthrough supplies all the necessary materials and guidance around which courses of varying length and rigour can be structured. The program is designed to be used for basic literacy, remedial, and teaching English as a second language.

**LEARNING 100.**

**1005**

**Educational Development Laboratories, Inc.**  
*McGraw-Hill*

A multi-media, multi-modal, multi-level communication skills system of basic education designed for use by undereducated adults or teenagers. This total systems approach to basic education combines audio-visual and instrument techniques with a variety of printed materials with interdependent, interlocking cycles of instruction. The system is designed to facilitate the accomplishment of specific learning in the areas of reading, writing, listening, speaking, observing, and in the thinking skills which underlie these acts.

Readiness Program (RA) for Nonreaders: builds auditory and visual discrimination, eye-hand coordination and a basic sight vocabulary of 90 words.

Basic Program (AA, BA, CA). Students reading at the equivalent of first, second, or third grade level enter the program at AA, BA, or CA respectively. An extensive sight vocabulary and word attack skills are taught.

Intermediate Program (DA-FA) for reading levels 4-6. Advanced reading comprehension skills are developed.

Advanced Program (G-L) for reading levels 7-12. Fluency in reading and comprehension is developed. Skimming and scanning skills are developed.

**YOU CAN READ BETTER: AN ADULT APPROACH TO BETTER READING, P.1, 1966.**

**1006**

**Caruse, D. and Krych, R.**  
*Educational Reading Aids Corp.*

You Can Read Better, 258 pp.

Teacher's Guide.

Reading Pacer (machine).

14 Lessons Rolls (to use in Reading Pacer).

Thorndyke Barnhart Beginning Dictionary, Fifth Edition, 735pp. (Published by Doubleday and Company)

A beginning reading system that emphasizes vocabulary and the learning of reading through the use of the dictionary. The Reading Pacer is a simple machine designed to be operated by the individual student. Grades 1-4.

**WORDS IN COLOR, 1962.**

**1007**

**Gattegno, C.**  
*Encyclopedia Britannica Press*

A preliminary reading program using 47 different colors to introduce the 47 different English sounds. The approach is basically phonic. Word patterns are introduced linguistically. Sounds are first learned in isolation in the usual pattern of short vowels with some consonants. These are combined into words which are combined into short sentences. Irregular signs or sounds are then introduced.

Two manuals are provided for the teacher. One is devoted to the general approach, its origin and its psychological justification. The second contains teaching methods and lesson plans.

The sounds are introduced through a sequence of 21 colored wall charts. A second set of charts presents the vowel and consonant sounds and their variant spellings. Syntactical practice is provided by 1,356 different words cards, in which each part of speech is represented by a different colored card. Pupils combine the cards to form sentences.

**GETTING STARTED: COMMUNICATIONS I, 1965, 105pp. 1008**

**ON THE WAY: COMMUNICATIONS II, 1965, 107pp.**

**FULL SPEEDAHEAD: COMMUNICATIONS III, 1965, 90pp.**

**Bauer, J.**

*Follett Publishing Co.*

A series of three books utilizing a systematic applied linguistic approach to teach reading, writing, spelling and basic English. Starts with the alphabet and with pictures of familiar objects. Teaches writing at the same time as reading. The first book encompasses grades 0-2, the second book grades 3-4, and the third book grades 5-6.

**THE READING FOR A PURPOSE PROGRAM, 105pp. Accompanying Instructor's Book. 1009**

*Follett Publishing Co.*

Develops basic reading skills, using the sight-word approach. Includes auditory and visual discrimination, speaking, listening, alphabet, handwriting, word recognition, and comprehension. Grades 0-6.

*Reading for a Viewpoint*

Designed to develop word recognition skills, comprehension, speaking, writing and listening skills. The content is based on United States History, Grades 5-8.

**SYSTEM FOR SUCCESS, Book 1, 1965. 1010**

**Henney, R. Lee.**

*Follett Publishing Co.*

This program covers the areas of reading, writing, spelling, arithmetic, and English usage. The goal is fourth grade level of proficiency in these skills. Both phonic and linguistic methods are employed for reading instruction. Phonics lessons, the first step of instruction, take the form of drill charts. Letter sounds are learned first; then blends at the beginnings of words; and finally word families are learned by the substitution of different initial elements. Practice in sentence reading does not begin until the student has developed a considerable repertoire of words and word attack skills through use of the charts. Arithmetic lessons are in a separate section. These lessons combine reading problems with calculation practice, up to and including multiplication and division of whole numbers. The English usage section contains practice for competency in those skills necessary for letter writing, such as abbreviations, capitalization, punctuation, and letter form, as well as recognition of appropriate verb forms and tenses. Lessons on sentence structure contain grammatical terminology not usually found in basic literacy programs.

Content of the reading practice selections is keyed to the tasks of young adults. It is suitable for small groups, and it is a program which requires competent instruction. It may have to be supplemented by additional, correlated reading practice. Book 2 (grades 5-8) is also available.

**HELPING THROUGH LEARNING ENGLISH, 1967 1010-1**

**Home Education Livelihood Program.**

*Socorro Publications*

This literacy text is written for basic adult literacy classes in the Home Education Livelihood Program in New Mexico. The sixteen units provide reading and writing exercises based on conversations. Each unit is illustrated; objects, names and experiences familiar to laborers in the southwest are used.



**PHOTO-PHONICS LANGUAGE ARTS PROGRAM, 1966.**

1011

**Johnson, J. W.**

*Gifted Teachers Books, Inc.*

Photo-Phonics I, 111pp.

Photo-Phonics II, 159pp.

Photo-Phonics III.

A phonics system of reading using photographs of familiar items for teaching. Paperbound books designed to teach vocabulary, reading, writing and spelling. The Photocabulary book has over 300 pictures of objects accompanied by the words in upper and lower case and in cursive writing. The first two books are on grade levels 1-5; the last two are on grade levels 6-10. *It should be noted that the company is no longer publishing.*

There are filmstrips available:

Photo-Phonics

Vowel Film Strip

Consonants Film Strip

Consonants Blends Film Strip

**ENGLISH LESSONS FOR ADULTS, 1966.**

1012

**Varnado, J. and Gearing, P.J.**

*Harcourt, Brace and World, Inc.*

Book I -- 124 pp.

Book II -- 111 pp.

Worktexts designed to teach visual recognition of words and letter sounds, pronunciation and composition skills. Lessons are built around practical life situations. Grade levels 1-3.

**ADULT BASIC EDUCATION: FIRST SERIES.**

1013

**Henderson, E.C. and Henderson, T.L.**

*Holt, Rinehart and Winston Inc.*

Both reading and writing instruction are included in the two unprogrammed, soft cover books. The method of teaching reading is linguistic and phonic, emphasizing spelling as an integral part of learning to read and write. No time limits for completion of the materials are specified.

**LEARNING TO READ AND WRITE, 1965**

From the beginning the authors stress proper eye movements and "inner speech." The first is established by encouraging the students to dwell no longer than necessary on a word and by teaching phrase reading early in the sequence. "Inner speech" involves the rapid recognition of unknown words by the consonant framework, but stress is always placed upon getting the meaning directly from known words without pronouncing them.

**LEARNING TO WRITE, 1965.**

This workbook is described by the authors as a complete handwriting instruction and practice book. The first section of the book deals with manuscript writing. The letters are grouped according to shape and students are encouraged to practice until making the letter forms has become automatized. Then the transition to cursive writing, to which the second section of the book is devoted, is made.

**ENGLISH** 1014  
**Weinhold, C. E.**  
*Holt, Rinehart and Winston Inc.*

It is suggested as an excellent general book and can serve well for fifth through eighth grade level. The approach is definitely adult.

**ENGLISH II, 1962, 154pp. \$2.48.** 1015  
**Weinhold, Clyde E.**  
*Holt, Rinehart and Winston Inc.*

Small, attractive, magazine-size workbook which stresses speaking and writing to help adults gain confidence and enjoyment.

**ENGLISH III, 1964, 243pp. \$1.86** 1015-1  
**Wachner, Clarence**  
*Holt, Rinehart and Winston Inc.*

This book is part of the Holt Basic Adult Education Advanced Series for students with reading ability at the grade 7 or 8 level and can be used with any kind of adult education program. It provides instruction in English grammar and usage, presenting a positive approach to sentence, paragraph, and composition instruction to carry the adult student of English on to a competent performance level in civic and business life.

**PROGRAMMED READER SERIES, 1963.** 1016  
**Buchanan, C.D.**  
*McGraw-Hill*

Programmed Prereading, 108pp.  
Programmed Reading, Book 1, 123pp.  
Programmed Reading, Book 2, 119pp.

These materials were designed for children but have been used with reported success in several literacy programs. The Preprimer encompasses learning the letters and sound-symbol relationships. The Primer deals with the specific skills needed for using Books 1 and 2. Books 1 and 2 deal with a small sight vocabulary and word attack. The vocabulary, while basic, does not seem to have a high utility ratio for adults. The material is amusing and, if used in a supplementary fashion, might be helpful.

**OPERATION ALPHABET, 1962, TV Home Study Book.** 1017  
*National Association of Public School Adult Educators*

This is a whole-word method workbook intended for use with the School District of Philadelphia home television series, which was developed to promote adult literacy. The series was designed to encourage adults to enroll in literacy programs, but the workbook has been used as a self-contained unit.

The book contains 100 one page lessons. Manuscript letter forms are taught in both upper and lower case, and printing practice is part of each lesson. Goals are modest; “. . . he will be able to recognize, understand and use more words. He will be able to read some signs and directions, and he will be able to write better.”

**THE NEW STREAMLINED ENGLISH SERIES, 1966.** 1018  
**Laubach, F.C., Kirk, E.M., and Laubach, R.S.**  
*New Readers Press*

New Streamlined English is a programmed series using the Laubach literacy system. Five workbooks provide training in the recognition of letter sounds, vowel sounds (long, short, “other”), and sounds of some consonants. The sequence is similar to that in the Streamlined English Series, revised edition. Writing

practice is integrated into units, however, unlike that series. Laubach Literacy, Inc. recommends a short literacy course for instructors. Therefore, the series probably should not be used by untrained teachers. As with all Laubach materials, type size appears inordinately large. However, Laubach may have found this contributes to program success.

From examination of Skill Book 1, it would appear that this is aesthetically a carefully designed and printed series. Materials have an adult appearance. They are like numerous other workbooks which adult students might use. The series would seem not to provide a placement test, however. This drawback might be remedied by several means which competent instructors might devise, including having the student read some of the practice passages to estimate level of competence.

The series includes the following: Part 1: five skill books, five correlated readers, teacher's guide, and wall charts; Part 2: two readers containing practical writing practice and teacher's guide.

**THE STREAMLINED ENGLISH SERIES, Revised edition, 1955.** 1019  
**Laubach, F.C.**  
*New Readers Press*

This is a non-programmed series for class instruction by competent literacy instructors using the Laubach system. The Laubach literacy system uses the similarity between objects and letter forms. Pupils first learn to identify and to write letters through charts and a writing workbook. Lessons cover the more common sounds associated with frequently encountered spellings. Upon successful completion of Streamlined English pupils have a vocabulary of approximately 1100 words. Continued growth is provided by a reader, short paperbacked supplementary readers, and a two-level weekly newspaper.

**ADULT BASIC EDUCATION MATERIALS SCOPE & SEQUENCE CHART, 1969** 1019-1  
**Adult Education Resource Centre, Division of Field Services**  
*Newark State College.*

This chart contains programmed, semi-programmed, self-directed and immediate response curricular materials. The materials have been categorized into the areas of language arts, math, science, and social studies, and placed into grade level from preprimer to 12th grade.

**EXPERIMENTAL MATERIALS intended for use by Indians and Eskimos in Northern Canada.** 1020  
*Northern Administration Branch*

Speed of presentation is intended to be "geared to the satisfactory progress of the majority of the class", and "the services of an interpreter are essential throughout the course."

Reading exercises are intended to include both English and the vernacular, and it is suggested that the translation into the local vernacular be prepared in advance. The workbook allows for practice in reading and writing the vernacular. The materials are to be used in conjunction with filmstrips and films.

**READING IN HIGH GEAR, Cycle I, 1964.** 1022  
**Woolman, Myron.**  
*Science Research Associates*

Cycle I is a part of a three section (cycle) series, which the publishers say will lead to eighth grade reading proficiency when successfully completed. Cycle I includes two teacher's manuals and four consumable workbooks. The materials are partly programmed and partly tutorial; the teacher reads prepared statements and supervises practice. Instruction begins at the readiness level. Letters are learned gradually and combined into short words, inflections and sentences. The sequence is, roughly, from most commonly to least commonly encountered sounds. Discriminating letters and discovering relationships between picture clues and words are important elements of instruction. Printing is taught. Short reading selections and puzzles are provided for reading and printing practice.

**BASIC READING SERIES****1023***Silver Burdett Co.*

The series is organized on four levels to provide for individual differences in ability. Level one includes six consumable text-workbooks and a Teacher's Edition. Supplementary materials include flash cards, recordings, and projectuals. The intent is to bring the adult up to sixth grade reading ability.

**BUILDING YOUR LANGUAGE POWER Programmed by William C. Wolf, Jr.  
Laubach, F.C.**

These programmed materials are linguistic in approach and based mainly on visual and phonic discrimination of letters. An untrained reading teacher may administer the program because each student works mainly by himself. No specific time limits are set for the completion of the program.

**STEPS TO LEARNING, Book 1 and Book 2, 1965.****1024****The Editorial Staff: Burton W. Kreitlow, Consultant.***Steck-Vaughn*

This two volume series of workbooks is useful for either class or small group instruction. Lessons combine reading, writing, and arithmetic instruction. Sight word recognition is taught first, but phonic and structural analysis skills are also developed. A variety of practice activities is provided, including simple arithmetic problems, alphabetizing, and completion of commonly used forms. Review lessons are frequent. Cursive writing is taught in Book 1, printing in Book 2. This reverses the sequence typically followed with children, but with adults it makes good sense: the adult learns immediately to use "adult looking" letter forms and later learns the manuscript forms.

A list of all words introduced in each volume is provided. Placement within the program is difficult because there are no provisions for an entrance test; nor is a teacher's manual provided. It may be desirable to supplement the series with additional skill builders if the program aspires to more than basic competency. The series will require a competent literacy instructor as teacher. The format probably would appeal to a young adult audience.

**I WANT TO LEARN ENGLISH****1025***Steck-Vaughn*

It is geared to move students rapidly towards a better mastery of reading and writing (composition skills). Offers many exercises to develop penmanship. Suggested level three through five.

**I WANT TO READ AND WRITE, 1965.****1026****Smith, H. A. and Wilbert, I.L.K.***Steck-Vaughn*

The general approach taken in this single volume is through whole words and sentences. However, some word analysis skills are taught as the instruction progresses. The material is not programmed, and time limits are not established for finishing the book.

The book includes a series of passages about social and economic topics, with sight words listed for each story. Oral discussion of the pictures and topics is encouraged, although no lesson plans for the teacher are given. Consonants are stressed as the primary cues in word recognition. Review lessons and tests are included. Practice is given in the mechanics of cursive writing as well as in the preparation of short compositions. The students are taught to write letters and cheques.

**WORKING WITH WORDS, 1966, 96pp. 1027**

**Putnam, Mildred.**

*Steck-Vaughn*

This basic language skills worktext teaches adults reading and writing through phonic systems of sounds. The accompanying exercises, adult-oriented illustrations, and stories reinforce word learning. Grades 1-4.

**MEN IN THE ARMED FORCES MB 001, SERVICEMEN LEARN TO READ MB 001.2, 1956. 1028**

**Harding, L. W. and Burr, J.G.**

*United States Government Printing Office*

The reader, Men in the Armed Forces, and its accompanying correlated workbook, Servicemen Learn to Read, use the whole word method of instruction and are specifically designed for the armed forces. Structural analysis is also introduced as a word attack skill. The reader contains stories particularly pertinent to military life. A sight vocabulary is built through simple sentences and workbook exercises. A set of large drill cards is used to present all new words. The cards contain sentence fragments and phrases. The workbook directions for instructors and the types of exercises are explicit enough for untrained teachers. Both the reader and the workbook include a considerable amount of coordinated practice materials. Cursive writing charts in the workbook are not elaborated upon, so non-writers will probably require supplementary practice. These books have soft covers, but they are substantially constructed.

**ENGLISH THROUGH PICTURES, 1960-62, 285pp. \$.45. 1029**

**Richards, I.A. and Gibson, C.**

*Washington Square Press*

Provides about 500 words in sentences, with the meanings shown through pictures. Does not depend on the use of any language other than English. Prefaces in 41 languages from Arabic and Bengali to Urdu and Vietnamese. In the back of the book there is a list of words presented in the material, and information about related aids such as workbooks, recordings (spaced for pupil response), film strips, and sound motion pictures – all designed expressly to support this text.



## READING SKILLS

**THE FITZHUGH PLUS PROGRAM, 1966.** 1100  
**Fitzhugh, Drs. Loren and Kathleen.**  
*Allied Education Council*

The purpose of the sections pertaining to reading skills in the Language and Numbers series is to develop perceptual readiness for reading and to build a basic sight vocabulary. The material is programmed and moves at a slow rate, with much repetition. It should be used only with complete nonreaders or with students who are mentally retarded, brain-damaged, or emotionally disturbed.

**LET'S LEARN ENGLISH. 2nd ed., 1960, 404pp. \$1.60** 1100-1  
**Wright, Audrey L., and McGillivray, J.H.**  
*American Book Co.*

A beginning text for both high school students and adults. The spoken language is used as a basis. The students learn through hearing and speaking before they see the printed page. The volume contains 24 lessons and a vocabulary.

**READING SKILLBOOK: BOOK 1 and 2. Teacher's Edition, 1962, 128pp. each.** 1101  
**Caughran, Alex M. and Mountain, Lee H.**  
*American Book Co.*

Combined texts and workbooks designed to improve the reading skills of word recognition, comprehension and interpretation and to teach library skills. The subject matter is of interest to adults.

**VISUAL TRACKING, 1962, 60pp. \$1.00.** 1102  
**Geake, R. Robert and Smith, Donald, E.P.**  
*Ann Arbor Publishers*

Subtitled: "A self-instruction workbook for perceptual skills in reading." The exercises in this book are planned for beginning readers and for remedial work.

**SPECIFIC SKILLS SERIES, Books A – F.** 1103  
*Barnell Loft, Ltd.*

Each grade level has four workbooks that develop four types of comprehension skills: Locating the Answer; Getting the Facts; Following Directions; and Using the Content. Designed for elementary children, but of possible use for adults. Grades 1 – 6.

**READING, SERIES I, 1966.** 1104  
**Sullivan, M.W.**  
*Behavioral Research Laboratories*

This consists of four consumable workbooks, four correlated readers, a placement test, and a teacher's guide. Teachers may also wish to purchase a booklet describing the use of programmed texts in the classroom prepared by Behavioral Research Laboratories as an introduction to the subject. The complete program requires no teaching experience for group or individual work.

This programmed series assumes some knowledge of the alphabet and pre-reading letter and word discrimination skills. Words are taught primarily as pairs of words and phrases through discrimination of different short vowels and object pictures. Short sentences are then formed using pictures as prompts. As new words are learned, they are combined in various syntactical structures. For example, Can is learned as an isolated noun and also as a verb. Later, long vowels, some inflected endings, and a few initial consonant word elements are learned as discriminating elements.

Before the workbook sequence is continued, an accompanying reader accords more practice. Pupils alternate, reading first one programmed text and then its correlated reader. Teacher-pupil interaction is encouraged by general questions the teacher may ask.

Program placement is accomplished through short tests which reproduce items contained in the programmed sections. Thus the tests have face validity. Test format facilitates ease of scoring and rapid placement in appropriate work. This provision for rapid program placement is considered by the examiners to be important in preventing too easy or too difficult beginning instruction and subsequent dropouts.

**CAREER INSTITUTE COURSE IN PRACTICAL ENGLISH, 10 volumes, 1951** **1105**  
*Career Institute*

A course of study in English, covering grammar, conversation, reading, writing and speaking. Each volume is a boxed set of four pamphlets containing units of study.

**BEGINNING ENGLISH FOR MEN AND WOMEN, Parts 1 and 2, 1958, 216pp.** **1106**  
Allasina, T.A. and Mcleod, N.N.  
*Cascade Pacific Books*

Combination instruction and work books, constituting a one year course for the adult beginner.

**WORKBOOK IN ARITHMETIC, 1957, 66pp.** **1107**  
Bright, Emma and Mitchell, Eva.  
*Arthur C. Croft Company*

Part of the Home and Family Life Series. A beginner's workbook dealing with basic numbers and problems. Grades 0-2.

**TEACHER'S ANSWER BOOK TO WORKBOOK IN ARITHMETIC, 1953.**  
Adams, Alice D.

Follows Workbook in Arithmetic.

**MANUAL OF INSTRUCTIONS FOR ARITHMETIC WORKBOOK, 1950, 289pp.**  
Griffin, Ella Washington.

**LESSONS FOR SELF-INSTRUCTION IN BASIC SKILLS, 1965-66.** **1108**  
*California Test Bureau*

Reading Comprehension: Sixteen titles at four different levels to develop reading comprehension. These are programmed, self-pacing, branching as opposed to linear in development.

- Following Directions. 3 – 4 5 – 6 7 – 8 9 plus
- Reference Skills. 3 – 4 5 – 6 7 – 8 9 plus
- Reading Interpretations I. 3 – 4 5 – 6 7 – 8 9 plus
- Reading Interpretations II. 3 – 4 5 – 6 7 – 8 9 plus

English Language: Eight titles at two levels cover the basic elements of grammar. These are programmed, selfpacing, branching.

	LEVELS
Sentence patterns.	5 – 6 7 – 8
Verbs	5 – 6 7 – 8
Punctuation	5 – 6 7 – 8
Capitalization	5 – 6 7 – 8



**THE KEY TO ENGLISH – PREPOSITIONS 1, AND THE KEY TO ENGLISH – PREPOSITIONS 2, \$1.00. 1108-1**

*Collier-Macmillan (Canada) Ltd.*

They are intended as instructional books for use by the student. They are not programmed, but contain many exercises, with answers in the back of the book. There are many "reading" passages to illustrate the use of specific prepositions. The reading level of these passages (on the Fry Readability Graph) is about Grade 7.

**TEST LESSONS IN READING-REASONING, 1964, 78pp. \$.70. 1109**

**McCall, William A. and Smith, E. H.**

*Teachers College Press*

78 lessons, with tests, planned to help the student learn to reason and to read critically. A teacher's manual and answer key is included.

**WAYS TO READ WORDS, 1959, 43pp. 1110**

**Feldmann, Shirley C. and Merrill, Kathleen K.**

*Teacher s College Press*

A workbook of word analysis skills. Shows the new reader several methods of approach to new words.

**HOME AND FAMILY LIFE SERIES, 1949. 1111**

**Bright, Emma L. and Mitchell, Eva C.**

*Croft Educational Services*

The series takes a whole word and sentence approach to reading. Special effort is made to be inter-racial in story content and illustrations. No specific time allotments are suggested.

Reading Placement is a short test of word recognition and sentence comprehension designed to provide the teacher with a brief indication of students' reading ability, which will be useful in grouping and in selecting appropriate reading materials.

Readers 1-4 – A Day with the Brown Family, Making a Good Living, The Browns at School, and The Browns and Their Neighbors – are divided into units dealing with the activities of the Brown family. The units are not subdivided into short stories, but each page is self-contained and is illustrated. Detailed lesson plans are given in Three Instructional Tools for Teachers. The emphasis is on building a sight vocabulary, and oral discussion of the subject matter.

Learning to Read Better, a workbook which accompanies the first reader, stresses the development of immediate recognition of words and phrases introduced in the reader and provides training in auditory and visual perception and comprehension skill development.

The Language Workbook, designed to accompany the four readers, provides practice in writing basic grammar, and oral expression. The reading that is done in connection with these exercises depends upon sight recognition of the words. The content focuses upon such practical skills as using the calendar and writing letters.

**BASIC READING SKILLS, 1965. 1112**

**Jones, Peggie F., and Adams, Alice.**

*Detroit Public Schools*

Written for the Manpower Development and Training Program in Detroit, this paperback workbook focuses on teaching pre-reading skills and on building a small sight vocabulary. After learning to print his name, address, and telephone number, the student practices visual discrimination of pictures and letters and reads some simple sentences related to work. Continued practice in printing is provided.

**DETROIT PUBLIC SCHOOLS MIMEOGRAPHED PROGRAMS.**

**Keller, Gordon.**

Written for the Manpower Development and Training Program, the mimeographed programs include the following titles: On My Way to an 8 Hour Vocation, Alphabet Discrimination, Application for Employment, Starting Fractions, and Supplements to Let's Read. Although some references are made to Detroit, the programs could be used elsewhere as supplementary exercises or as guides for making up materials suitable to a particular area.

**READING MADE SIMPLE: JUNIOR SERIES, 1960, 160pp. \$1.45.**

**1113**

**Waldman, John.**

*Doubleday*

Written to aid young people improve their reading. Contains suggestions, exercises and tests.

**THIRTY DAYS TO BETTER ENGLISH, 1965, 200pp. \$3.95.**

**1114**

**Lewis, Norman.**

*Doubleday*

A self-help book with exercises to aid in improving pronunciation, vocabulary, spelling and grammar.

**EDL CONTROLLED READING PROGRAM.**

**1114-1**

*Educational Development Laboratories Inc, Division of McGraw-Hill*

A multi-level series of correlated filmstrip sets and Study Guides, on reading levels seven through fourteen, designed to be used with the EDL Controlled Reader. Controlled Reader training is said to develop reading efficiency and fluency by improving visual, functional, perceptual, and interpretative comprehension skills. Its key features are left-to-right control, controllable rate, graded content, and varied content. Study Guides for each set of twenty-five filmstrips contain seven-step reading activities: preview, vocabulary study, purpose setting, controlled reading, comprehension check, recording progress, and follow-up activities.

**EDL STUDY SKILLS LIBRARY.**

**1115**

*Educational Development Laboratories Inc, Division of McGraw-Hill*

A series of twenty-one kits containing graded and sequential self-directed exercises for reading levels three through nine. On each level there are kits in the areas of science, social studies, and reference skills. Instruction in text tactics, content area reading, and study skill development are provided.

**YOU CAN READ, 1966.**

**1116**

*Educational Reading Aids Publishing Corp.*

The complete package includes a pacer, a workbook, and a teacher's guide. Rolls or programs are inserted into the pacer, which controls the rate of speed (reading rate) at which the material is revealed. The publisher claims that beginning instruction is at the early third grade level, and that by completion of the program the successful student is reading at the advanced fourth grade level. The program begins with a roll of instruction on various aspects of the dictionary. Phonics and structural analysis exercises, and stories of increasing length (which are adult in content) are given later. Frequent reviews and comprehension tests on the stories are included.

**LEARNING THE LETTERS, 6 Booklets, 1963, \$1.50 the set.**

**1117**

**Gifford, Margaret.**

*Educators Publishing Service*

A series developed for use in remedial reading classes. Helpful for supplementary drill in beginning classes.

**INDIVIDUALIZED ENGLISH, P.1 Set J.**

1118

**Hook, J.N. and Dr. Evans, W.***Follett Publishing Co.*

Instructor's Book I – 171 pp.

Instructor's Book II – 152 pp.

A beginning program which uses a phonetic approach in reading and integrates reading, writing, spelling, English grammar, and arithmetic. Book I – grade levels 0-4; Book II – grade levels 5 – 8.

**READING FOR A PURPOSE, 1965**

1119

**Adair, J.B. and Curry, R.L.***Follett Publishing Co.*

This is a one-volume language arts program for classroom use. The integrated lessons include reading, handwriting, and English usage. Instruction is initially through the whole word approach. Later lessons include inflected endings and initial consonants, including blends. A single basic format is used for each reading lesson. The teacher introduces a large number of new words taken from the accompanying story by writing them in isolation on the chalkboard. The story is then read. Since many new words are introduced (often more than twenty) and since all reading selections are short (usually less than half a page) the number of times a new word is met in context is extremely small. In part this is rectified by exercises, some of which also introduce content and writing skills. Handwriting practice is also limited to following some models presented by the text. Pupils probably will require more letter formation practice than is provided, unless they have had some previous handwriting instruction. Lessons are provided in map reading and dictionary use. However, neither subject is covered to the depth that sixth grade proficiency, the level claimed by the publisher, would seem to require.

The rapid introduction of words and skills and the paucity of practice materials make the use of correlated materials from other sources mandatory. No provision is made for entry into the program other than at the beginning. Nor is there provision for the pupil to assess his own progress. Assessment of pupil progress will require construction of correlated exercises or use of a standardized test.

The story content of the lessons is appropriate to an adult audience. Social skills necessary for developing coping behaviors are treated though not in depth and not extensively. For example, budgeting and good health are each the subject of one lesson consisting of a few paragraphs; yet budgeting is a chronic problem among the socially disadvantaged, while poor health and poor health habits are endemic.

**TURNER-LIVINGSTON COMMUNICATION SERIES 1965-1967, 48pp. \$.81 each.**

1121

**Turner, Richard H.***Follett Publishing Co.*

Workbooks designed for beginning teen-age readers, but the interesting and vital subjects appeal to adults. Story form, followed by questions, allows self-help use. Titles in the series: The Television You Watch, The Language You Speak, The Newspapers You Read, The Letters You Write, The Movies You See, and The Phone Calls You Make.

**THE TURNER - LIVINGSTON READING SERIES 1962.**

1122

**Turner, Richard H.***Follett Publishing Co.*

A set of six workbooks designed to improve reading and communication skills of teenagers. Content is related to their real-life problems in an urban environment. Lessons focus on helping students to improve vocabulary and paragraph comprehension, grasp main and related ideas, develop higher reading skills (such as critical reading) at the same time leading the students to a better understanding of themselves and their environment.

Each book contains over 20 half-page instalments of a realistic story, each instalment followed by exercises. Each book ends with a true-false examination. Answers are not given in the workbook, but are provided in the Instructor's Guide.

No city is named in these materials, and the stories contain nothing to stamp them as non-Canadian. The settings are unmistakably urban.

In the series as a whole, the content (besides giving practice in reading) is related to English, Social Studies, Citizenship, and Arithmetic. The reading level is about Grade 6.

**LET'S LEARN TO SPELL (Books 2, 3, 4, 5, 6), 1964, 95pp.** 1122-1  
*Gage, Ltd.*

This new series of Canadian spellers has a five-fold purpose: to teach children to spell a very high percentage of the words they need most as children and will need most as adults; to help children to develop inductively the spelling generalizations and phonetic generalizations that will be useful to them in their spelling and reading; to provide children with ample opportunity to use their spelling words (and other words as well) in their own writing; to help children to evaluate and revise their writing, and thus to improve one of their communication skills; to provide in each unit for individual differences in ability to learn to spell.

**REMEDIAL READING, 1953, 60pp. \$.75.** 1123  
**Dolch, E.W.**  
*Garrard Publishing Co.*

A pamphlet containing material reprinted from a manual for Remedial Reading. Contains a discussion of the disadvantages and problems of the poor reader and an outline of a five step program for remedial work.

**PROGRAMMED READING, P.1.** 1124  
**Glassman, Jerrald,**  
*Globe Book Co.*

Grade 7 and up.

**READING FOR MEANING, 1962-3, second edition.** 1125  
*Grolier Educational Corp.*

This is a sample of the Grolier teaching machine format of programs. It consists of a box of loose sheets which make up ten units, with a teacher's manual. A pre-test and post-test are provided, with exercises, games, scoring sheets and suggested activities.

Each unit forms a self-contained set of sheets. For use as text-book modules, the units could be stapled together in separate sets with the unit cover sheet on top and an ordinary 8" x 11" sheet on the bottom for backing. The student would work down the right-hand pages to the bottom sheet, and then back on the left-hand pages from the last page to the first. (Or the sets could be clipped instead of being stapled; the student could remove each page as he finishes it, and lay it aside face up, the next one going on top of it, etc. Then when all these pages have been piled up, he could turn the pile over and they would be in normal order for the reverse sides of the pages.)

**THE READING ATTAINMENT SYSTEM, 1967** 1126  
*Grolier Educational Corp.*

A remedial reading program consisting of 120 different Reading Selections, with 120 accompanying Skill Cards that contain vocabulary words and also exercises for word meanings in context. Each reading selection also has a skill card with an answer key. The student can correct his answers. The selections include many action stories but also deal with application forms, an employment agency, and a few health topics. Grades 3 and 4.

**LIVING YOUR ENGLISH.** 1127  
Colton, R.G., Dans, G.M. and Hansaw, E.A.  
*D. C. Heath and Co.*

This worktext links life experience with minimum essential language expression. Grammar, spelling and punctuation are introduced as functional experiences; diagnostic and achievement tests are self-correcting. Although designed for adolescents, the format and illustrations are suitable for adults. Grades 7 and 8.

**LIFE WITH THE LUCKETTS, 1965, 151pp.** 1128  
Morris, Phyllis D.  
*Holt, Rinehart and Winston, Inc.*

This paperback book tells the story of an urban family and their problems. Subjects covered include jobs, safety, family problems, consumer education, and school relationships. Vocabulary and comprehension are stressed. Good for individual reading, group reading and discussion. Grades 5 and up.

**THE THOMASES LIVE HERE, 1965, 150pp.** 1129  
Goss, J. P.  
*Holt, Rinehart and Winston, Inc.*

This softcover book tells the life of a family living in the country. Topics covered include farming, home management, personal relationships, safety, civic responsibilities and community services. Good for individual reading, group reading and discussion. Vocabulary and comprehension are stressed. Grades 5 and up.

**CHECK AND DOUBLE CHECK PUPILS' WORK BOOK IN PHONICS, 1963.** 1130  
*Jack Hood School Supplies Co., Ltd.*

Although these workbooks are intended for children, they may – with the probable exception of the first level book, which is too juvenile in format and content – be used with newly literate adults. Phonics rules are presented deductively, with copious examples, exercises, and illustrative drawings. Frequent tests are provided to insure that the student has learned the material. No initial test is given, because the student is assumed to have no knowledge of phonics skills.

**YOU CAN READ, 1956.** 1131  
McMichael, A. K.  
*The King Co.*

First the student studies the difference in sound between the long and short vowels through association with drawings; then he learns the consonant sounds in different positions in the word. The format, although somewhat childish, would probably be acceptable to adults for supplementary work.

**STUDY EXERCISES FOR DEVELOPING READING SKILLS, 1965.** 1132  
Neal and Foster.  
*Laidlow Brothers*

Although designed for children, the exercises in these four workbooks may prove usable for adults. The drill is designed to improve comprehension and vocabulary. The contents include fiction, history, geography, citizenship, nature study, thrift, health, character development and safety.

Book A – Grades 4 and 5.

Book B – Grades 5 and 6.

Book C – Grades 6 and 7.

Book D – Grades 7 and 8.

- ENGLISH STEP BY STEP WITH PICTURES, 1956, 214pp.** 1133  
**Boggs, R.S. and Dixon, R.J.**  
*Latin American Institute Press, Inc*
- The total vocabulary is about 800 words. The new word load for each lesson is about 16 words. Great emphasis is placed upon pictures as a learning device. Each lesson comprises a reading selection and vocabulary-building exercise. The level at which material is directed seems to be elementary-school age. A brief set of directions for the teacher is included.
- READING FOR MEANING, 1965.** 1134  
**Guiler, W.S., Coleman, J.H., and Jungeblut, A.**  
*J. B. Lippincott Co.*
- These nine softcover worktexts were designed for children but may be useful if material is carefully selected. There are practice exercises for reading speed and comprehension. Accompanying teacher's guide. Grade levels 4-12.
- PREPOSITIONS AND ADVERBIAL PARTICLES, 1965, \$1.50.** 1134-1  
**Heaton, J.**  
*Longmans Canada Ltd.*
- This is a good reference book for the classroom. The reading level for the general explanations at the beginning of chapters is about Grade 12 (Fry Readability Graph) but the many examples are quite self-explanatory and can be understood by students with a lower reading level.
- FIRST STEPS IN READING FOR MEANING, BOOK 1, 1959, 31pp.** 1135  
**Carr, George A.**  
*University of London Press*
- An illustrated reader for the beginner, using a question and answer approach.
- PLAIN ENGLISH HANDBOOK, rev. ed. 1951. 143pp. \$.80, pa. \$.28.** 1136  
**Walsh, J. M.**  
*McCormick-Mathers Publishing Co.*
- A handbook covering rules of grammar, composition, and diction.
- CONQUESTS IN READING, 1962.** 1137  
**Kottmeyer, W. and Ware, K.**  
*McGraw-Hill*
- The workbook includes reading selections and exercises that enable the student to acquire phonics and structural analysis skills rapidly. Although the book is intended for children, it may be used as a supplement in an adult reading program. The Teacher's Edition provides background teaching aids and a list of supplementary materials.
- ENGLISH REVIEW MANUAL, 1965, 297pp. \$3.70.** 1138  
**Gowen, James A.**  
*McGraw-Hill*
- A single paper-back book, 6" x 9". Programmed in linear, constructed-response form, proceeding down each page in turn, with about five to seven frames to the page (1,472 frames). Only parts and sections are numbered (not each frame). A Subject Index and a Guide to the Manual refer to page numbers. There are 24 parts, containing in all about 120 sections. There are frequent review sequences. An early version "was tested among students in the United States and Canada", and there were subsequent revisions.

Deals with usage problems rather than grammatical analysis. Intended to be used independently for review purposes, but a teacher's manual is available on request. It contains an explanation of the book, suggestions for its use, a diagnostic test and matching final examination, and tests for each of the book's 24 parts.

**IMPROVE YOUR OWN SPELLING, 2d ed. 1962, \$1.48. 1139**

**Johnson, Eric W.**

*McGraw-Hill*

A self-help speller which permits the student to proceed at his own speed. Describes the best way to learn to spell and lists the 4,700 words most frequently used by students. Written primarily for the secondary school student but excellent for the adult with special spelling problems.

**STEP UP YOUR READING POWER. SERIES 1, BOOKS A-E 1966, 96pp. each. \$1.96 each. 1140**

**Olsen, Jim.**

*McGraw-Hill*

Five graded practice readers. Book A, starting at a third grade level contains 44 short selections. Book E has 10 longer and more difficult selections. The format is colorful and attractive, the stories lively, and full of humor and slang. Material of adult interest, often job related. Comprehension questions included.

**LOOK AND SEE, 1958, 23pp. 1141**

**Browne, G.K.**

*Melmont Publishers Inc.*

Supplementary reading on nature, but the interest at adult level is practically nil (though this has been used in some programs).

**BUILDING READING POWER, 1964. 1142**

*Charles E. Merrill Books Inc.*

A set of programmed instructional materials prepared by Virginia Middlemas, Rita Ragger and Eleanor Feld (reading teachers) under the supervision of Shelley Umans (a reading specialist), all under the personal direction of the late Dr. Joseph O. Loretan, Deputy Superintendent – Curriculum Research and Evaluation, Board of Education of the City of New York.

**MODERN READING: A 3 BOOK SERIES, n.d. 1143**

**Johnson, E. M.**

*Charles E. Merrill Books Inc.*

A series designed to help high school students improve their reading. Contains articles and questions to test how well the readers understand what they read.

**BASIC READING SKILLS, 1965, 48pp. 1144**

*Detroit Michigan Board of Education*

A workbook developed for use with unemployed adult nonreaders who are being trained for new vocations by the Detroit Public Schools, Division for Improvement of Instruction. Adult Basic Education (MDTA) Skills Training Center.

**PHONICS IS FUN, 1963. 1145**

**Krane, L.**

*Modern Curriculum Press*

The three books in the series were written for children, but they can be used with adults who are beginning readers. Each page forms a self-contained unit, with the topic identified at the top of the page. Much practice and frequent review are provided. Association of sounds with the names of pictured objects is the

most used instructional technique. A Teacher's Manual is provided for each book showing how these booklets fit in with other materials in the Reader's Digest Programs. These books are intended for use with the functionally illiterate, the dropout and the poor reader. Print is large and well spaced.

**HOW ADULTS CAN LEARN MORE – FASTER: A PRACTICAL HANDBOOK FOR ADULT STUDENTS.**  
September 1966, 52pp. MF-\$0.25. 1145-1

Warren, Virginia B

*National Association for Public School Adult Education.*

This handbook gives advice to the adult learner on such problems as effectively concentrating and listening, improving reading skills, responsibly participating in group discussions, and taking tests successfully. Also included are discussions concerning adults' learning processes and efficient study habits. Concluding chapters deal with the use of community resources and television, and give advice on how to continue learning every day.

**ADULT BASIC EDUCATION SERIES, 1966**

1146

*Noble and Noble Inc.*

The approach to reading instruction is through the use of whole words and sentences. The material is not programmed and no specific time is recommended for completion of the sequence. The 1966 revisions are in soft covers.

**FROM WORDS TO STORIES, 1966. \$2.64.**

Guyton, M.L. and Kielty, M.C.

The purpose of this book is to build a basic sight vocabulary by introducing new words and providing for repetition of known words in short, unrelated stories and review exercises. The book contains a "Suggestions for the Teacher" section which includes suggested techniques and instructional patterns for the lessons.

**HOW WE LIVE, 1966. \$3.32.**

Cass, A. W.

This book may be used for beginning instruction. There is no apparent correlation with From Words to Stories, except that the approach is still through whole words and sentences. Initial sight words are introduced as labels for pictures. The rest of the book comprises short stories, word lists, comprehension and vocabulary usage exercises, and suggestions for writing practice. Much of the instructional task is left to the inventiveness of the teacher.

**YOUR FAMILY AND YOUR JOB, 1966. \$2.64.**

Cass, A.W.

The book builds upon skills developed in HOW WE LIVE and is designed to take the adult student beyond the beginning stage. Reading selections make use of an expanded vocabulary to make usage more natural. Exercises following the selections provide comprehension checks, instruction in grammar and usage, and occasion for written work. Emphasis is placed upon written rather than oral responses.

**EVERYDAY ENGLISH AND BASIC WORD LIST FOR ADULTS, 1964, 58pp. \$1.20**

1147

Cass, A.W.

*Noble and Noble*

A list of essential words which adults will find useful in reading, writing, and conversing. Contains a basic vocabulary of words found to be most often used as well as additional words for enrichment.



**GRADED DRILL EXERCISES IN CORRECTIVE ENGLISH, 3v, 1939-40. Teacher's edition with answer books. Book I, Book II, Book III, about \$1.00 each** 1148

**Boylan, William A.**

*Noble and Noble*

A series of exercises planned to help in the improvement of language habits starting with the beginner and proceeding to the more advanced student. Diagnostic tests are included.

**OPERATIONAL ALPHABET.** 1149

**National Association of Public School Adult Education**

*Noble and Noble*

Book 1

Book 2A

Book 2B

Teacher's Manual.

Designed to be used with correlated T.V. lessons but can be used alone. Sight vocabulary; reading combined with writing; exercises in comprehension. Grades 2-4.

**READING AND WRITING, 1965, (Open Court Basic Readers Series, Reader 1:1:2 first year) \$2.00** 1150

**Hughes, Ann and Others.**

*Open Court Publishing Co.*

A reading and writing study and workbook designed for first grade students.

**WORD LINE BOOK, 1965, (Open Court Basic Readers Series, Reader 1:1:3 first year) \$1.60** 1151

**Hughes, Ann.**

*Open Court Publishing Co.*

A word line reading text for first grade students.

**FIRST BOOK OF AMERICAN ENGLISH, \$1.00** 1152

**Alesi and Pantell**

*Oxford Book Co.*

An excellent volume with emphasis on conversation and comprehension; paperback.

**OFFICE OF WORK WITH ADULTS AND YOUNG ADULTS: STAFF MEETING, 1965.** 1153

*Philadelphia, Free Library*

Report of a special staff meeting for discussion of the reading needs of the undereducated and for consideration of publications for those with low reading ability.

**BE A BETTER READER** 1154

**Smith, Nila Banton**

*Prentice-Hall*

A set of six books, containing instructions on reading; selections for reading; exercises. List price (in U.S.) slightly over \$2 each. A teacher's guide and answer key are provided "free upon adoption". Books I-IV are edited for the Canadian reader by Jenkinson, M.D., and others.

Reading level extends through junior and senior high school, and interest is oriented toward the reading of school subject matter.

Only Book VI is in the Exhibit, and this is oriented toward reading in history, literature, science and mathematics at the senior high school level. The early part of the book, which is general, focuses on speed, previewing, finding main topics, organizing details, recall, and word attack.

**READER'S DIGEST ADULT READERS.**

1155

*Thomas Nelson & Sons*

Twelve thirty-two page booklets, resembling the Reader's Digest in format (except for thickness), ranging from the Grade 1 to the Grade 4 reading level — 4 booklets on each of three reading-level "steps" within this range. "Steps" are indicated in a code which is not obvious to the students. Each booklet contains from five to seven selections. Each selection is followed by work-book type exercises for developing comprehension and word-attack skills; answers are provided in the booklet.

There is an accompanying Teacher's Manual, prepared by Edwin H. Smith, Director of the Reading Clinic, Florida State University. This booklet suggests ways to use the Readers.

**ADULT EDUCATION READERS SERIES: FOUR BEGINNING READERS FOR ADULTS, 1964, 1-32.****Reader's Digest.**

1156

*Reader's Digest Service, Inc.*

Workers in the Sky  
Second Chance  
Send for Red  
Mystery of the Mountain

These books are called "Beginning Readers". The use of compound and complex sentences, a starting vocabulary of several hundred words, and fairly rapid introduction of new words with little effort to reinforce them, would definitely preclude their use as primers, and perhaps even at the later levels of the Introductory State of literacy.

**AN ENGLISH COURSE FOR SCHOOLS, 1961**

1157

*Reader's Digest Services Inc.*

This is referred to as the "Blue" series. This is a set of seven books (Junior Blue Books 1 and 2, and Blue Books 1 to 5) plus a book of answers.

**HELP YOURSELF TO IMPROVE YOUR READING POWER, Part 1 and 2. \$1.40 ea.**

1158

*Reader's Digest Services Inc.*

Two books designed as "an invitation to enjoy a variety of selections adapted from the Reader's Digest, to think about and evaluate stimulating facts and ideas and to speed reading comprehension". The reading level is about Grade 12.

Part One is by Ruth B. Herin, head of the English Dept. at Broad Ripple High School, Indianapolis, Indiana. Part Two is by Gertrude B. Stearns, Professor of Education at Plymouth Teachers' College, New Hampshire.

Each book contains over 20 selections; each selection is followed by questions and exercises, and the number of words for the student's use in calculating his reading time. Answers to the questions are in the back of the book.

**READING SKILL BUILDERS**

1159

*Reader's Digest Services, Inc.*

These supplementary skill builders were written for children and include four books at the second through sixth grade levels. The format is such that even the lower level books would be reasonably palatable to adults. The books include articles and stories that may be used for supplementary reading. Skill building activities, which follow the articles, include exercises in phonics, structural analysis, comprehension, and vocabulary development. Word counts are given for most articles, so they can readily be used for practice in speeded reading. A Teacher's Edition is available for each book.

**BASIC READING INVENTORY, FORM A; ADULT BASIC READING INVENTORY, FORM A, MANUAL OF DIRECTIONS; TECHNICAL REPORT NO. 1, BASIC READING INVENTORY, 1966.** 1159-1

**Burnett, Richard W.**

*Scholastic Testing Service.*

The adult basic reading inventory is designed for use with any age group for immediate identification of the individual's capability to learn to read.

**BETTER READING BOOKS, 1951, 1962.** 1160

**Simpson, E.A.**

*Science Research Associates*

Reading level ranges from Grade 5 to Grade 10, but the reading level is not indicated in the books — only in the teacher's manual. Interest level ranges from Grade 5 "through college and adult ages". Designed to measure the student's progress in reading vocabulary, comprehension and rate. Questions, exercises and time checks are intended to be administered and scored by the student himself. Selections are literary in quality, by authors such as O. Henry, Mark Twain, and James Thurber.

There are three books, at the Grade 5-6, 7-8, and 9-10 levels. All 20 selections in each book are of approximately equal difficulty.

A Better Reading Book Progress Folder is provided for the student's record of his progress. It also contains answer keys to the questions and exercises on the reading selection.

**HOW TO BECOME A BETTER READER, 1962, 275pp. \$4.90.** 1161

**Witty, Paul A.**

*Science Research Associates*

This book contains twenty reading lessons each followed by a reading selection and comprehension and vocabulary tests. Also contains a bibliography of books for future readings.

**HOW TO IMPROVE YOUR READING, 1956, 275pp. \$4.95.** 1162

**Witty, P.A.**

*Science Research Associates*

Written to provide the steps needed to become a better reader and to check the progress made.

**READING LABORATORY SERIES, GRADES 1-12, 1960.** 1163

**Parker, D.H.**

*Science Research Associates*

There are now about 12 laboratories, each spanning a wide range of ability levels. The sets for Grades 1 to 3 contain "Power Builders" for vocabulary, comprehension, and word attack. "Rate Builders" to develop speed and comprehension are added at the Grade 4 level. "Listening — Notetaking Skill Builders", for listening, organizing and recording, are added at the Grade 8-9 level. "Listening Skill Builders" are used throughout the program.

**READING FOR UNDERSTANDING, 1959-1965.** 1164

**Thurstone, T.G.**

*Science Research Associates*

There are now three of these boxed kits available: Junior (Grades 3 through 8); Senior (Grades 8 through 12); General (Grades 5 through college).

These kits are intended for individualized reading instruction. They are not designed to teach the basic reading skills, but to improve the reading comprehension of all readers — good, average and poor. Students correct their own work.

All of these kits have been used successfully with adults in a great many training programs.

Each kit contains 400 lesson cards, arranged in 100 steps of reading difficulty with four lesson cards at each level. Each lesson card contains ten practice paragraphs. The set also includes 40 answer key booklets, which contain the answers to the 400 lessons, a sample Student Record Book, a Teacher's Handbook, and a Placement Test to be used in placing the student at the correct level in the Program.

The Junior and General kits are represented in the exhibit by lesson cards (in fours) at about every tenth interval throughout the 100 steps, plus the Teacher's Handbook and other general materials from the kits.

**GUIDEBOOK FOR TACTICS IN READING I, 1961, 111pp. 1164-1**  
*Scott, Foresman and Co.*

The Tactics I box contains thirty-five copies of each of fifty cards, a total of 102 exercises on the following reading skills: attacking words by using context, structure, sound clues, and the dictionary; reacting to imagery; following sequence; understanding sentences; drawing inferences; understanding paragraphs; analyzing affixed words which have common foreign roots. Tactics I is part of the Galaxy Program in literature.

**TACTICS IN READING I (Basic Reading Skills), 1961, 106pp. 1164-2**  
*Scott, Foresman and Co.*

This workbook edition of Tactics I is an alternative form of the original boxed classroom set of cards and has been made available in response to requests from schools. Teachers who wish to assign the exercises as homework may find the workbook form more convenient. Also, in the workbook, students will have all the material available for reference and review.

**GUIDEBOOK FOR TACTICS IN READING II, 1964, 128pp. 1164-3**  
*Scott, Foresman and Co.*

Tactics II is a sequential program of developmental reading exercises for tenth grade, organized according to skills. Tactics II is specifically keyed into the tenth-grade anthology, Perspectives, in the Galaxy Program, but since the exercises deal with skills that are fundamental to all reading, they are also valuable for students using other materials, including those in traditional literature classes. Some of the Tactics II exercises – for example, those on Central Idea, Relationships, and Judgments or critical reading – may also be used to good advantage in social science classes.

**TACTICS IN READING II (Basic Reading Skills), 1964, 126pp. 1164-4**  
*Scott, Foresman and Co.*

This workbook edition of Tactics II is an alternative form of the original boxed classroom set of cards and has been made available in response to requests from schools. Teachers who wish to assign the exercises as homework may find the workbook form more convenient. Also, in the workbook, students will have all the material available for reference and review.

**READING FOR UNDERSTANDING, 1961, 186pp. \$95. 1165**  
**Graham, Martin.**  
*Self-Taught Publications*

A self-instruction book to aid in improving reading speed and comprehension.

**STRUCTURAL READING SERIES, 5v., 1963. A: \$.80, other volumes: \$1.28. 1165-1**  
**Stern, Catherine and others.**  
*L. W. Singer Co.*

A beginning reading program based on the structure of words. Titles in the series are A - We learn to listen, B - We discover reading, C - We read and write, D - We read more and more, E - Now we read everything.

**BUILDING YOUR LANGUAGE POWER, 1965, P.1.** 1166  
**Laubach, Frank C. and Wolf, William C.**  
*Silver Burdett Co.*

Programmed reading for adults is provided in a series of six paperbound books. The series uses the Laubach system which starts with a familiar illustration and relates it to written letters. This is a phonic approach. The students write letters and words and get immediate feedback on how they have done. Grade levels 0-4.

- Book 1 – 117 pp.
- Book 2 – 110 pp.
- Book 3 – 110 pp.
- Book 4 – 94 pp.
- Book 5 – 78 pp.
- Book 6 – 78 pp.

**SUCCESS IN READING (Books 1 and 2), 1967, 308pp.** 1166-1  
**General Learning Corporation**  
*Silver Burdett Co.*

Success in Reading is a developmental reading comprehension program designed for instruction on two levels. It may be used with classes or individual students; it may form the basis for a developmental reading program, or it may be used to provide instruction in reading as part of the regular English program. Success in Reading employs reading material of high interest drawn from literature, history, the sciences, and a number of other fields in order to help students read more successfully in these areas.

**OPENING THE DOOR TO READING, rev. ed. 1954, 43pp. \$.05.** 1167  
**Gray, W.L. and Kohn, E.**  
*South Carolina, State Dept. of Education*

A reader prepared for the use of beginning adult students. Also contains suggestions to teachers.

**ADULT READER, 1964.** 1168  
**Robertson, M.S.**  
*Steck-Vaughn*

A single volume in which reading is taught by whole words and sentences. The material is not programmed, and no time allotments are suggested.

Stories of increasing difficulty about one family are presented, followed by comprehension questions for each story. Word story consists mainly of learning to recognize words by sight. The student is given practice in cursive writing only. "Work Pages" of exercises, and check tests for reading and handwriting, are given throughout the book. There are no lesson plans, nor is there a teacher's manual.

**HOW TO READ BETTER, 112pp. \$.88.** 1169  
*The Steck Co.*

Review lessons and exercises direct attention toward getting the main idea, remembering facts, and analyzing situations in stories adapted for adults. Vocabulary of stories is at the fifth and sixth grade reading level. Grades 3-6.

**LEARNING AND WRITING ENGLISH, revised edition, 1964, 125pp. \$1.35.** 1170  
**Robertson, M.S.**  
*The Steck Co.*

Includes subject matter usually taught in the fourth or fifth grades, but reviews material taught in the earlier grades. Reviews and previews are included. Intended for students who have functional literacy. Rules

are given throughout, and a complete list of them (111) is printed at the end of the book, with page references. Students are intended to spell correctly, and to use a dictionary. About 90 topics are listed in the table of contents, including "Learning to Use the Dictionary". The text is followed by a review and test. No illustrations. Large Print.

**MY COUNTRY. \$64. 1171**

Smith and Lutz.

*The Steck Co.*

Basic reading skills used through easy stories about a country and its government. Easy vocabulary and reading on fourth and fifth levels are features of this reading work text. Grades 3-6.

**PROGRESS IN READING; Teacher's Edition, 1957, 143pp, worktext, 44pp. teacher's section, 16pp. test section. \$72. 1172**

Leavell, U.W. and Gardner, W.L.

*Steck-Vaughn*

One of the Reading Essentials Series. A combined text and workbook on the seventh grade level.

**STEPS TO LEARNING, Book 1, 1965, 64pp. \$80. 1173**

*The Steck Co.*

A workbook in reading and writing for the adult beginner. Includes simple number problems.

**THE VETERANS' READER. \$88. 1175**

Robertson, M.S.

*The Steck Co.*

This volume has the same strengths as the one listed above but is considered by many to be slightly more difficult. Grades 1-2.

**WORKING WITH WORDS, 1966, 96pp. \$96 1176**

**WORKING WITH WORD PATTERNS, 1967, 95pp. \$96.**

Putnam, Mildred.

*Steck-Vaughn*

Useful, illustrated workbooks for adults with beginning reading skills. Lessons include short readings. Teacher's Manual available.

**READING IMPROVEMENT FOR MEN AND WOMEN IN INDUSTRY, 1959, 96pp. \$2.50. 1177**

Sheldon, W. D. and Braam, L.S.

*Syracuse University Press*

Textbook for use in a reading improvement course. Offers prepared exercises designed for a 13 week reading program and a pre-test and post-test so that the student can judge his improvement.

**THAT ALL MAY LEARN TO READ, 1960, 94pp. \$2.25. 1178**

Kress, Roy A., ed.

*Syracuse University Press*

First of a series reporting the proceedings of the annual Reading conference at Syracuse University. Contains texts of papers presented at the conference.

**ENGLISH AS A COMMUNICATION SKILL, 1963, 717pp.** 1179  
Bauer, Josephine  
*Armed Forces Institute*

A clearly written text covering grammar, punctuation, and various types of writing (letters, reports, etc.).

**MEN IN THE ARMED FORCES, A SERVICEMAN'S READER, 1966. MF-\$1.00 HC-\$10.36.** 1180  
Harding, L. W. and Burr, James B.  
*Armed Forces Institute ED. O12 837*

This document provides reading material at a low level of reading ability but on subjects of interest to a serviceman, such as army life, and home folks, and a trip to Washington. Exercises based on every few pages of this reader are provided in "Servicemen Learn To Read" (1182).

**MEN IN THE ARMED FORCES, 1956, 252pp. \$1.25** 1181  
Harding, L. W. and Burr, James B.  
*U.S. Armed Forces Institute*

A reader used as an aid to instruction for servicemen, but useful for any beginning reader.

**SERVICEMEN LEARN TO READ. PRACTICE BOOK NUMBERS 1 AND II, 1956, MF-\$1.00, HC-\$9.60.**  
Harding, L. W. and Burr, James B. \$9.60. 1182  
*Armed Forces Institute ED. O12 838*

This workbook is planned to help servicemen read Men In The Armed Forces, and to develop their reading ability. Book I contains 111 lessons which cover 142 pages of the reader. Book II, in 100 lessons, covers pages 144-252 of the reader. Simple instructions are given but must be explained by the instructor.

**SERVICEMEN LEARN TO READ, 1956, 105pp. \$1.25.** 1183  
*U.S. Armed Forces Institute*

Book designed to help men read Men in the Armed Forces. A beginning practice book.

**NEW FLIGHTS IN READING, MC004, 1964.** 1184  
Dale, Edgar.  
*U.S. Government Printing Office*

Expands vocabulary; has comprehension exercises.

**STORIES FOR TODAY, MC002, 1954.**

Stories are followed by vocabulary and comprehension tests. Grades 4-6. (Workbook – MC002.2.)

**STORIES WORTH KNOWING, MC003**

Expands vocabulary; has comprehension exercises. Grades 5-6. (Workbook – MC003.2)

**REMEDIAL READING DRILLS, Revised 1965.** 1185  
Hegge, T. G., Kirk, S.A. and Kirk, W.D.  
*George Wahr Publishing Co.*

Although the book was originally intended for children – particularly slow learners – there are no pictures, so it has an adult appearance. The book includes a series of phonics drills. Consonant substitution is used extensively. Diphthongs, blends and phonograms are presented.

- ENGLISH THROUGH PICTURES: Book 1., 1946, 286pp. \$.45.** 1186  
**Richards, I.A. and Gibson, Christine**  
*Washington Square Press*  
 A language book for beginners. The most useful English words are presented in simple sentence forms and illustrated.
- A FIRST WORKBOOK OF ENGLISH, Book I, 133pp. \$.35.** 1187  
**Richards, I.A. and Gibson, Christine**  
*Washington Square Press*  
 This is the first of two workbooks written to be used with English Through Pictures: Book 1, by the same authors.
- PRACTICE READERS: BOOKS 1, 2, 3, and 4, 1947. \$.56.** 1188  
**Stone, C.R. and Grover, C.C.**  
*Webster Division, McGraw-Hill*  
 A graded series which provides practice in developing skills in reading comprehension.
- NEW PRACTICE READERS. BOOK A, 1960, 144pp.** 1189  
**Stone, C.R. and Burton, A. E.**  
*Webster Division, McGraw-Hill*  
 While obviously intended for children, this material has been used with reported success in adult literacy programs. The New Practice Reader is a combination text and workbook. Each lesson is composed of a readiness exercise and a brief reading followed by a comprehension-vocabulary test. Reading level would be upper edge of the Introductory Stage.
- PROGRAMMED READING (Books 1, 2,3), 1963** 1190  
*Webster Division, McGraw-Hill*  
 A Sullivan Associates Program



## GENERAL KNOWLEDGE

**NEW TESTAMENT OF OUR LORD AND SAVIOR JESUS CHRIST, 1965, 1024pp. \$2.55. 1300**  
*American Bible Society*

Attractive, regular adult book appearance with large 18-point type. Includes the Psalms.

**THE RIGHT TIME; MARK'S STORY ABOUT JESUS, 1964, 86pp. 1301**  
*American Bible Society*

A simplified version of the Book of Mark.

**THE WHAT IS IT SERIES, 1961. 1303**  
**Darby, Gene.**  
*Benefic Press*

- What is a Simple Machine?
- What is a Season?
- What is a Plant?
- What is a Turtle?
- What is a Bird?
- What is a Chicken?
- What is a Fish?
- What is the Earth?

This supplemental material originally developed for children may be useful for adults as well. While these are definitely children's books, the format and illustrations are not embarrassingly childish. Much useful vocabulary and many valuable concepts are contained in this series.

**GUIDE TO AFRICAN HISTORY, 1965, 118pp. \$2.95. Paper, \$1.45. 1305**  
**Davidson, Basil.**  
*Doubleday*

A general survey of Africa from earliest times to the present. Illustrations include maps and flags. Contains a guide to pronunciation and an index.

**BIBLE STORIES FOR PLEASURE READING, 1950, 133pp. \$2.19. 1306**  
**Dolch, Edward W. and others.**  
*Garrard Publishing Co.*

Eighteen Bible stories retold. A simple vocabulary is used.

**GOSPEL STORIES FOR PLEASURE READING, 1951, 131pp. \$2.19. 1307**  
**Dolch, E.W.**  
*Garrard Publishing Co.*

Simply written Bible stories for the new reader.

**FROM BUSH TO CITY, 1966, 96pp. \$4.50. 1308**  
**Bernheim, Marc and Bernheim, E.**  
*Harcourt, Brace and World.*

A well-illustrated, brief book about the new Africa. Although written for children it is good, easy reading for adults.

- INTRODUCTION TO GEOGRAPHY, 1964, 420pp. \$2.68.** **1309**  
**Israel, Saul.**  
*Holt, Rinehart and Winston, Inc.*  
 One of the Adult Basic Education Series. This text on geography is prepared at the elementary school level.
- PRINCIPLES OF GEOGRAPHY FOR ADULTS, 1964, 222pp. \$1.96.** **1310**  
**Fairchild, Johnson E.**  
*Holt, Rinehart and Winston, Inc.*  
 One of the Adult Basic Education series (Advanced Series (Pre-High School)). A clearly written text covering the field of geography. Contains a glossary and maps.
- SCIENCE, 1964, 326pp. \$2.48.** **1311**  
**Pomeroy, J. H.**  
*Holt, Rinehart and Winston, Inc.*  
 An excellent introduction to the physical and biological sciences presented at the upper intermediate level. Basic principles and practical applications in six major categories are covered – the earth and other bodies in space; chemistry; physics; biology; the human body; and health, nutrition, and disease. Terms to remember, review questions, and answers follow each chapter. This is part of the publisher's A.B.E. Intermediate series. Grades 5-6.
- ONE GOD; THE WAYS WE WORSHIP HIM, 1944, 144pp. \$3.50.** **1312**  
**Fitch, Florence.**  
*Lothrop, Lee & Shepard Co.*  
 The book is divided into three sections: The Jewish Way, The Catholic Way, and the Protestant Way. Designed for children, it is also a help to parents in answering questions. Photograph illustrations; indexed.
- HORSES, BATS AND CHRISTMAS TREES, 1965, 62pp. \$2.50.** **1313**  
**Hurst and Tom.**  
*Mid-America Publishing*  
 Stories of little known facts about people, places and familiar things. Useful for newly literate adults who read at the upper elementary level.
- THE STRANGE AND THE IMPOSSIBLE, 1965, 61pp. \$2.25.** **1314**  
**Hurst and Tom.**  
*Mid-America Publishing*  
 True, unusual episodes in the lives of famous people. 8th grade reading level.
- DAVID, FROM SHEPHERD BOY TO KING, 1960, 16pp. \$30.** **1315**  
**Lawson, Shirley.**  
*New Readers Press*  
 The Biblical story of David rewritten for the beginning reader.
- OUR WORLD IS SMALL, 1964, unpagged. \$30.** **1316**  
**Powell, Walter.**  
*New Readers Press*  
 Photographs with brief, one-sentence captions illustrate international understanding for the beginning adult reader.

- THE STORY OF RUTH, 1961, 22pp. \$.30.** 1317  
**Likins, Robert C.**  
*New Readers Press*  
 The Biblical story of Ruth, simply retold.
- THE SUN, THE MOON, AND THE STARS, 1959, 61pp. \$1.95.** 1318  
**Freeman, M. and Freeman, I.**  
*Random House*  
 A good introductory book with large print, simple vocabulary, and important words in special type. Illustrated and indexed.
- EMERGING AFRICA, 1965, rev. ed., 160pp. \$.50.** 1319  
**Joy, Charles R.**  
*Scholastic Book Services*  
 Designed for high-school students. Attractive and not too difficult for new adult readers at intermediate level. Maps, charts, illustrations and study aids at ends of chapters. One of a number of similar titles including the Commonwealth of Nations.
- READER'S DIGEST SCIENCE READERS.** 1320  
*Reader's Digest*  
 The Earth, 128 pp. Grade level 3.  
 Living Things, 128 pp. Grade level 4.  
 Matter and Energy, 144 pp. Grade Level 5.  
 Astronomy and Space, 144 pp. Grade level 6.  
 Although not designed especially for adults, there is nothing in this reading matter to indicate this. Introduces the reader to the wonders of the world.
- THE DESERT, 1964, 191pp. \$2.82.** 1321  
**Leopold, A. S. and the Editors of Life.**  
*Silver Burdett Co.*  
 Presents general information in an interesting and attractive format with numerous color photographs and clear type. Only the preface refers to classroom use in the elementary grades. Adapted from the Life Nature Library, other titles in the series include The Sea and The Forest. Grades 5 – 7.
- LIFE IN DIFFERENT LANDS; Teacher's edition, Rev. 1955, 111p. Workbook, 27pp. Teacher's Section, 16p. Test Section. \$.63.** 1322  
**Hoffman, G.W. et al.**  
*Steck-Vaughn*  
 A geography worktext describing lives of people in different geographic regions. Written on the fourth grade level.
- LIFE IN LANDS OVERSEAS; Teacher's edition, rev. 1965, 164pp. Workbook, 32pp. Teacher's Section, 16pp. Test Section. \$.69.** 1323  
**Hoffman, G.W. et al.**  
*Steck-Vaughn*  
 A geography worktext covering the weather, resources, and way of life in Europe, Asia and Africa. Written on the sixth grade level.

**LIFE IN THE AMERICAS; Teacher's edition, rev. 1965, 144pp. Workbook, 30pp. Teacher's Section, 16pp. Test Section. \$.69.** 1324

Hoffman, G.W. et al.

*Steck-Vaughn*

A geography worktext covering land, water, climate, and ways of life in North and South America. Written on the fifth grade level.

**LIFE NEAR AND FAR; Teacher's edition, rev. 1965, 96pp. Workbook, 22pp. Teacher's Section, 8pp. Test Section \$.63.** 1325

Hoffman, G.W. et al.

*Steck-Vaughn*

A geography worktext covering several basic principles of geography, such as weather, soil, and directions. Written on the third grade level.

**LOOKING AT MAN'S PAST, 1965, 48pp. \$2.00** 1326

Stilwell, Hart.

*Steck-Vaughn*

Short history of man with a sensitive description of the differences in physical characteristics of races. Excellent illustrations, clear type, short paragraphs, a few difficult words. Only jacket information identifies this title as a juvenile.

**LOOKING AT MAN'S PAST, 1965, 48pp. \$2.00.** 1327

Stilwell, Hart.

*Steck-Vaughn*

An attractive children's book with excellent illustrations, clear type, short paragraphs, and a few difficult words. High interest potential for adults.

**STECK-VAUGHN SCIENCE SERIES** 1327-1

Ware, Kay L and Hoffsten, Gertrude B.

*Steck-Vaughn*

This is a graduated science series which will be of much interest to young people and adults alike. There are four books; each exemplifies a different reading level.

This Ear of Ours (Grade 6 & 7) 128pp. 1965

Exploring Our World (Grade 7) 160pp. 1961

Learning to Use Science (Grade 7 & 8) 128pp. 1965

Scientific Living Today (Grade 8) 160pp. 1968

**HEROES OF FAITH 1959, 50pp. \$.60.** 1328

Adams, Faye E. et al.

*Syracuse University*

This collection is suitable for those who have advanced past the beginning stages of reading. It contains fifteen stories from the Old Testament.

**THE FIRST BOOK OF WORLD WAR II, 1958, 94pp. \$2.65.** 1329

Snyder, L. L.

*Franklin Watts Inc.*

A children's book but straightforward history, adult in tone. Good photographs, maps, index and large print increase its readability.

**SPRINGBOARDS.**

1330

*J. Wiley & Sons*

These are four-page "pamphlets", 8-1/2" x 11", containing reading material of interest to young people and of much interest to adults. The reading level is about Grade 8. There are five categories: stories about city life and social problems; narratives from history; science in sports; famous American authors; letters for learning grammar skills.

**BIBLE BRIEFS, 1965, 191pp. \$1.50.**

1331

**Fraser, Hope M.**

*World Literacy Evangelism, Inc.*

Grades 5 – 7.

**LIFT EVERY VOICE, 1965, 116pp.**

1332

**Sterling, D. and Quarles, B.**

*Doubleday*

Highlights the lives of four leaders whose accomplishments and ideas significantly influenced the stature of the Negro in American life. Includes stories about Booker T. Washington, Dr. William E.B. Dubois, Mary Church Terrell and James W. Johnson. 5th grade level.



## INTEREST READERS

- AESOP'S STORIES FOR PLEASURE READING, 1951, 155pp. \$2.19.** 1400  
**Aesop and Dolch, E.W.**  
*Garrard Publishing Co.*  
 Aesop's fables retold for the new reader.
- THE SECRET PLACE AND OTHER POEMS, 1962, unpagged, \$35.** 1401  
**Aldis, Dorothy**  
*Scholastic Book Services.*  
 Illustrated collection of simple poems available in both I/T/A and conventional alphabet editions. Reading level 3.1.
- ANDERSEN STORIES FOR PLEASURE READING, 1956, 165pp. \$2.19.** 1402  
**Andersen, Hans Christian and Dolch, E.W.**  
*Garrard Publishing Co.*  
 A retelling of Andersen fairy tales for the beginning reader.
- BUFFALO CHIEF 1958, 219pp. \$3.25.** 1403  
**Annixter, Jane and Paul**  
*Holiday House.*  
 A novel of the Plains Indians and of the American bison. For the intermediate reader.
- BARNEY'S ADVENTURE, 1941, unpagged, \$3.** 1404  
**Austin, Margot**  
*Scholastic Book Services*  
 Beginning supplementary reader published in both I/T/A and conventional alphabet editions. Reading level 2.1.
- BAR PILOT, 1955, 218pp. \$3.25.** 1405  
**Ball, Zachary**  
*Holiday House*  
 An adventure story of the pilot boats at the mouth of the Mississippi River. For the intermediate reader.
- BRISTLE FACE, 1962, 206pp. \$3.25.** 1406  
**Ball, Zachary**  
*Holiday House*  
 A dog story for the intermediate reader.
- THE LOST URANIUM MINE, 1964, 72pp. \$1.50.** 1407  
**Bamman, Henry and Whitehead, Robert**  
*Benefic Press*  
 Designed for upper-grade pupils with reading difficulties. Although the characters are young adults, the story may interest adults. The publisher places this title at the second-grade reading level and the interest level at grades 4-12. The Search For Piranha by the same authors is at fourth-grade reading level. Other titles in this series should be examined carefully before purchase.

- FOLK TALES FOR READING AND TELLING, 1966, 124pp. \$3.95.** 1408  
**Berg, Leila.**  
*World Books.*  
 A collection of 18 folktales for children. The introduction is addressed to adults as story-tellers and the book has potential adult use because of the ageless folktale appeal.
- THE FIVE CHINESE BROTHERS, 1938, unpagged, \$.50.** 1409  
**Bishop, Claire Huchet.**  
*Scholastic Book Services*  
 A simply told folk tale available in both I/T/A and conventional alphabet editions. Reading level 3.2.
- A HERO BY MISTAKE, 1953, 44pp. \$2.75.** 1410  
**Brenner, Anita.**  
*William R. Scott*  
 Mexican Folktale of a frightened Indian man who does the right thing by mistake and comes out ahead. Adult characters only. Elementary level.
- BIRD IN THE HAT, 1964, unpagged, \$.45.** 1411  
**Bridwell, Norman.**  
*Scholastic Book Services*  
 A humorous easy-to-read story available in both I/T/A and conventional alphabet editions. Reading level 2.1.
- THE GREAT AUTO RACE AND OTHER STORIES OF MEN AND CARS, 1965, 124p. \$.35.** 1412  
**Carlsen, Ruth C. and Carlsen G. Robert.**  
*Scholastic Book Services*  
 Stories of racing men and cars which should appeal to sports fans. Attractive paperback with clear print and short paragraphs. Grades 5-7.
- COWBOY SAM SERIES, 1960** 1413  
**Chandler, Edna W.**  
*Benefic Press*  
 The first in the series uses a total vocabulary of 113 words. The series consists of western adventure stories with an adult as the main character. Format makes this very definitely a child's book, though it has been used as supplementary material in some literacy programs.
- ALASKA CHALLENGE, 1959, 222pp. \$3.00.** 1414  
**Clarke, Tom E.**  
*Lothrop, Lee & Shepard Co.*  
 An adventure story set in Alaska. For the intermediate reader.
- BACK TO ANCHORAGE, 1961. \$3.50.** 1415  
**Clarke, T.E.**  
*Lothrop, Lee & Shepard Co.*  
 A tenderfoot learns to be a sourdough and develops his sense of honor and loyalty. Adventures include a moose fight.



- THE BIG ROAD, 1965, 252pp. \$3.50.** 1416  
 Clarke, T.E.  
*Lothrop, Lee & Shepard Co.*  
 This story, set in the Depression years, tells of three months in the life of a 17 year old boy, during which he lived as a hobo.
- THE PUDDLE JUMPER, 1960, 191pp. \$3.00.** 1417  
 Clarke, T.E.  
*Lothrop, Lee & Shepard Co.*  
 A story about a young bush pilot in Alaska.
- ADVENTURES OF HUCKLEBERRY FINN; simplified and adapted by Robert J. Dixon, 1954, 123pp. \$1.00** 1418  
 Clemens, Samuel Langhorne.  
*Regents Publishing Co.*  
 Book 9 of the American Classics Series, simplified and adapted.
- THE PATHFINDER, simplified and adapted by Robert J. Dixon, 1954, 120pp. \$1.00** 1419  
 Cooper, James Fenimore.  
*Regents Publishing Co.*  
 Book 4 of the American Classics Series, simplified and adapted.
- THE RED BADGE OF COURAGE, simplified and adapted by Robert J. Dixon, 1954, 122pp. \$1.00.** 1420  
 Crane, Stephen.  
*Regents Publishing Co.*  
 Book 10 of the American Classics Series, simplified and adapted.
- STORIES FOR TODAY, 156pp. \$.45.** 1421  
 Dale, E.  
*Armed Forces Institute*  
 Education Manual MC002 used in classes of the United States Armed Forces. Contains stories of interest to adults with limited reading ability.
- ROBINSON CRUSOE FOR PLEASURE READING, 1958, \$2.19.** 1422  
 Defoe, Daniel, Dolch, Edward W. and others  
*Garrard Publishing Co.*  
 A retelling of Robinson Crusoe in simplified form.
- MODERN SHORT STORIES IN ENGLISH BY AMERICAN AUTHORS, 1950, 136pp. \$1.25.** 1423  
 Dixon, R.J.  
*Regents Publishing Co.*  
 Selections from popular magazines adapted for use by advanced students. Originally prepared for foreign students.
- FAMOUS STORIES FOR PLEASURE READING, 1955, 168pp. \$2.19.** 1424  
 Dolch, Edward W. and others  
*Garrard Publishing Co.*  
 Well known fairy tales and stories from the Arabian nights simply told for the new reader.

- FAR EAST STORIES FOR PLEASURE READING, 1953, 156pp. \$2.19.** 1425  
**Dolch, E.W.**  
*Garrard Publishing Co.*  
 Collection of Far East folklore written with a simple vocabulary for beginning readers.
- FOLKLORE OF THE WORLD SERIES, \$2.39.** 1426  
**Dolch, E.W.**  
*Garrard Publishing Co.*  
 A series of myths and folktales written for the intermediate reader. Titles in the series are: Stories from Alaska, Stories from Canada, Stories from France, Stories from Hawaii, Stories from India, Stories from Italy, Stories from Japan, Stories from Mexico, Stories from Old Egypt, Stories from Old China, Stories from Old Russia and Stories from Spain.
- GREEK STORIES FOR PLEASURE READING, 1955, 163pp. \$2.19.** 1427  
**Dolch, E.W.**  
*Garrard Publishing Co.*  
 Simply told collection of Greek folklore.
- GULLIVER'S STORIES FOR PLEASURE READING, 1960, 166pp. \$2.19.** 1428  
**Dolch, E.W.**  
*Garrard Publishing Co.*  
 One of the Pleasure Reading Series. Retold from Jonathan Swift.
- IVANHOE FOR PLEASURE READING, 1961, 166pp. \$2.19.** 1429  
**Dolch, E.W.**  
*Garrard Publishing Co.*  
 One of the Pleasure Reading Series. Retold from Sir Walter Scott.
- OLD WORLD STORIES FOR PLEASURE READING, 1952, 166pp. \$2.19.** 1429-1  
**Dolch, E.W.**  
*Garrard Publishing Co.*  
 A simply written collection of European Folktales.
- BURIED GOLD, 1961, 58pp. \$2.00** 1430  
**Eisner, Leonard**  
*Follett Publishing Co.*  
 An adventure story for the beginning reader.
- SAD SONG OF THE COYOTE, 1967, 127pp. \$2.95.** 1431  
**Ellis, Melvin**  
*Holt, Rinehart and Winston, Inc.*  
 Intended for young readers, the story of a Wisconsin high school boy who gives up hunting to care for injured and motherless wild animals will also appeal to adults.
- READER 1: STORIES TO SURPRISE YOU, 1964, 87pp. \$.85.** 1432  
**English Readers Graded Series**  
*Collier-Macmillan*  
 Seven stories including Poe's "The Purloined Letter" and Maupassant's "The Necklace" have been shortened and simplified for reading on the upper elementary level. A 2,000 word vocabulary; questions and exercises at the end.

- HORNBLOWER; Caden Edition in four illustrated volumes. \$2.95 each.** 1433  
**Forester, Cecil S.**  
*Little, Brown & Co.*
- This series consists of selections from the Hornblower books and is designed to be read by those of age 12 and up. The titles in the series are: Hornblower goes to sea; Hornblower takes command; Hornblower in captivity; and Hornblower's triumph.
- RODEO ROUNDUP, 1962, 144pp. \$2.95.** 1434  
**Frankel, Haskel**  
*Doubleday*
- A story about a rodeo rider written on the intermediate level.
- MRS. MIKE, 1947, 312pp. \$5.95. Bantam Books paper, \$.45.** 1435  
**Freedman, Benedict and Nancy**  
*Coward-McCann.*
- A true story of a courageous young woman who exchanged a life of ease in Boston for one full of hazards and hardships in North-west Canada. Simply written and a constant favorite with adults and young adults.
- FOOTBALL FURY, 1962. \$2.95.** 1436  
**Gelman, Steve**  
*Doubleday & Co.*
- A sport story for the intermediate reader.
- OLD YELLER, 1956, 158pp. \$3.50. paper, \$.50; large type ed., \$5.11.** 1437  
**Gipson, Fred**  
*Harper & Row.*
- A first-person account of Texas hill-country.
- RADAR COMMANDOS, 1953, 152pp. \$.45.** 1438  
**Glemser, Bernard**  
*Scholastic Book Services*
- An action story about World War II. Written for children, it would still interest adults, especially men.
- FLOOD AT DRY CREEK, 1967, 40pp. \$2.92.** 1439  
**Gorelick, Molly C, and Graeber, Jean B.**  
*Ritchie Publishers.*
- Fictional adventure tale of how a rescue squad saved Dry Creek. Details of rescue operations are of interest to adults as well as to the intended juvenile audience. At the third grade reading level.
- THE ARIZONA CLAN (Large Type Edition) 1958, 211pp. \$6.95.** 1440  
**Grey, Zane**  
*Franklin Watts Inc.*
- Colorful western but contains much dialect. Other titles from the Franklin Watts 1965 list, such as Mama's Bank Account and Let the Hurricane Roar have also been printed in 18-point type. Upper immediate. Grades 5-7.
- A FAREWELL TO ARMS, 1929, 332pp. \$4.50; paper, \$1.65.** 1441  
**Hemingway, Ernest**  
*Scribner.*
- Short, easy-to-read sentences and action-filled story of World I make this book especially appealing.

**THE OLD MAN AND THE SEA, 1952, 140pp. \$3.50; paper \$1.25.**

**Hemingway, Ernest**

Short and absorbing story of a Cuban fisherman written in the typically simple but strong Hemingway style.

**READING FOR PLEASURE.**

**1442**

**Henderson, E.C. and Edwards**

*Holt, Rinehart and Winston Inc.*

A collection of biography, history, adventure and humor for the new reading adult. Grade 3-6.

**LEARNING YOUR LANGUAGE/TWO (Follett Basic Learnings Program) 1966, 544pp. Set of 6 unit booklets, paper, \$4.02. Teacher's guide, 75¢** **1443**

**Herber, Harold L. and Nolte, Florence**

*Follett Publishing Co.*

Book 1 – Tales of the Mysterious.

Book 2 – They Changed Their World

Book 3 – Fighting Frigate

Book 4 – Tall Tales of America

Book 5 – Tales of Ancient Greece

Book 6 – They Brighten our Lives

This series is intended for a teaching situation. The students' texts are workbooks; a teacher's guide accompanies them. Intended to help students who lack skills in reading, writing, listening, and speaking in English. The workbooks contain stories, poetry, and true narratives followed by exercises.

**OUT OF THE PAST, 1965, 63pp. \$2.25.**

**1444**

**Hurst, J. and Tom, J.**

*Mid-America Publishing*

True adventure stories of history and of well known men of the past. 5th Grade reading level.

**THE PORTRAIT OF A LADY, 1954, 130pp. \$1.00**

**1445**

**James, Henry**

*Regents, Publishing Co.*

Book 7 of the American Classics Series, simplified and adapted.

**EASY BOOKS FOR SLOW SENIOR HIGH SCHOOL READERS, reprinted from April 1965 Top of the News.**

**Jones, Milbrey L.**

**1446**

*American Library Association*

A list of 28 titles, from fifth to eighth grade reading level, of interest to the senior high school slow reader. Annotated.

**THE EVERY READER SERIES.**

**1447**

**Kottmeyer, William A. and others**

*Webster, Division of McGraw-Hill*

The titles include

1. – GOLD BUG and other stories, clothbound and paperback.
2. – CASES OF SHERLOCK HOLMES, clothbound and paperback.
3. – IVANHOE, clothbound only.
4. – A TALE OF TWO CITIES, clothbound only.
5. – SIMON BOLIVAR, clothbound only.

6. – FLAMINGO FEATHER, clothbound only.
7. – MEN OF IRON, clothbound only.
8. – BEN HUR, paperback only.
9. – COUNT OF MONTE CRISTO, clothbound only.
10. – JUAREZ, HERO OF MEXICO, clothbound only.
11. – TO HAVE AND TO HOLD, clothbound only.

\$1.47 (clothbound).

None exceeds fourth grade reading level; all have interest for teenagers. Grades 3-6.

**THE JUNIOR EVERY READER SERIES, clothbound, \$1.44; paper editions \$.66. 1448**

**Kottmeyer, William A. and others**

*Webster Division of McGraw-Hill*

The titles include:-

- 1.- ROBIN HOOD STORIES, clothbound or paperback.
- 2.- JUNGLE TRAILS, paperback only.
- 3.- WILD ANIMALS I HAVE KNOWN, paperback only.
- 4.- THE TROJAN WAR, clothbound or paperback.
- 5.- OLD TESTAMENT STORIES, clothbound only.
- 6.- GREEK AND ROMAN MYTHS, clothbound only.
- 7.- BOB, SON OF BATTLE, paperback only.
- 8.- CALL OF THE WILD, paperback only.
- 9.- INDIAN PAINT, paperback only.

Low starting level. None of them exceeds third grade reading level in difficulty; all hold an interest for teenagers. Grades 1-2.

**BIG RED, 1945 (1956) 254pp. \$3.25. 1449**

**Kjelgaard, Jim**

*Holiday House*

Subtitled "The story of a champion Irish setter and a trapper's son who grew up together, roaming the wilderness." Intermediate reading level.

**LET THE HURRICANE ROAR, 1933, 152pp. McKay, \$3.95; Large type ed., 1961, 152pp. \$6.95 1450**

**Lane, Rose Wilder**

*Franklin Watts Inc.*

An engrossing and readable short novel of frontier life in the Dakotas.

**THE COLT FROM THE DARK FOREST, 1962, 127pp. \$3.00. 1451**

**Loken, AnnaBelle**

*Lothrop, Lee and Shepard Co.*

Story of a boy and a colt. Written on upper elementary reading level.

**FISHING FLEET BOY, 1962, 142pp. \$2.95. 1452**

**Lomas, Steve**

*Doubleday & Co.*

An adventure story written on the intermediate level.

- THE CALL OF THE WILD, 1963, 128pp. \$2.95.** 1453  
**London, Jack**  
*Macmillan.*  
 An attractive edition of the well-known classic which is set in the harsh Klondike northland. Simply written and short, with adult interest.
- BILLY BUDD, 1965, 124pp. \$.40.** 1454  
**Melville, Herman**  
*Popular Library, Inc.*  
 A specially edited "learn by reading" edition of a well-known sea story. The vocabulary is limited to 1,000 words. Other titles which have a shortened vocabulary of 2,000 words include *Golden Trails*, *Selected short stories* by Bret Harte, *The Turn of the Screw* by Henry James, and *The Red Badge of Courage* by Stephen Crane. Grades 1-4.
- MOBY DICK, 1965, 123pp. \$1.00** 1455  
**Melville, Herman**  
*Regents Publishing Co.*  
 Book 2 of the American Classics Series, simplified and adapted.
- THE FIRST CHRISTMAS TREE. \$.30.** 1456  
*The New Readers Press.*  
 This is a legend from Germany and has seasonal value. Grades 3 – 6.
- WHAT'S WRONG WITH JULIO? , 1965. \$2.93.** 1457  
**Ormsby, Virginia H.**  
*J. B. Lippincott Co.*  
 For the beginning reader. A story of a Spanish and English speaking grade school class. Contains a brief illustrated list of words in the two languages.
- ANYTHING CAN HAPPEN, 1945, 202pp. \$5.39.** 1458  
**Papashvily, George and Helen**  
*Harper & Row*  
 A classic account of a new American's humorous and trying experiences. Large print may be appealing. Another title from the 1965 list, *Old Yeller*, has been printed in 18-point type. Grades 5-7.
- THE GOLD BUG AND OTHER STORIES, 1947, 119pp. \$1.16.** 1459  
**Poe, Edgar Allan**  
*Webster Division of McGraw-Hill*  
 From the Everyreader Library series. Poe stories are retold for the intermediate reader.
- MURDERS IN THE RUE MORGUE AND THE GOLD BUG, 1953, 123pp. \$1.00.** 1460  
**Poe, E.A.**  
*Regents Publishing Co.*  
 Book 3 of the American Classics Series, simplified and adapted.
- THE MYSTERY OF MONK'S ISLAND, 1965, 106pp. \$1.80.** 1461  
**Rambeau, John**  
*Harr Wagner Publishing Co.*  
 A mystery adventure story written for students who read at a third grade level.

**GREAT TRUE STORIES OF CRIME, MYSTERY AND DETECTION FROM THE READER'S DIGEST, 1965, 576p. \$5.95.** 1462

*Harr Wagner*

Typical collection of condensed books and short stories varying in length from 3 to 50 pages. Authors include Oursler, Carmer, Woolcott, Rinehart and J. Edgar Hoover. Size of book may deter use by new reader but most selections suitable at upper intermediate level. Grades 5 – 7.

**ADULT READERS, 1964.** 1463

*Harr Wagner*

Supplementary readers for adults include stories adapted from articles in the Reader's Digest. The stories deal mostly with sports and adventure. Grade levels indicated are based on tryouts and differ slightly from publisher grading. Exercises following reading selections test comprehension.

Workers in the Sky, 32pp. Grade 2.

Second Chance, 32 pp. Grades 2-3.

Mystery of the Mountains, 32pp. Grade 3.

"Send for Red! ", 32 pp. Grade 3.

**EASY READING SELECTIONS IN ENGLISH** 1464

*The Regents Publishing Co.*

This volume has a wonderful selection of stories by such authors as Edgar Allan Poe and Sir Arthur Conan Doyle. Questions stimulate conversation. The vocabulary drill is excellent. Grade 2.

**ACROSS FROM INDIAN SHORE, 1962. \$3.50.** 1465

**Robinson, Barbara**

*Lothrop, Lee & Shepard, Co.*

Responsibility helps a boy to grow up and find friendship with an Indian princess.

**RETURN OF HYMAN KAPLAN, 1959, 192pp. \$3.95; paper, \$1.45; large type ed., \$5.11.** 1467

**Rosten, Leo**

*Harper & Row*

These humorous adventures of an exuberant immigrant should appeal to the beginning reader.

**BUFFALO HARVEST, 1952, 141pp. \$3.25.** 1468

**Rounds, Glen**

*Holiday House*

Easy-to-read book about Indian buffalo hunting and the uses made of the meat, hides and horns.

**SHANE, 1954, 214pp. \$3.50; paper, \$1.32.** 1469

**Schaefer, Jack**

*Houghton Mifflin*

This Western classic has short sentences and is easy to read.

**PLANET OF DEATH, 1967, 125pp. \$2.95** 1470

**Silverberg, Robert**

*Holt, Rinehart and Winston, Inc.*

Science fiction made compelling and dramatic yet as easy as possible for the high school dropout. Really well-written in attractive format.

**THE FACE OF DANGER: TRUE STORIES AND REPORTS ADAPTED FROM LIFE MAGAZINE (Adult Basic Education Series) 1967, 126pp. \$1.05. 1471**  
*Silver Burdett Co.*

True stories and reports portray the exciting adventures of real-life heroes. Attractively illustrated with photographs, and adult in format and appeal.

**TRUTH AND TALES; STORIES AND REPORTS ADAPTED FROM UNESCO FEATURES, 1967, 119pp. \$1.05. 1472**  
*Silver Burdett Co.*

This first title in a new "Adult Basic Education Program" requires testing; it resembles a children's book in choice of folktale and in illustration.

**THE WONDERFUL WORLD OF BOOKS, 319pp. \$.50. 1473**  
**Stefferd, Alfred**  
*New American Library*

A book designed to encourage people to read. Some of the topics included are: The pleasures of reading; Reading more effectively; Choosing and using books; and Librarians are for you.

**YONG OK KIM AND 100 CHICKS, 1960, 11pp. \$.30. 1474**  
**Yates, Frederick T.**  
*Reading-For-You Publications.*

A sample story written for new literates and readers of little education. It is to be used as an aid for others doing this type of writing.



## BIOGRAPHIES

- ELEANOR ROOSEVELT, COURAGEOUS GIRL, 1965, 200pp. \$2.25. 1600**  
Weil, Ann.  
*Bobbs-Merrill*  
A simply written story about Eleanor Roosevelt's childhood. Juvenile in treatment, with school-text type of cover, but of potential interest and appeal to adult readers.
- THE STORY OF MY LIFE, 1964, 115pp. \$.85. 1601**  
Keller, Helen.  
*Collier-Macmillan*  
A reader from a graded vocabulary series for students of English as a second language. This popular autobiography has been adapted and simplified and the vocabulary held to 2,000 words. Questions and exercises, glossary and notes in the back. Grades 1 – 4.
- GO UP FOR GLORY, 1966, 224pp. \$5.00 1602**  
Russell, Bill.  
*Coward-McCann*  
A basketball hero "talks" the story of his life. Accounts of professional athletics, candid observations on prejudice in the sport world, and stories of participation in the Civil Rights movement. A vivid, easily read book of current appeal. Completely adult in interest and format. Grades 5-7.
- CAROL HEISS: OLYMPIC QUEEN, 1961, 128pp. \$2.95 1603**  
Parker, Robert.  
*Doubleday & Co.*  
A biography of the famous Olympic skater, written for the intermediate reader.
- DON'T NEVER SAY CAIN'T, 1965, 168pp. \$3.95 1604**  
Strainchamps, Ethel.  
*Doubleday*  
The autobiography of a specialist in the study of language. She tells of her early years as a "hillbilly" in the Ozarks and her development as student and teacher.
- TIME OF TRIAL, TIME OF HOPE; THE NEGRO IN AMERICA, 1919 to 1941, 1966, 120pp. \$2.95; 1605**  
paper, \$1.45.  
Meltzer, Milton, and Meier, August.  
*Doubleday*  
A swift-paced account of the period that begins with the Negro soldier's return from France in 1919 and ends with the establishment of the first Fair Employment Practices Commission in 1941. Explores the causes of the Great Migration and describes Negro gains on the artistic, political, and labor fronts.
- WE WERE THERE WITH LINCOLN IN THE WHITE HOUSE, 1963, 180pp. \$2.60. 1606**  
Miers, E.S.  
*Grosset and Dunlap*  
A story of Lincoln and his times for the intermediate reader. The book has an authentic historical background.

- GRANDMA MOSES, MY LIFE'S HISTORY, 1952, 148pp. \$5.50** 1607  
**Moses, Anna M.R.**  
*Harper & Row*  
 An autobiography by Grandma Moses with 16 reproductions of her paintings in full color.
- MOVIN' ON UP, 1966, 212pp. \$5.95** 1608  
**Jackson, Mahalia.**  
*Hawthorn Books Co.*  
 The readable autobiography of a famous gospel singer has great popular appeal. The clear style, numerous photographs and selected list of recordings aid the reader.
- THE VILLAGE THAT LEARNED TO READ, 1941, 158pp. \$3.50.** 1609  
**Tarshis, Elizabeth Kent**  
*Houghton Mifflin*  
 Story of a Mexican boy who learned why one should learn to read. Elementary level.
- SLAVE-FIGHTER-FREEMAN, 1959, 177pp. \$3.00.** 1610  
**Bontemps, Arna.**  
*Knopf*  
 A biography, written for young people, of Frederick Douglass, one of the important figures in Negro history. Printed in large type, and simply written.
- FASCINATING STORIES FROM YESTERDAY, 1965, 63pp. \$2.25.** 1611  
**Hurst, J. and Tom, J.**  
*Mid-America Publishing*  
 Ten true life stories of famous people of the past. 6th grade reading level.
- WE HONOR THEM. V.1 and 2, 1964-1965, 48pp. each. \$.40 each.** 1612  
**Watson, W. M.**  
*New Readers Press*  
 Each booklet contains illustrated, easy-to-read, one-page sketches of Negroes who have helped their fellowmen. Suggestions for exercises and games are included. Beginning reading level, progresses in difficulty.
- SHORT STORIES OF FAMOUS MEN, 1953, 300pp. \$3.00.** 1613  
**Reynolds, James J. and others.**  
*Noble and Noble*  
 Forty stories of famous men from Alexander the Great to General Douglas MacArthur, simply written and illustrated.
- SHORT STORIES OF FAMOUS WOMEN, 1949, 270pp. \$3.20.** 1614  
**Wanamaker, Pearl A.**  
*Noble and Noble*  
 Fictionalized biographies about such women as Joan of Arc, Dolly Madison, and Madame Curie. Written for children but the style should not offend the adult reader. Has a somewhat old-fashioned schoolbook appearance.

- JACQUELINE KENNEDY, 1965, 192pp. \$2.95. 1615**  
**Dareff, Hal.**  
*Parents' Magazine Press*  
 Intended for young readers, this biography of a courageous woman has adult appeal as well. Large Print.
- MARTIN LUTHER KING: THE PEACEFUL WARRIOR, 1964, 80pp. \$3.50. 1616**  
**Clayton, E.T.**  
*Prentice-Hall*  
 Children's biography emphasizing King's childhood. Will appeal to adults because of widespread interest in this famous Negro leader and because of its easy reading level.
- MEET JOHN F. KENNEDY, 1965, 85pp. \$1.95. 1617**  
**White, Nancy.**  
*Random House*  
 A children's book with simple text, good photographs and large type. Subject will appeal to the beginning adult reader.
- RUNAWAY SLAVE: THE STORY OF HARRIET TUBMAN, 1965 (unpaged). \$.45. 1618**  
**McGovern, Ann.**  
*Scholastic Book Services*  
 An easy-to read story of the Civil War heroine which is adult in interest, style and illustration.
- SIR ISAAC NEWTON, 1960, 48pp. \$2.00 1619**  
**Houston, W. Robert and Devault, M. Vere.**  
*The Steck Co.*  
 A picture biography of Sir Isaac Newton written on the upper elementary grade level. Illustrated descriptions of many of his discoveries are included.
- PROFILES IN COURAGE, 1964, 287pp. \$4.95. 1620**  
**Kennedy, John F.**  
*Franklin Watts Inc.*  
 Dramatically told incidents of courage and patriotism on the part of eight U.S. Senators beginning with John Quincy Adams at the beginning of the nineteenth century to Robert A. Taft in the mid-twentieth century. For the advanced intermediate reader.
- KING ARTHUR AND HIS KNIGHTS; adapted by William Kottmeyer, 1952, 122pp. \$1.32. 1621**  
**Malory, Sir Thomas.**  
*Websters Division of McGraw-Hill*  
 An adaptation of the King Arthur legends for one who reads at an elementary grade level.



## ENGLISH AS A SECOND LANGUAGE

### THE PRACTICAL EDUCATION SERIES

1800

Goble, Dorothy.

*California Migrant Ministry*

The Lopez Family, 1964, 57pp.

Driver Education I and II (California Laws).

Good Health for You and Your Baby, 1964, 46pp.

Homemaking Handbook.

How to Get a Job.

Read to Learn, 1964, 65pp.

You and Your Money, 1964, 60pp.

These are readers written especially for migrant workers of California. The first of this series—The Lopez Family—is the story of a Spanish-speaking migrant family. The other readers deal with practical problems which any rural or migrant family might encounter.

Manual for Teachers.

### BEGINNING ENGLISH FOR MEN AND WOMEN, 1958.

1801

Allasina, T.A. and McLeod, N.N.

*Cascade Pacific Books*

Part I – 107pp.

Part II – 109pp.

Designed for the foreign born, Part I discusses learning to speak English, learning about the U.S., shopping and going to church, all activities of Peter and Olga in this new land. Part II brings Peter and Olga to a factory, a bank, a restaurant, a baseball game, and discusses the process of becoming a citizen. Softcover, text workbook.

### FACT OR FICTION? , 1965, 151pp. \$.85.

1802

*Collier-Macmillan*

A second-level reader, based on graded vocabulary, for students of English as a second language. Collections of seven stories about human courage and resourcefulness, at a 3,000 word level. Questions, notes and exercises, and glossary in the back. Grades 5-7.

### INGLES EN 20 LECCIONES, 1957, 374pp. \$2.95.

1803

Cortina, R.D. de la

*Doubleday*

A text for teaching English to the Spanish speaking student.

### WORDS ON PAPER; 1953.

1804

Richards, I.A. and Gibson, C.

*Educational Services*

For beginners.

**ENGLISH 900, A BASIC COURSE, 1965.**

1805

*English Language Services, Inc.*

- Books 1-6 – Basic Texts
- Workbooks 1-6 – Correspond to lessons in texts
- Readers 1-5 – Correspond to Books 2-6.
- Tape Recordings – 180 (30 for each text).
- A Teacher's Manual.

Designed for English as a second language, the six textbooks present 900 base sentences (hence the name) that cover the basic structures and vocabulary of English. New vocabulary and structures are learned by varying the basic sentences. Each textbook has a student workbook that is programmed for independent student use, accompanying the readers and tape recordings. The programmed workbooks may be used without the basic textbooks, alone, or as a supplement to other texts.

**ELEMENTARY PART 1 and ELEMENTARY PART 2.**

1806

Part 1 consists of 292 pages and 50 tapes; Part 2 consists of 282 pages and 50 tapes. The course is designed for persons who know no English. For use with the Language Lab Recorder, 250-300 hours of instruction are recommended for each part.

**Intermediate**

This course consists of 178 pages and 30 tapes and is designed for those who have some knowledge of English but speak poorly. Requires use of the Language Lab Recorder and four weeks of intensive study.

**Advanced Part 1 and Advanced Part 2.**

Part 1 consists of 234 pages and 50 tapes. Part 2 has 222 pages and 50 tapes. Requires use of the Language Lab Recorder and 20-30 hours a week for four to six weeks of study for each part.

They also have a Technical English Tape Library for students of English as a second language.

**LEARNING THE ENGLISH LANGUAGE, Book IV, 1953.**

1807

*English Language Research, Inc.*

Grades 4-6.

**A FIRST WORKBOOK IN ENGLISH, 1956.****Richards, I.A. and Gibson, C. M.**

A picture association approach to learning English for the foreign-born.

**TALKING IT OVER, 1966, 24pp. Accompanying Instructor's Book, 24pp.**

1808

**Adair, J.B. and Curry, R.L.***Follet Publishing Co.*

A reading readiness program designed for the undereducated adult but especially good for those learning English as a second language. Using pictures as a basis for discussion it is designed to enrich the student's listening and speaking vocabulary and skills, and to aid in the pronunciation of troublesome sounds. Troublesome sounds for Spanish-speaking, German-speaking and Italian-speaking adults are discussed.

**LET'S SPEAK ENGLISH – SOUND STUDIES, 127pp.**

1809

**Robinson, Richard H., Theall, Donald F., and Wevers, John W.***Gage*

The purpose of this book is to help the learner to make English sounds correctly. Every spoken language has its distinctive sounds, and making these sounds must become a habit. These drills will make correct pronunciation automatic. The program is the result of research into the teaching of English as a second language.

**LET'S SPEAK ENGLISH – BASIC LESSONS 1, 224pp.** 1810  
**Robinson, Richard H., Theall, Donald F., and Wevers, John W.**  
*Gage*

The aim of this course is to lay the foundations for a complete mastery of modern English. By the time the student finishes Lesson 25 in Volume 25 he will be able to understand and speak everyday English, and read simple written English. He will be ready to proceed to serious reading and composition. In this course we start with spoken English, because the best order in which to learn the language skills is listening, speaking, reading, and writing. The program is the result of research into the teaching of English as a second language.

**LET'S SPEAK ENGLISH – BASIC LESSONS 2, 214pp.** 1811  
**Robinson, Richard H., Theall, Donald F., and Wevers, John W.**  
*Gage*

City of Publication: Toronto. No. of Pages: 214

The program is the result of research into the teaching of English as a second language.

**LEARNING THE ENGLISH LANGUAGE SERIES, 1963.** 1812  
**Richards, I.A. and Gibson C.**  
*Houghton Mifflin Co*

Learning the English Language, Textbook-Workbook I.

Learning the English Language, Book Two.

Workbook for Learning the English Language, Book Two.

Learning the English Language, Book Three.

Workbook for Learning the English Language, Book Three.

These materials were produced under the direction of English Language Research, Inc., and utilize Ogden's Basic English as an introductory tool which provides the controlled vocabulary for the first three books. The materials are primarily designed for use with those learning English as a second language but are readily adaptable to English speaking non-literates.

**COMPLETE COURSE IN ENGLISH, Books 1 and 2, 1955. \$2.00 each volume.** 1813  
**Dixson, Robert J.**  
*Latin American Institute Press*

This course is designed to teach English to the foreign born. The main emphasis is placed on conversation; the vocabulary is the everyday vocabulary of the people of the United States today.

**DIRECT ENGLISH CONVERSATION FOR FOREIGN STUDENTS: Books 1 and 2. rev. ed. 1949. \$1.25 each.** 1814

**Dixson, Robert J.**  
*Latin American Institute Press*

Book 1 provides material for the beginning and early intermediate student and Book 2 provides material on the high intermediate and advanced levels.

**LAS 2,000 PALABRAS USADA CON MAS FRECUENCIA EN INGLES, 1956, 64pp. \$.35.** 1815  
**Dixson, R. L.**  
*Latin American Institute Press*

A list of the 2,000 most frequently used words in English with a pronunciation guide and Spanish translation.

**PRACTICE EXERCISES IN EVERYDAY ENGLISH FOR ADVANCED FOREIGN STUDENTS, 1957, 208pp. \$1.75.** 1816

**Dixson, R.J.**

*Latin American Institute Press*

The author recommends this book for students who have had a year or two, or even more of previous study. This is a drill book containing 38 lessons and exercises.

**ENGLISH STEP BY STEP WITH PICTURES, 1956, 207pp. \$1.50** 1817

**Boggs, R.S. and Dixson, R.J.**

*Latin American Institute Press*

A text to aid the non-English speaking student to learn English quickly, with pictures illustrating the vocabulary and simple exercises which provide an opportunity to practice essential English grammar for speaking and writing.

**ENGLISH 900, Part 1** 1818

*Macmillan*

A course for adult students of English as a Second Language. There are six basic textbooks, six supplementary workbooks, five supplementary readers, 180 tape recordings, and a teacher's manual. Basic sentences with substitution drills are used. The tape recorder responses can be self-instructional. The workbooks are programmed.

**CITIZENS OF CANADA SERIES, 1964.** 1819

**Tanser, H.A.**

*Thomas Nelson & Sons*

This is a series of three books which describe the nature and functions of the community, the province and the nation, and the relationship of the individual to these environments. In addition, it "explains Canada's position as a world power, and her relationship with the other members of the British Commonwealth of Nations and the United Nations".

Although directed mainly to young people born in Canada, the books could be used by New Canadians who have attained a fairly good command of English.

**ENGLISH FOR NEWCOMERS, revised by Samuel E. Stubbs.** 1820

*Thomas Nelson and Sons*

A set of two books intended to provide the non-English-speaking student in Canada with a comprehensive course in English.

**LEARNING THE ENGLISH LANGUAGE, a series of texts and workbooks of long standing, parts of which have been recently revised.** 1821

*Thomas Nelson and Sons*

Intended for use as a first course in English, and tested with students 6 to 60 years of age. Meant for teacher-directed classes, but could possibly be used for some individual study because of picture keys and "back-translations" into English already taught.

**TEACHING ENGLISH AS A NEW LANGUAGE TO ADULTS, 1964, 180pp. \$1.50.** 1822

*New York City Board of Education*

Written for the teacher, explaining methods and listing materials useful in teaching English to the foreign-born.



**HOW WE LIVE, 1966, 152pp.** 1823  
Cass, Angelica W.  
*Noble and Noble*

Vocabulary is built by stories dealing with everyday adult situations. Available in soft and hardcover books. Good for those learning English as a second language. Grades 3-4.

**LIVE AND LEARN, 1962, 153pp.** 1824  
Cass, Angelica W.  
*Noble and Noble*

Builds vocabulary with reading selections dealing with jobs, social security, driving a car, the months of the year, and how to become a United States citizen. Good for those learning English as a second language. Grades 4-6.

**WELCOME TO ENGLISH, Books I and II, 1963, 63pp. and 78pp.** 1825  
Lismore, Thomas  
*Regents Publishing Co.*

These books are recommended by the publisher for use in adult literacy classes. However, they were originally designed for children learning English as a second language. For this reason great emphasis is placed on oral exercises, the vocabulary is schoolroom and child oriented, and the illustrations depict children almost exclusively. They do not seem particularly appropriate or useful even as supplementary material.

**THE MOTHER TONGUE, 1964, 294pp. \$7.50.** 1826  
Hogben, Lancelot  
*W. W. Norton*

A study of linguistics with a new approach to studying languages. A quiz section follows each chapter.

**AN INTRODUCTION TO CANADIAN ENGLISH, 1963. With teacher and pupil supplements.** 1827  
Martin, Carson W.  
*Ontario Government, Ontario Citizenship Division*

The material is intended to be used by a teacher. It consists of Books 1 and 2, each level consisting of Teacher's Handbook and Student's workbook.

The student is intended to learn first the spoken language, and to read and write only what he has learned to recognize when spoken, and, as far as possible, can produce orally in imitation of the teacher's example. Every time the student reads or writes, he should be able to recall the sounds of the words.

**SECOND BOOK IN AMERICAN ENGLISH, 1964, 395pp. \$1.85.** 1828  
Alesi, G.E. and Pantell, D. F.  
*Oxford Book Co.*

Textbook directed at the foreign-born who have had some instruction in English.

**ENGLISH THROUGH PICTURES.** 1829  
Richards, I.A. and Gibson, C.  
*Pocketbooks Inc.*

Practical, easy and teachable.

**BEGINNING AMERICAN ENGLISH; A CONVERSATIONAL APPROACH TO THE STUDY OF ENGLISH, 1965, 247pp. \$3.76.** 1830

Mitchell, E. G.

*Prentice-Hall*

A textbook for teaching English as a foreign language.

**BEGINNING AMERICAN ENGLISH, 1965, 247pp.** 1831

Mitchell, E.G.

*Prentice-Hall, Inc.*

For those studying English as a second language. Uses the aural-oral approach to language study. Systematic development of conversational patterns with intonation patterns. Includes practice exercises. Grade level 0 plus.

**READER'S DIGEST READINGS: ENGLISH AS A SECOND LANGUAGE. A set of six books.** 1832

*Reader's Digest*

Books One and Two are at the elementary level (Grade 4 or 5); Books Three and Four, intermediate level (Grade 6 or 7); Books Five and Six, advanced (Grade 8). The series is "designed to improve the reader's general proficiency in the use of English and to increase his vocabulary by gradually introducing words which are new to him." Each new word is set in bold-face type, and is explained on the page where it first appears. Most of these explanations are verbal, but some are in picture form or include pictures. The new words are also listed in a glossary at the end of the book. New words are usually repeated several times in the articles and exercises.

**BEGINNING LESSONS IN ENGLISH, \$1.25.** 1833

Fisher, Isobel Y, and Dixson, Robert J.

*The Regents Publishing Co.*

This volume is for the teacher; it is an excellent conversational approach. There are some pictorial representations. Grade 2.

**ELEMENTARY READER IN ENGLISH WITH EXERCISES FOR CONVERSATION AND STUDY.** 1834

Dixson, Robert J.

*The Regents Publishing Co.*

These stories are compelling and informative. Questions at the end of each story are designed to promote conversational proficiency. Vocabulary and idiomatic reviews are structured to insure student progress. Grade 2.

**ENGLISH IN ACTION, 192pp.** 1835

Dixson, R.J.

*Regents Publishing Company*

Beginning English with the emphasis on the oral approach. Vocabulary developed through the use of pictures. English as a second language.

**EVERYDAY DIALOGUES IN ENGLISH.** 1836

Dixson, R.J.

*Regents Publishing Co.*

It has a well thought-through conversational situation designed in a realistic approach to encourage students' use of colloquial and idiomatic expressions. Grade 2.

**EVERDAY DIALOGUES IN ENGLISH, 1953, 166pp. \$1.25.** 1837

Dixson, R.J.

*Regents Publishing Co.*

"A practice book in advanced conversation with adequate drills and exercises", this is one of the English as a Foreign Language Series.

- EXERCISES IN ENGLISH CONVERSATION** 1838  
**Dixson, R. J.**  
*Regents Publishing Co.*
- This volume is good for both initial beginners and advanced beginners. It is a supplementary text to beginning lessons in English. The type is rather small. Grade 2.
- FAMILY LIFE IN THE U.S.A., 1962, 138pp. \$1.25** 1839  
**Alesi, G.E. and Pantell, D.F.**  
*Regents Publishing Co.*
- An easy reader for adults, both the foreign-born and those just learning to read. Contains conversation, language exercises, pronunciation drills, and reading practice all built about topics of interest to adults.
- PRACTICAL GUIDE TO THE TEACHING OF ENGLISH AS A FOREIGN LANGUAGE.** 1840  
**Dixson, R. J.**  
*Regents Publishing Co.*
- A clearly written guide that simply, comprehensively and objectively presents the latest findings on such diverse subjects as the teaching of grammar, the teaching of conversation, and the teaching of pronunciation. It is basically a teacher's text. Grade 2.
- PRONUNCIATION EXERCISES IN ENGLISH, 1963, 142pp. \$1.25.** 1841  
**Clarey, M. E. and Dixson, R. J.**  
*Regents Publishing Co.*
- This is one of the English as a Foreign Language Series. Includes drills for the correction of faulty accent and intonation.
- RATED EXERCISES IN ENGLISH.** 1842  
*Regents Publishing Co.*
- Intensive, comprehensive oral and written exercises on English grammar. Grade 2.
- REGENTS ENGLISH WORKBOOK I & II** 1843  
**Dixson, R. J.**  
*Regents Publishing Co.*
- These editions have average workbook material on grammar with extensive coverage but are not recommended for beginners. Regents English Workbook II is a continuation of the earlier volume. It includes sections on passive voice, negative forms, passive voice question form, idiomatic verb phrases and conditional sentences.
- SECOND BOOK IN ENGLISH** 1844  
**Dixson, R. J.**  
*Regents Publishing Co.*
- This volume is for the advanced beginners; it includes lessons in pronunciation, grammar, reading and conversation. Readings are sparked by historical anecdotes. Grade 2.
- ENGLISH EXERCISES, 1959, n.p.** 1845  
**Paratore, Angela.**  
*Holt, Rinehart and Winston Inc.*
- Repetitive drill intended for those who have progressed beyond the fundamentals of English. The frequency with which a topic is treated indicates the frequency of errors made by the foreign-born. English as a second language.

**ENGLISH: YOUR NEW LANGUAGE – BOOK 1, 1966, 276pp.** 1846  
**General Learning Corporation**  
*Silver Burdett Co.*

This book is not so much to teach English as to help the student learn English, so that he can communicate with anyone, understanding and being understood without embarrassment.

**ENGLISH: YOUR NEW LANGUAGE – BOOK 1 – Teacher's Edition, 1966, 276pp.** 1847  
**General Learning Corp.**  
*Silver Burdett Co.*

Contents: Teacher's Guide; How to use the Text-Workbook; Name Card and Letter of Welcome; Units A,B,C; Dialogues; Pronunciations; Intonation & Stress; Pattern Practices; Reading; Writing; Vocabulary Index; How to use the Flash Cards; How to use the Audio Tapes; How to use the Phonograph Records; Structures, list of; Pronunciations, list of; English Speech Sounds; Intonation & Stress, list of; Special Note to the New Teacher . . . .

**ENGLISH: YOUR NEW LANGUAGE, Book 1, 1966, 275pp.** 1848  
**Bernando, L. U. and Pantell, D.F.**  
*Silver Burdett Co.*

Designed for English as a second language, this soft covered book uses the aural-oral approach to language learning. Base sentences are used as patterns with substitutions provided. Teacher's edition, tapes, and records are available. Beginner level.

**FEDERAL TEXTBOOKS ON CITIZENSHIP – BECOMING A CITIZEN SERIES, Books 1, 2 and 3 with Teacher's Guide, 1964.** 1849  
*U.S. Department of Justice, Immigration and Naturalization Service.*

These U.S.-oriented materials are included as an example which might be useful to anyone developing training materials for New Canadians.

**FEDERAL TEXTBOOKS ON CITIZENSHIP HOME STUDY COURSE.** 1850  
*U.S. Dept. of Justice, Immigration and Naturalization Service.*

A course in English and Government for Naturalization candidates who are unable to attend regular classes. These are included as an example which might be useful to anyone developing training materials for New Canadians.

**FIRST STEPS IN READING ENGLISH, 1957.** 1851  
**Richards, I.A. and Gibson, C.**  
*Washington Square Press*

This is a four-book series for adults beginning to read English. Stick-figure drawings give clues to meaning. The intention is to "organize the learner's oral resources in the language and build those resources systematically", while he learns to read. The student is to read for exact meaning, from the beginning of his instruction.

## NEWSPAPERS

**OPPORTUNITY NEWS.** Published from time to time. Sample copy, October 1965. Apparently free. 1900  
*National Scholarship Service and Fund for Negro Students*

Deals with opportunities offered by the college assistance program for Negroes; awards; progress of students; plans for the future. Directed to the needs of high school seniors and their counsellors.

**NEWS FOCUS** 1901  
*Newsweek*

To assist teachers in presenting current events on a wide range of subjects. It consists mainly of full page (8-1/2" x 11") visuals, which may be posted as they are, or made into transparencies for use with an overhead projector.

**WORLD NEWS OF THE WEEK.** 1902  
*News Map of the Week*

A weekly magazine for teenagers and young adults; intended for high school drop-outs; contains news of the week and stories of people who have made good. Simple vocabulary on a high interest level.

**THE NEW YORK TIMES STUDENT WEEKLY.** 12pp. 1903  
*The New York Times*

The reading level is about Grade 8, and the interest level is high school (and therefore to some extent adult). The format is similar to a newspaper but smaller (11-1/2" x 15"). It is well illustrated with photographs and drawings; no colour.

**CANADIAN NEWSTIME** 1904  
*Scholastic Publications*

A magazine for classroom use published weekly from mid-October to mid-June inclusive.

It includes a weekly news round-up covering events in Canada and abroad; a monthly social studies unit focusing on a country in the headlines or a problem of national or international importance; a monthly science supplement; language – seeks to develop the student's "skill in the use of language as an instrument of communication and . . . appreciation of language as an instrument of thought"; literature - a variety of stories, serials, biographies and choral reading selections.

**SCOPE** 1905  
*Scholastic Magazines, Inc.*

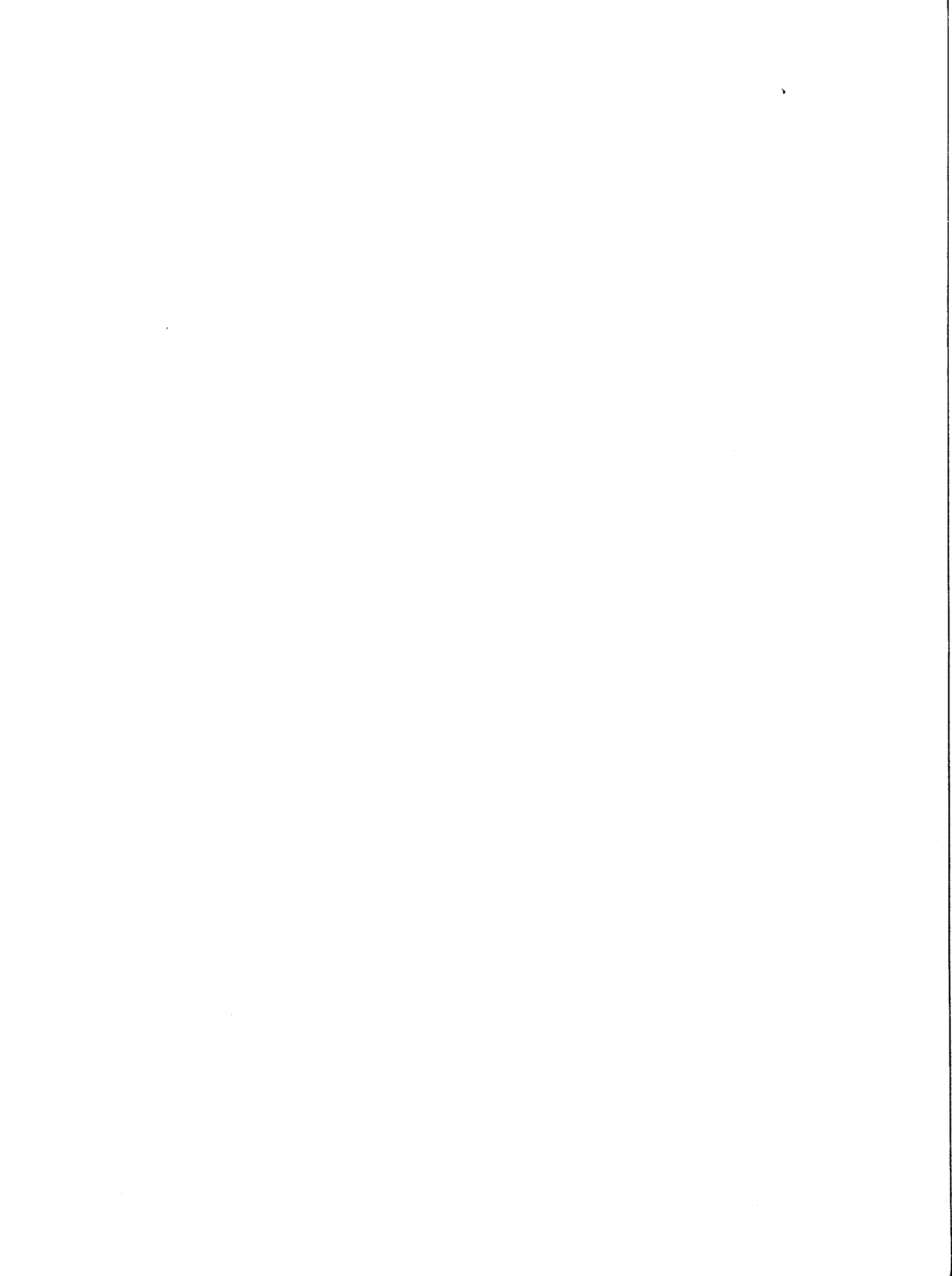
A weekly magazine for teenagers and young adults; contains news of the week and stories of people who have made good. Simple vocabulary and high interest level.

**WORLD EVENTS.** 1906  
*Silver Burdett Co.*

A weekly news chart summarizing the important events of the week, it provides an excellent means of promoting class discussions and of developing various important social studies concepts. Special map issues provide updated visuals for classroom display.

**WORLD AFFAIRS.** A "monthly" news magazine for high school students, published 9 times during the school year. 1907  
*World Affairs Press, Limited*

Focuses on world political, social, and economic affairs, and has a section on Canadian affairs. Contains quizzes and a crossword puzzle. Although apparently intended for high school students, it has an adult interest level (but does not contain the "family living" subjects which are useful to disadvantaged adults). The reading level is about Grade 8 or 9.



## DICTIONARIES

**KNOW YOUR ENCYCLOPEDIA (KYE) TRANSPARENCY PROGRAM. \$4.95. 2001**  
*F. E. Compton Co.*

A transparency program to be used in teaching the use of Compton's Pictured Encyclopedia. Consists of 11 transparencies and one overlay. 35 exercise sheets and an answer booklet for teacher's use.

**WORLD BOOK ENCYCLOPEDIA, 1964, 30 volumes. \$299.00. 2002**  
*Field Enterprises Education Corp.*

This is a large-type edition, especially useful for those with reading problems.

**THE DICTIONARY OF CANADIAN ENGLISH, Beginning, \$3.40; Intermediate, \$4.25; Senior, \$6.50. 2002-1**  
*Gage, W. J. Ltd.*

This is popular for student reference in adult classrooms in Canada. There is a volume on each of three levels: Beginning (Grades 4 and 5), Intermediate (Grades 6 to 9) and Senior (Grades 9 to 13). The first two volumes contain lessons on the use of the dictionary. Reading levels and size of print are suited to the grade levels.

**THE LITTLE GOLDEN BOOK OF WORDS, 1948. \$.29. 2003**  
**Chambers, Selma L.**  
*Golden Press*

Contains many illustrations of familiar words. Helpful for one just learning to read.

**THE GOLDEN PICTURE DICTIONARY, 1951, 80pp. \$1.95. 2004**  
**Moore, Lilian**  
*Golden Press*

Contains definitions of over 800 familiar words. Many of them are illustrated.

**A HANDY BOOK OF COMMONLY-USED AMERICAN IDIOMS, 1958, 112pp. \$.60. 2005**  
**Wiener, Solomon.**  
*Regents Publishing Co.*

Lists and defines over 1200 frequently used American idioms. Helpful to anyone learning the language as it is written and spoken in the United States.

**BASIC DICTIONARY OF AMERICAN ENGLISH, 1966, 864pp. \$3.96; paper, \$1.40. 2006**  
*Holt, Rinehart and Winston, Inc.*

Attractively illustrated, legible typeface dictionary giving the usual dictionary information for words on the upper elementary level.

**WINSTON DICTIONARY OF CANADIAN ENGLISH (Intermediate Edition) 1969, 844pp. \$4.50. 2006-1**  
*Holt, Rinehart and Winston, Inc.*

This new, totally Canadian school dictionary will prove especially useful to those for whom English is a new language. It features a unique system of phonetic symbols without diacritical marks, which simplifies pronunciation. "Homophones", or words that sound the same but are spelled differently (here, hear), are given to help students locate in the dictionary words that they can pronounce but cannot spell. There are nearly 35,000 head-words and 65,000 vocabulary entries including hundreds of items of Canadian vocabulary and usage. Spellings preferred in Canada are used throughout. Definitions are clear, simple and direct and are complemented by over 800 pictorial illustrations.

**WORDS AND PICTURES, A DICTIONARY, Booklet No. 3, Kalamazoo Branch AAUW Literacy Writing Project, Marion D. Specer, and Kalamazoo Public Library System, 1966, 29pp. \$.50. 2007**

An illustrated booklet teaching common words by using them in sentences. For the adult with limited reading ability.

**LEARNING HOW TO USE THE DICTIONARY, 1963, 99pp. 2008**  
*MacWilliam*

A special programmed unit, this worktext presents the basic skills used in finding words in the dictionary and those skills needed for defining, spelling, and using words appropriately. While participating in this program, the pupil is required to use his dictionary more than 245 times. Progress tests and a teacher's manual are included in the program.

**PICTURE DICTIONARY FOR PRIMARY GRADES, 1960, 80pp. \$.75. 2009**  
**Parke, Margaret B.**  
*Noble and Noble*

Early elementary level. Will help the beginner learn to read, spell, and use the dictionary.

**SCHOLASTIC DICTIONARY OF AMERICAN ENGLISH, 1962, 848pp. \$.95. 2010**  
*Scholastic Book Services*

A paperbound dictionary planned for school use. Contains an explanatory introduction, and several informative tables as well as the usual dictionary entries. Homonyms are cross referenced to aid in finding words known only by sound.

**SCHOLASTIC DICTIONARY OF SYNONYMS, ANTONYMS, HOMONYMS, 220pp. \$.45. 2011**  
*Scholastic Book Services*

This volume may be used for vocabulary enrichment and for improving one's spelling. Part 1 lists words in alphabetical order with synonyms and antonyms, and Part 2 lists homonyms with definitions.

**ADVANCED JUNIOR DICTIONARY, 1957. 2012**  
**Thorndike-Barnhart.**  
*Scott, Foresman and Co.*

Although designed for children, this dictionary is suitable for use by adults. There are 60,000 entries, large print and many illustrations. Grades 1 - 8.



## SPEED READING

- READING FASTER AND BETTER, Bulletin, December, 1962.** 2100  
**Keller, Richard L.**  
*American Library Association*  
This is subtitled "A report on the reading improvement program of the Brooklyn Public Library."
- READING FASTER AND BETTER, Reprinted from the ALA Bulletin, December, 1962** 2101  
**Keller, Richard L.**
- HOW TO READ BETTER AND FASTER, 1958, 398pp. \$4.95.** 2102  
**Lewis, Norman.**  
*Crowell*  
Instruction, exercises and quizzes to aid the student in increasing his speed and comprehension.
- RAPID READING MADE SIMPLE, 1958, 191pp. \$1.45.** 2103  
**Waldman, John.**  
*Doubleday*  
Contains instructions for improving one's reading. Reading exercises and progress charts.
- YOU CAN READ FASTER, 1963, 96pp. \$1.00.** 2104  
**Schiavone, James.**  
*Grosset and Dunlap*  
Techniques for increasing reading speed and comprehension. Tests are included.



## VOCABULARY

**THE FUNCTIONAL READING WORD LIST FOR ADULTS, Winter 1966, 8pp. ED 018 699. 2200**

Mitzel, M. Adele.

*Adult Education*

The 5,000 word functional reading word list, compiled to reflect the present and immediate future reading needs of the average illiterate American adult, employs basic words gathered from such sources as Federal Government pamphlets, menus, newspapers, comic books, application blanks, and religious tracts.

**WORD STUDY FOR ADULTS, 177 pp. 2201**

Boone, Lalia Phipps.

*American Southern Publishing Co.*

Each new word is used in a study which is followed by exercises for the student. Commonly misspelled words are included as well as roots, prefixes and suffixes. Grades 2-4.

**WORD STUDY FOR ADULTS, BOOK II.**

Continues word study and spelling started in Word Study for Adults. Grades 5 - 8.

**PROGRAMMED VOCABULARY, 1964, 214 pp. 2202**

*Appleton Century Crofts, Inc.*

This text is divided into two sections. The first develops the meaning of prefixes through the programmed frames. After a number of prefixes are introduced, an essay is presented, and the student uses his knowledge to complete the thoughts in the essay. Part II is similar in structure but uses roots instead of prefixes. Grade 8 and up.

**HOW TO DOUBLE YOUR VOCABULARY. 2nd ed. 1964, 435pp. \$5.95. 2203**

Smith, S. Stephenson, edited by Greenhouse, H. B.

*Crowell*

A revised and updated edition of a standard work on vocabulary building. Contains many new words which have recently been added to the language.

**EDL WORD CLUES SERIES. 2204**

*Educational Developmental Laboratories Inc.*

A multi-level individualized series of seven programmed texts for reading levels seven through thirteen. Correlated tachistoscopic films and discs are available. This vocabulary building program stresses words in context, high frequency words, planned introduction of words, and multiple meanings and usage. Placement tests are available.

**BASIC SIGHT VOCABULARY CARDS, 1949 1 box \$.65. 2205**

Dolch, Edward W.

*Garrard Publishing Co.*

The 220 words most commonly found in school reading material. Instruction for the use of the cards is included.

**WORDS. The set includes Student Text, Test Booklet and Teacher's Manual. 2206**

Markle, S.M.

*Science Research Associates*

Designed to improve vocabulary at the Grade 8 level through the word-family approach – Latin and Greek roots. Assumes an 8th Grade reading level.

**“THE FUNCTIONAL READING WORD LIST FOR ADULTS”** *Adult Education*, 16:2, Winter 1966, pp. 67-69 2207

**Mitzel, M. Adele**

The 5000-word Functional Reading Word List, compiled to reflect the present and immediate future reading needs of the average illiterate American adult, is presented. The basic words were gathered from such sources as Government pamphlets, newspapers, menus, comic books, application blanks, and religious tracts.

**SUCCESS WITH WORDS. . .IN SOCIAL STUDIES, ENGLISH, SCIENCE AND MATH, 1964, 226pp. \$.50** 2208

**Herber, Harold L.**

*Scholastic Book Services*

Ways to study the basic vocabularies used in the various school subjects with lists and exercises for practice. Progress charts are provided for each category.

**WORD--A--DAY, 1964, unpagged \$.35.** 2209

**Bach, Mickey.**

*Scholastic Magazines*

A vocabulary building booklet. Each word is illustrated by a cartoon; pronunciation and definitions are also given.

**DEVELOPING YOUR VOCABULARY, 1960, 96pp. \$1.75.** 2210

**Witty, Paul Andrew**

*Science Research Associates*

A book containing exercises, drills, word games, and suggestions for building a vocabulary and enriching and sharpening the vocabulary.

**THE UNIT CARD SET; WORD AND PICTURE CARDS FOR THE PRE-PRIMER LEVELS OF THE BASIC READERS; Curriculum Foundation Series, \$8.25** 2211

*Scott, Foresman and Co.*

A set which includes picture, word and letter cards, which may be used for practice in word recognition and vocabulary building.

**VOCABULARY GROWTH, 1962, 180pp. \$.95.** 2212

**Enders, William**

*Self-Taught Publications*

A book for self-instruction in vocabulary building. Contains drills, games, quizzes and illustrations.

**WORKING WITH WORDS, 1966, 96pp. \$.72.** 2213

**Putnam, Mildred**

*Steck-Vaughn*

A worktext for beginning adult readers, designed to teach both reading and speaking English. May be used for both native and foreign-born adults.

## HANDWRITING

- WRITING FOR ADULTS.** 2303  
**Kittle.**  
*American Book Co.*  
Manuscript and cursive writing. Grades 1-4.
- WRITING FOR ADULTS (Kittle's faster easier letters) – Manuscript writing, 1965.** 2304  
*American Book Co.*  
These work sheets will help the student with writing, spelling, and building sentences.
- ADVANCED MANUSCRIPT FOR ADULTS.** 2305  
**Boone, Barrett and Twitty.**  
*American Southern Publishing Co.*  
Provides basic forms such as driver's license, job application, voter registration and social security. It is useful as an accompaniment to Manuscript for Adults.
- ADVANCED HANDWRITING FOR ADULTS.** 2306  
**Poore, Mary.**  
*American Southern Publishing Co.*  
Legible handwriting, good study habits, and good citizenship are related to each other. Grades 5 - 8.
- MANUSCRIPT FOR ADULTS, BOOK I.** 2307  
**Boone, L. P.**  
*American Southern Publishing Co.*  
Using six basic strokes, the adult learns to print correctly. He completes simple sentences by supplying missing words, which provides practice in both reading and handwriting for the beginning reader. There are few instructions which would be difficult to read, so the adult learns to print mainly by using the basic strokes in imitation of given models.
- IMPROVING YOUR WRITTEN COMMUNICATION, P.1.** 2308  
*Argyle Publishing Corp.*  
Self-paced program teaching the proper forms of letters. Grade 7 and up.
- IMPROVING YOUR WRITTEN COMMUNICATIONS, 1963, 318pp. \$9.75.** 2308-1  
**Parry, Scott B.**  
*Argyle Publishing Corp.*  
Programmed in linear, constructed-response form, one frame to each page. The student goes through the book on right-hand pages, then turns the book over and repeats the process. In a plastic two-pocket folder: one pocket contains the book; the other contains a Summary Outline Chart, a sheet of Instructions for Scoring Business Correspondence, and a Mastery Test. Intended for use in business and industry, on the job or at home. Takes three to four hours to complete. Reading level about Grade 8 or 9.  
Nine lessons, on communication ("who says what to whom") clarity, completeness, conciseness, character, courtesy, control (follow-up), the five stages a message passes through after it leaves the writer, tools and rules for a better letter.

**LANGUAGE WORKBOOK, 7th edition, 1959, 3-77.**

2309

**Mitchell, E. and Murphy, M.**

*Arthur C. Croft*

This workbook uses a simple repetitive direct reinforcement. The format could be more attractive. Manuscript and cursive writing examples are given. Basic punctuation, rules of capital letters, and dictionary skills are also covered.

**WRITING TO BE READ, \$3.25.**

2309-1

**Ross, Alec**

*Holt, Rinehart and Winston, Inc.*

A book intended to give useful writing practice to the student who "does not like English" and who is now "taking his one and only writing course before he heads out into the working world." It deals with definition, description, comparison and contrast, narration, logic, unity, style, and mood. There are many exercises — naturally without answers, because of their unstructured nature. The illustrative material and exercises are strongly work-oriented, and most of the material would be interesting to adults. The reading level of the explanatory parts of the text is about Grade 7 (on the Fry Readability Graph).

**EFFECTIVE LETTERS: A PROGRAM FOR SELF-INSTRUCTION. 1964.**

2310

**Reid, J., and Wendlinger, R.**

*McGraw-Hill*

Text consists of four units, covering motivational factors and introductory concepts: clarity through proper grammar; organization of the letter; and importance of the letter tone. Each of the 19 chapters provides exercises. No index, but a fairly detailed table of contents; Teacher's Manual contains detailed list of topics and objectives by chapter.

**BETTER HANDWRITING FOR YOU, 1966.**

2311

*Noble and Noble*

Eight softcover books with an improved system of teaching handwriting. Four colors are used.

**WRITE IT DOWN, 1967, 96pp.**

2312

**Cass, Angelica.**

*Noble and Noble*

Handwriting for adults starting with manuscript and progressing to cursive writing.

**WRITE YOUR OWN LETTERS, 1964.**

2313

**Rosenfeld, J. B. and Cass, A.W.**

*Noble and Noble*

In this book students are given forms to follow in writing various kinds of letters. The book provides a model content for certain types of letters, such as invitation, excuses for absence, and letters of sympathy. Students are also told how to send a telegram and write a cheque.

**HANDWRITING LEGIBILITY KIT. Instructor's edition. 1966. \$74, Learner's edition, \$49.**

2314

*Peterson Handwriting System*

A system for teaching handwriting using Colorgraph. The kit includes a copy of the vertical print alphabet and a card stand, a cursive Colorgraph alphabet, and a card file with forms such as employment applications, cheques, sales slips, voter registration forms and the like.

**HANDWRITING LEGIBILITY KIT, 1966. 2315**

*Peterson Handwriting System.*

The student first learns to print and then to write by using colors to distinguish a new stroke from the part of the letter that he has already learned to form. The kit is self-instructional if the student can read the directions. If he cannot, he can follow the directional arrows with the teacher's help. The kit is definitely adult in orientation, and it contains sample forms, such as a Job Corps application, a voter registration form, a personal cheque, and the income tax short form.

**BUILDING YOUR LANGUAGE POWER 1965. 2316**

**Laubach, F.C. and Wolf, W.C.**

*Silver Burdett Co.*

Programmed reading for adults is provided in a series of six paperbound books. The series uses the Laubach system which starts with a familiar illustration and relates it to written letters. This is a phonic approach. The students write letters and words and get immediate feed-back on how they have done. Grade levels 0-4.

Book 1 – 117pp.

Book 2 – 110pp.

Book 3 – 110pp.

Book 4 – 94pp.

Book 5 – 78pp.

Book 6 – 78pp.

**LETTER WRITING FOR YOU, 1951, 111pp. 2317**

**Tolbert, M. and Withers, S.**

*South Carolina State Department of Education*

This book is written for adults of meager education. It gives the basic information on writing various kinds of social and business letters.

**TEACHING HANDWRITING WITH THE IMAGINARY LINE HANDWRITING SERIES. 3 Books, 1953 \$0.36 each. 2318**

**Townsend, R. M.**

*The Steck Co.*

The three titles in this series are the Teacher's manual (Book 1); a workbook on manuscript writing; and a beginning cursive book.

**IMAGINARY LINE HANDWRITING: BOOK 1, 1953, 64pp. \$.36.**

**Townsend, R.M.**

*The Steck Co.*

The purpose of this book is to teach correct manuscript writing.

**IMAGINARY LINE HANDWRITING: BEGINNING CURSIVE BOOK, 1954, 64pp. \$.36. 2320**

**Townsend, R.M.**

*The Steck Co.*

Step by step instruction designed to help student learn to write legible handwriting, pleasing in appearance. Teaches the cursive form of writing.

**HOW TO IMPROVE YOUR HANDWRITING, 1960, 15pp. \$.15. 2321**

*U.S. Veterans Administration*

Subtitled: "A practical guide to legibility", this pamphlet has suggestions and exercises to help one improve his handwriting.

**“PEEK THRU” ALPHABETS AND DIAGNOSTIC RULES**

2322

*Zaner-Bloser Co.*

Celluloid transparencies allow the students to compare their letters with those of correctly made alphabets. Arrows, to show the direction of each stroke, and numbers, to show succession of each stroke, are printed on the transparencies. Starts with manuscript and proceeds to cursive. Grades 0 – 4.

**OUR PRINT LETTERS AND HOW WE MAKE THEM, 1954, 65pp.**

2323

**Bloser, P. Z.**

*Zaner-Bloser Co.*

The manual is designed as a “letter game” to help in teaching the letters, and stresses each part of the letter. Designed to aid in the visualization of each of the letters and numbers. Provision is made for grouping the letters by similar characteristics. Format is suitable for use with adults.



## PHONICS

- THE PHONICS PROGRAM OF THE SHELDON BASIC READING SERIES, 56pp. 2400**  
**Mason, George E.**  
*Allyn and Bacon*  
A manual explaining the phonics program for the first three grades compiled from manuals and activity books developed by William D. Sheldon and others.
- FACT AND FICTION ABOUT PHONICS, 1964, 107pp. \$1.25. 2401**  
**Gans, R.**  
*Bobbs-Merrill*  
A discussion of several phases of phonics, and suggestions for their use in teaching reading and spelling.
- PHONICS AND TEACHING OF READING, 1962, 76pp. \$1.25. 2402**  
**Durkin, D.**  
*Teachers College Press*  
An analysis of the place of phonics in teaching reading, written by a professor who believes phonics play an important role in reading instruction.
- A PHONETIC READER SERIES, 1964, 6v. From \$.45 to \$.75 each. 2403**  
**Craig, L.**  
*Educators Publishing Service*  
Well-known tales retold in phonetic words. Titles of the series are: Puss in Boots; Jack the giant killer; Jack and the bean stalk; Aladdin and the wonderful lamp; Ali Baba and the forty thieves; and Robinson Crusoe.
- SECOND COURSE IN PHONETIC READING, 1964-65. 4 books. Book 1, \$.90, Teacher's manual for Book 1, \$.50. 2404**  
**Helson, Lida G.**  
*Educators Publishing Service*  
This set consists of Book One and Book Two, with a teacher's manual to accompany each. The basic texts are student work-books for those who wish to gain a foundation in phonics at the fourth and fifth grade levels.
- THE PHONETIC CHALLENGE, 1964, 60pp. \$4.00. 2405**  
**Glasscoff, Ellen**  
Procedures and activities for teaching phonics, including a section of classified lists for use as source material for phonetic activities and assignments.
- YOUR CHILD CAN LEARN TO READ, 1952, 92pp. \$1.95. 2406**  
**McEathron, M.**  
*Grosset and Dunlap*  
A simplified way to teach a child to read by the combined sight and phonics method. Contains both instruction for the teacher and lessons for the child. Can be used with adults.
- GENERAL AMERICAN PHONETICS, 2nd ed. 1962, 248pp. \$4.50. 2407**  
**VanRiper, C.G. and Smith, D.E.**  
*Harper and Row*  
A text for an introductory course in phonetics. Original title, "An introduction to general American phonetics".

- BREAKING THE SOUND BARRIER: A PHONICS HANDBOOK, 1960, 97pp.\$1.60.** 2408  
 Caroline, Sister Mary.  
*Macmillan Publishing Co.*  
 A book explaining the author's techniques in teaching readings.
- INCOMPLETE CONSONANT CHART PRACTICE SHEETS. 50 sheets, \$.75.** 2410  
*Phonovisual Products Inc.*  
 These sheets are replicas of the Phonovisual Consonant Charts on which the pupil can fill in the corresponding sound beside each key-word.
- PHONOVISUAL CONSONANT FLIPSTRIPS. \$1.95 per set.** 2411  
*Phonovisual Products Inc.*  
 52 strips containing two complete sets of the 26 consonant key-word pictures with their initial letter symbols. May be used as flash cards or backed with flannel and used on a flannel board.
- PHONOVISUAL CONSONANT PICTURE-PACK, \$1.95 per set.** 2412  
*Phonovisual Products, Inc.*  
 Set consists of 48 flash card pictures and 10 pocket envelopes with directions. Provides a drill for the beginner.
- PHONOVISUAL CONSONANT WORKBOOK, \$.60, 25 or more \$.48 each.** 2413  
*Phonovisual Products, Inc.*  
 A practice book to be used with the Phonovisual consonant chart. Its title is "See, hear, say, do."
- SMALL CONSONANT CHARTS. lot of 12, \$2.00: Single copy, \$.25.** 2414  
*Phonovisual Products, Inc.*  
 These charts which measure 8-1/2" x 11" contain 26 consonant sounds (and 8 subspellings) with key-word pictures.
- INCOMPLETE VOWEL CHART PRACTICE SHEETS. 50 sheets \$.75.** 2415  
*Phonovisual Products, Inc.*  
 These sheets are replicas of the Phonovisual Vowel Charts on which the pupil can fill in the corresponding sound beside each key-word.
- PHONOVISUAL VOWEL FLIPSTRIPS. \$1.95 per set.** 2416  
*Phonovisual Products, Inc.*  
 Set contains 76 flip strips: two each of the 17 primary and 21 secondary vowel spellings on the Phonovisual chart. May be used as flash cards or backed with flannel and used on a flannel board.
- PHONOVISUAL VOWEL WORKBOOK. \$.60, 25 or more \$.48 each.** 2417  
*Phonovisual Products, Inc.*  
 A practice book to be used with the Phonovisual vowel chart. Its title is "Sound, spell, read."
- SMALL VOWEL CHARTS, Lot of 12, \$2.00: Single copy, \$.25.** 2418  
*Phonovisual Products, Inc.*  
 These charts, which measure 8-1/2" x 11", contain 17 vowel sounds (and 21 subspellings) with key-word pictures.

- THE PHONOVISUAL GAME BOOK, 1960, 32pp. \$1.00.** 2419  
**Buckley, M.S. and Lamb, E.B.**  
*Phonovisual Products, Inc.*  
 A book of games designed to be used to add interest to the drill recommended in teaching the phonovisual method.
- THE PHONOVISUAL METHOD, 1960, 79pp. \$4.00.** 2420  
**Schoolfield, L. D. and Timberlake, J.B.**  
*Phonovisual Products Inc.*  
 An explanation of the phonovisual method of teaching reading starting with the first steps. The method uses pictorial charts arranged on a phonetic foundation. Contains word lists.
- PHONOVISUAL SKILL BUILDERS. Single set, \$.60, 25 or more \$.48.** 2421  
*Phonovisual Products, Inc.*  
 84 cards comprising two complete sets of consonant and vowel sounds (letter symbols only) as they appear on the Phonovisual charts. Helpful for individual, group or classroom instruction as a practice or supplementary tool.
- PHONOVISUAL SOUNDS ON VOWEL CHART, \$1.50.** 2422  
*Phonovisual Products Inc.*  
 This is a 78 rpm record for use in teacher training.
- THE WRITING ROAD TO READING, 1962, 248pp. \$5.00.** 2423  
**Spalding, Romalda B. and Spalding, W.T.**  
*Morrow*  
 A presentation in complete detail of the Unified Phonics Method for teaching children to read, which many teachers and parents have found very effective.



## APPLIED MATHEMATICS

**NUMBERS AND MONEY.** 2500  
Chapman, B.E. and Schulz, L.  
*The Allied Education Council*

Students use Basic Arithmetic and Money in real-life buying situations. Book is designed around newspaper advertisements.

**CONSUMER MATHEMATICS.** 2500-1  
*Behavioral Research Laboratories*

- Book 1 - Vocational Opportunities
- Book 2 - The Pay Cheque
- Book 3 - The Household Budget
- Book 4 - The Wise Buyer
- Book 5 - Income Tax
- Book 6 - Insurance
- Book 7 - Investments

Self-pacing programmed material. Grade 5 - 8.

**APPLIED MATHEMATICS FOR GIRLS, 1963, 286 pp.** 2501  
Davis, Nettie Stewart.  
*The Bruce Publishing Co.*

Suggested as a source of practical work problems for selection by the teacher. Although problems of measurement in sewing are directed to the female, many of the subjects covered have general interest: the food budget, payrolls and time sheets, taxes, interest problems, postal service and others. Reviews, but does not teach the fundamentals.

**MONEY MAKES SENSE, 1960, 140 pp.** 2502  
Kahn, Charles H. and Hanna, J. Bradley.  
*Fearon Publishers*

A softcover worktext that is very elementary. It starts with coin values, addition in coins, and has simple problems in making change. Reading grade level 2 and up.

**MATHEMATICS SKILL BUILDER, about \$2.00 for the student book and 80¢ for the manual.** 2502-1  
Gossage and Briggs  
*Gage*

This is obviously intended to provide elementary practice and review for post-secondary students. However, most of the exercises could be used for extra practice by ABE students. The content proceeds from simple addition, etc., to fractions, decimals, percentage, measurement, shortcuts in computation, etc. There are 80 separate lessons, each contained on a single perforated sheet (2 pages of the book), beginning with a short explanation of the operation. Most of the lessons are set up in blocks of computations to be completed; however, there are six sets of related problems and a final examination. Answers are contained in a teacher's manual. Some of the content is related to everyday transactions — trade discounts, interest, etc. The reading level of the explanations (on the Fry Readability Graph) ranges from Grades 6 to 12, the higher reading levels being found in the explanations of the more complex operations. (The student need not be required to read the explanations.) The problems and more simple explanations vary from Grades 6 to 8 in reading difficulty. The exercises are set up with handwritten figures, as a model for the student's formation of figures.

**TIME TELLING.**

Kuehne, Elizabeth.

*Graflex, Inc.*

This book has a simple attractive format, includes a time wheel.

**LEARNING ABOUT FRACTIONS.**

Thompson.

*Graflex, Inc.*

Book and machine formats. Grades 2 - 4.

**MULTIPLICATION FROM 2 to 10.**

Beecher.

*Graflex, Inc.*

Grade levels 3 - 5.

**ARITHMETIC FACTS PRACTICE.***Graflex, Inc.*

Grades 2 - 5.

**OCCUPATIONAL PREPARATIONAL MATHEMATICS, 300pp. \$1.50, answer books about 60¢ each.** 2503-1

Wilson, Edward M.

*Gray's Publishing Ltd.*

A series of two books. They provide practice in mathematical operations and reasoning, in relation to a large variety of situations met in everyday life. There are, for instance, time sheets (hours worked), piece work wages, miles between places on a map, making change, measurement, areas, etc., sales slips, electricity bills, pricing goods (2 for .00¢ etc.), how to read a produce scale, tax tables, using a cash register, bank accounts, etc. Content ranges from simple addition to fractions, decimals and percentage. These sections are interspersed with many "drills for skill," and tests. A separate answer book for each level provides answers for all drills, problems and tests.

**GENERAL MATHEMATICS--A PROBLEM SOLVING APPROACH, 1969, Book 1 -- 501pp., Book 2 -- 518pp.** 2503-2

Kinney, Lucien; Ruble, Vincent; Brown, Gerald

*Holt, Rinehart and Winston, Inc.*

Realistic vocational, personal, and community problems are used to help mature students develop the basic mathematical skills that are necessary in everyday life. Book 1 develops systematic procedures for solving problems, accuracy in computation, mastery of mathematical terms and language. Book 2 develops skills required in employment and in other everyday situations, while, at the same time, it builds a solid foundation of fundamental mathematical knowledge. Books 1 and 2 may be used in sequence or independently.

**MATHEMATICS IN YOUR LIFE, 1967, 394pp. \$4.60.** 2503-3

Lindsay, Harold; Bouman, Gerard

*Holt, Rinehart and Winston, Inc.*

This useful book, written for mature students, shows how basic mathematics are applied to real-life situations. Topics include costs of owning and operating an automobile; how to calculate earnings and taxes; how to run a small business; how a bank account is set up and maintained. A section for review of the basic mathematical fundamentals is included.

**MODERN MATHEMATICS FOR ACHIEVEMENT, 1966.** 2504  
**Herrick, Marion Cliffe.**  
*Houghton Mifflin*

This series of eight softcover worktexts was written especially for high school students and adults. Uses “new math” approach in attractive, easy-to-read form. Could be self-teaching if answer sheets were provided. Grade level 3 and up in reading level. Fundamental processes start at grade level 1.

**ARITHMETIC THAT WE NEED, 1966, 66 pp.** 2505  
**Mooney, Thomas J.**  
*Frank E. Richards*

A softcover worktext dealing with measurements, money, percent, time, temperature and salary deductions. Grade 5 level and up.

**ARITHMETIC IN LIFE AND WORK, 1958.** 2506  
**Laslex, Sidney V. and Mudd, Myrtle F.**  
*Prentice-Hall*

**FUNDAMENTAL MATHEMATICS, 1960.**  
*Mallory, Virgil S. and Skeen, Kenneth C.*  
*Prentice-Hall*

**GOING PLACES WITH MATHEMATICS, 1962.**  
**Peters, M.**  
*Prentice-Hall*

**USEFUL ARITHMETIC, 1965, 63 pp.** 2507  
**Bohn, Raymond J. and Wool, John D.**  
*Frank E. Richards*

Problems are presented dealing with grocery bills, buying household goods, buying clothes, electric bills, restaurant checks and practical everyday problems. The methods of working these problems are not presented; the fundamental processes are left to our sources. These useful, practical problems should have great adult appeal. Where students have not learned to read as yet, this book can be a good source for the teacher. Otherwise, of interest to all grade levels from 3rd grade plus.

**GETTING READY FOR PAY DAY SERIES, 1966,** 2508  
**Hudson, Margaret W. and Weaver, Ann A.**  
*Frank E. Richards.*

Part 1 - Chequing Accounts, 36 pp.

Part 2 - Savings Accounts, 31 pp.

Part 3 - Planning Ahead, 29 pp.

A reading text accompanies practices in making out cheques, keeping a balance, budgeting, and other adult spending problems. May be used as worktexts or as a source of consumer math for the teacher. Of interest to all grade levels. Reading level 3 plus.

**USING DOLLARS AND SENSE, 1963, 127 pp.** 2509  
**Kahn, Charles H. and Hanna, J. Bradley.**  
*Frank E. Richards*

A softcover worktext at a more advanced level than *Money Makes Sense*, by the same publisher. Reviews addition and subtraction and introduces multiplication and division. Consumer subjects such as: buying, figuring salaries, saving for a car, a family budget, and savings and checking accounts. Reading grade 3 and up.

**THE GETTING ALONG SERIES OF SKILL-WORKBOOKS: Volume 4 - Money in the Pocket, 1965, 62 pp**  
**Mooney, Thomas J.** **2510**  
*Frank E. Richards*

Arithmetic problems are correlated with concepts of time, salaries, deductions and cost.



## PURE MATHEMATICS

**A.S.M.D. REMEDIAL SERIES. 1963.** 2600  
*Addison-Wesley Publishing Co.*

**A.S.M.D. ADDITION, 60pp.**  
Hancock, John D. and Holden, Frank.

**A.S.M.D. SUBTRACTION, 72 pp.**  
Hancock, John D. and Lucas, S.

**A.S.M.D. MULTIPLICATION, 73 pp.**  
Hancock, John D. and O'Brien, John J. Jr.,

**A.S.M.D. DIVISION, 102 pp.**  
Hancock, John D. and Schneider, Philip C.

This is a completely programmed remedial series, which starts at reading level 5. Teacher's Manual is available.

**DECIMALS AND PER CENT. 1964. Teacher's Manual.** 2600-1  
Smith, M. Daniel.  
*Allyn and Bacon*

There are 1,000 frames in the self-paced program.

**ADULT ADVENTURES IN ARITHMETICS, 1965.** 2600-2  
Upton, Clifford B.  
*American Book Co.*

Mathematics AA – 128 pp.  
Mathematics BA – 128 pp.  
Mathematics CA – 128 pp.  
Mathematics DA – 128 pp.  
Mathematics EA – 128 pp.

A beginning series of books that start with addition and subtraction and continue through decimals and fractions. Grades 0-6.

**MATHEMATICS-MEASUREMENTS – MRB 01, MRB 02 (Diagram Book), 1965** 2600-3  
*Basic Systems, Inc.*

Work, learn and earn. Themes specially printed and developed for the Job Corps Office of Economic Opportunity. A Basic Systems Program.

**MATHEMATICS-ADDITION (work, learn, earn), 1963, 60pp.** 2600-4  
*Behavioral Research Laboratories*

This program is one of a series of four involving the fundamental operations of arithmetic: addition, subtraction, multiplication, and division. Each program has been developed to assist the pupil to remedy a computational weakness in one of the operations. This program has been prepared to help the pupil learn the algorithm for the addition of whole numbers. While some technical terminology and background information has been introduced, this type of material has been limited to that considered necessary for the mastery of the computational skill involved. The material presented here, particularly when used in conjunction with a teacher conscious of the problem of pupil motivation, will produce for many pupils the satisfactory performance in addition which has escaped them throughout their school careers.

**MATHEMATICS – DIVISION (Book 13) MVW 03, 1963, 102pp.** 2604  
*Behavioral Research Laboratories*

This is one of a series of four involving the fundamental operations of arithmetic: addition, subtraction, multiplication and division.

**MATHEMATICS – MULTIPLICATION – MMW 02 (Book 12), 1963.**  
*Behavioral Research Laboratories*

This is one of a series of four involving the fundamental operations of arithmetic; addition, subtraction, multiplication and division.

**MATHEMATICS – SUBTRACTION 1963, 72pp.**  
*Behavioral Research Laboratories*

This is one of a series of four involving the fundamental operations of arithmetic; addition, subtraction, multiplication and division.

**JOB CORPS – MATHEMATICS MANUAL, 1965, 119pp.**  
*California Test Bureau*

This manual should not be viewed as a final product. It will be continuously updated. Supplements, deletions and revisions will be supplied.

**LESSONS FOR SELF-INSTRUCTION IN BASIC SKILLS – “SUBTRACTION”, 1965, 228pp.** 2605  
**Brueckner, Leo J.**  
*California Test Bureau*

Series A – B

This booklet will help the student improve his skill in subtraction. He may have worked with a booklet like this one before. If not, he will soon find that its pages are not numbered. In this booklet he does not always go forward. Often he goes ahead by turning the pages back. He will learn how to use this booklet and the Student Record Sheet when he does his first lesson.

**LESSONS FOR SELF INSTRUCTION IN BASIC SKILLS – “ADDITION”, 1963.** 2606  
**Brueckner, Leo J.**

*California Test Bureau*

Series C

**LESSONS FOR SELF INSTRUCTION IN BASIC SKILLS – “MULTIPLICATION”, 1963** 2607  
**Brueckner, Leo J.**  
*California Test Bureau*

Series D

**LESSONS FOR SELF-INSTRUCTION IN BASIC SKILLS – “DIVISION”, 1963** 2608  
**Brueckner, Leo J.**

*California Test Bureau*

Series E – F

**SETS AND SET SYMBOLS – LESSONS FOR SELF-INSTRUCTION IN CONTEMPORARY MATHEMATICS** 2608-1  
**Harvey, Elaine C.**  
*California Test Bureau*

This is a programmed study about “sets”, and the special symbols and terms used in relation to them. Like many programmed studies, the pages of the book are not numbered; instead each lesson and answer have their own numbers, and the student will find himself moving forward and backward in the book.

**MANUAL OF INSTRUCTIONS FOR WORKBOOK IN ARITHMETIC, 1950, 28pp. 2609**

**Griffin, Ella Washington.**

*Arthur C. Croft*

Designed to help the instructor who is using Workbook in Arithmetic by Bright and Mitchell. One of the Home and Family Life Series.

**WORKBOOK IN ARITHMETIC, 1949, 66pp. 2610**

**Bright, Emma Lewis and Mitchell, E.C.**

*Arthur C. Croft*

A workbook in beginning arithmetic for the adult student. One of the Home and Family Life series.

**CONTEMPORARY MATHEMATICS: Six titles introduce the new math to those of junior high school reading ability. 2611**

*California Test Bureau*

Sets and Set Symbols.

Basis I.

Basis II.

Properties of Whole Number I: Addition and Subtraction.

Properties of Whole Numbers II: Multiplication and Division.

Modular Arithmetic.

**LESSONS FOR SELF-INSTRUCTION IN BASIC SKILLS, 1964. 2612**

**Brueckner, Leo.**

*California Test Bureau*

Arithmetic Fundamentals: Twenty titles, four at each of five levels.

Starting at the third level this branching program is designed to strengthen skills in the fundamental operations.

	A - B	C	D	E - F	G
Addition Grades:	3-4	5	6	7-8	7-8
Subtraction	3-4	5	6	7-8	9 plus
Multiplication	3-4	5	6	7-8	9 plus
Division	3-4	5	6	7-8	9 plus

**ARITHMETIC I – 58305-1. ARITHMETIC II – 58305-2 2613**

**Kralow.**

*Central Scientific Co.*

These programmed books are on levels 4-5.

**ADULT BASIC EDUCATION WORKBOOK IN BASIC ARITHMETIC. PARTS I AND II, 1966 MF-\$0.75, HC-\$5.84. 2614**

**Graham, Minnie M.**

*Danbury Public Schools*

These workbooks, which are used in the adult basic education program in Danbury, Connecticut, provide teaching materials and drill exercises in multiplication. Part I contains multiplication tables, problems, and

drill involving the numerals two through nine. Part II contains problems and drill exercises using the numerals ten to twelve, numbers with two and three digits, the use of zero and dollars and cents, followed by exercises to test speed and accuracy.

**TEACHING ARITHMETIC TO SLOW LEARNERS AND RETARDED, 1965, 127pp. \$5.95** 2615  
**Feingold, Abraham.**

*John Day*

This book is in the form of a suggested "script" for the teacher. Stresses an approach through sensation rather than sight because vision is sometimes faulty in the retarded.

**THE COLLIER QUICK AND EASY GUIDE TO ARITHMETIC, 1962, 123pp. \$1.50** 2616  
**Dresner, Simon.**

*Collier Books*

A self instruction book covering the various aspects of arithmetic, including counting, fractions and decimals, measurement, graphs, interest and the use of the slide rule.

**FRACTIONS: A BASIC COURSE IN ARITHMETIC.** 2618  
**Friel, B. K.**

*Doubleday and Company*

**GENERAL MATHEMATICS** 2619  
*E-Z Sort Systems, Inc.*

Instructocards System that includes Twin T Response Device. Grade 6-9

**Understanding Fractions**

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**Important ideas in Algebra.**

Grade levels 6 and up.

**MATH DISCOVERY.** 2620  
*ED-U-Cards Manufacturing Corp.*

1-2 grades.

**DIRECTED PRACTICE IN ALGEBRA, 1964. \$3.00** 2621  
**Crim, Sterling.**

*Educational Service, Inc.*

A program for teaching algebra which allows for individual growth among the students.

**DIRECTED PRACTICE IN ARITHMETIC, 1964. \$3.00.** 2622  
**Schmidt, Margaret Scherer and Murdoch, Florence.**

*Educational Service, Inc.*

A program which allows for individual differences in the students. Four volumes: Common fractions, Decimal fractions, Number meanings, Percentages, and Whole Numbers.

**WHOLE NUMBERS AND NUMERALS – Sections 1 and 2, 1962. WHOLE NUMBERS AND NUMERALS – Supplement, 1962. TEACHER’S MANUAL – Whole Numbers and Numerals, 1962. ARITHMETIC OF THE WHOLE NUMBERS – Sections 1 and 2, 1962. ARITHMETIC OF THE WHOLE NUMBERS - Supplement, 1962, and TEACHER’S MANUAL – Arithmetic of the Whole Numbers, 1962** 2623  
Smith, James A.  
*Encyclopaedia Britannica Press*

**ARITHMETIC OF THE WHOLE NUMBERS. Teacher’s Manual and tests. WHOLE NUMBERS AND NUMERALS.** 2624  
Smith, James A.  
*Encyclopaedia Britannica Press*

These books are for grade levels 6-8.

**FIGURE IT OUT, 1965.** 2625  
Wallace, Mary C.  
*Follett Publishing Co.*

Book I, Grade levels 0-4, deals with the four arithmetic functions, measurement and averages, problem solving.

Book II, Grade levels 5-8, deals with fractions, decimals and percentages.

Instructor’s Books I and II.

**NUMBER FACTS: Addition and Subtraction. Multiplication and Division.** 2626  
*Follet Publishing Co.*

These are to be used with a teaching machine. Elementary levels.

**HELPING YOUR CHILD WITH ARITHMETIC, 1957, 36pp. \$.25.** 2627  
Dolch, Edward W.  
*Garrard Publishing Co.*

Suggestions for helping a student understand arithmetic. Written for the parent, but useful for others.

**CLASSROOM KIT III: ARITHMETIC FACTS.** 2628  
*General Education, Inc.*

Consists of 14 scrolls that fit into the Student-Tutor Machine. The machine costs \$5.00. Grade levels 3 and up.

**PROBLEM-SOLVING: ADDING AND SUBTRACTING WHOLE NUMBERS.** 2629  
King.  
*Ginn and Co.*

This program is at the elementary level.

**ELEMENTARY ARITHMETIC: ADDITION AND SUBTRACTION FACTS, 1962.** 2630  
**MULTIPLICATION AND DIVISION FACTS – VOLUMES 1 and 2, 1961.**  
**ELEMENTARY ARITHMETIC: FRACTIONS BASIC CONCEPTS – VOLUMES 1 and 2, 1961.**  
**DECIMAL NUMBERS – VOLUMES 1 and 2, 1961.**  
TMI-Grolier.

**LEARNING TO COMPUTE, Books I and II. 1940.** 2631  
Schorling, Raleigh; Clark, John R.; Potter, Mary H.; and Deady, Carol E.  
*Harcourt, Brace and World, Inc.*

Book 1 – THE SET OF WHOLE NUMBERS, 46 pp. 2632  
Book 2 – COMBINING WHOLE NUMBERS, 46 pp.  
Book 3 – NUMBER RELATIONSHIPS, 46 pp.  
Book 4 – UNDERSTANDING SUBTRACTION, 46 pp.  
Book 5 – PROPERTIES OF MULTIPLICATION, 46 pp.  
Book 6 – DIVISION, 46 pp.  
Book 7 – THE SET OF POSITIVE RATIONAL NUMBERS, 46 pp.  
Book 8 – APPLYING NUMBER IDEAS, 46 pp.  
*Houghton, Mifflin*

**ARITHMETIC (Adult Basic Education Series) 1963, 300pp. \$2.48. 2633**  
**Brice, Edward W.**  
*Holt, Rinehart and Winston, Inc.*

Complete review of number concepts written for adults. Somewhat formidable in size. To be used with guidance and encouragement.

**FUNDAMENTAL MATHEMATICS, 1969, 318pp. \$2.50. 2634**  
**Grossnickle, Foster E.**  
*Holt, Rinehart and Winston, Inc.*

Written for mature students, this book extends skill with fractions, reviews basic computations with decimals, extends understanding of percent, and covers the broad general concepts of geometry. A part of the Advanced Series in the Holt Basic Adult Education Series for mature students with reading ability at the grade 7 or 8 level, it uses examples geared to the adult level. Formerly published as Fundamental Mathematics for Adults.

**TROUBLE SHOOTING MATHEMATICS SKILLS, 1963, 358pp. 2635**  
**Bernstein, Allen L. and Wells, David W.**  
*Holt, Rinehart and Winston, Inc.*

The publisher believes that this textbook and its accompanying materials are unique in that every topic treated is optional for some students. The text is a systematic source book of materials and discussions designed to help students who have had difficulties with the basic concepts and skills of elementary arithmetic and elementary problem solving. It may be used in grades 7-12 in a great variety of instructional situations. The ideas and procedures presented are based on the teaching experience of the authors and the collective wisdom of teachers who have published studies over a span of 40 years.

**ELEMENTARY ARITHMETIC – ADDITION I. 2636**  
**Rosenberg.**  
*Honor Products Co.*

Machine or device optional. Grade level 2.

**ELEMENTARY ARITHMETIC – SUBTRACTION I.**  
**Cummings.**  
*Honor Products Co.*

Machine or device optional. Grade level 2.

**FRACTIONS I AND II.**  
**Merrill.**  
*Honor Products Co.*

Machine or device optional. Grade level 4.

**MATHEMATICS IN ACTION,**

**Buckley.**

*Honor Products Co.*

Grade level 7.

**PROGRAMMED MATH FOR ADULTS, 1965-1966.**

2637

**Sullivan, M.W.**

*McGraw-Hill*

A linear programmed series of text-workbooks that are completely self-pacing and designed for adults. Language deficiencies are no handicap. Vocabulary is minimal and simple. The student starts at his present level.

Book 1 -- Basic Addition, 96 pp.

Book 2 -- Advanced Addition, 96 pp.

Book 3 -- Subtraction, 96 pp.

Book 4 -- Multiplication, 96 pp.

Book 5 -- Division, 96 pp.

Book 6 -- Fractions, 96 pp.

Book 7 -- Decimals, 96 pp.

Book 8 -- Measurements, 96 pp.

Book 9 -- Consumer Math, 96 pp.

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Work Problem Books -- Each book contains adult-oriented applications of the concepts contained in the corresponding Teaching Skills Books.

Problem Book 1 -- Basic Addition.

Problem Book 2 -- Advanced Addition.

Problem Book 3 -- Subtraction.

Problem Book 4 -- Multiplication.

Problem Book 5 -- Division

Problem Book 6 -- Fractions.

Problem Book 7 -- Decimals.

Instructor's Guide for Books 1-5, 48 pp.

Placement Examination for Books 1-5, 1 page.

Progress Tests for Books 1-5, 32 pp.

Achievement Examination for Books 1-5, 1 page.

Instructor's Guide for Books 6-10, 48 pp.

Placement Examination for Books 6-10, 1 page

Progress Tests for Books 6-10, 32 pp.

Achievement Examination for Books 6-10, 1 page.

**ARITHMETIC WITH SETS, 1963, 506pp. \$5.88.**

2638

**Banghart, Frank W.**

*Noble and Noble*

One of a series of programmed arithmetics, this is for Grade 4. It is self-contained and the pupil can proceed at his own rate of speed. Designed to be used for enrichment as well as remedial work.

**A COOPERATIVE PROJECT, THE FREE LIBRARY OF PHILADELPHIA AND THE NORTHERN STUDENT MOVEMENT FREEDOM LIBRARY, 1964, unpagged.** 2639  
*Philadelphia, (Penn.) Free Library*

Discussion of a library in the Negro community of Philadelphia whose program includes leadership training, remedial reading, Negro history, art, music, and community action.

**YOUR MATHEMATICS, 1953, 592pp. \$2.60.** 2640  
**Hawkins, George E. and Tate, Gladys.**  
*Scott, Foresman & Co.*

A textbook covering percentage, formula, measurements, equations, and the mathematics of business and finance.

**SELF-TEACHING ARITHMETIC; Third Book, and Teacher's Guide, 1964, 72pp. \$4.95. (Teacher's guide supplied free with order of 1-10 copies of any of the Self-Teaching arithmetic books.)** 2641  
**Stuebaker, John W. and Gordon.**  
*Scholastic Book Services*

A book designed to let the student learn at his own speed. Contains self-study, self-testing, and self-checking features.

**MODERN MATHEMATICS; A PROGRAMMED TEXTBOOK: COURSE I, 1961, 10 booklets.** 2642  
**Eigen, Lewis D., and others.**  
*Science Research Associates*

Course I is a text in high school algebra. This is, in the language of automated teaching, a "linear program."

**EVERYDAY ARITHMETIC, 1962, 171pp. 15pp. answer key.** 2643  
**Johnson, Franklin J.**  
*Self-Taught Publications*

A self-instruction book in basic arithmetic. Includes self-testing quizzes and answers.

**PROGRAMMED SUPPLEMENT, MATHEMATICS, SKILL BUILDER, 1965, 138 pp.** 2644  
**Briggs, Milton.**  
*South-Western Publishing Co.*

May be used alone or as supplement to regular text. Reading level 6 and up.

**BASIC ESSENTIALS OF MATHEMATICS, 1965, Part I – 96 pp. Part II – 96 pp.** 2645  
**Shea, James T.**  
*Steck-Vaughn Co.*

Part I treats whole numbers, fractions and decimals.

Part II treats percent, measurements, simple equations, ratios and proportions. Mastery tests are included. Traditional approach to mathematics.

**BASIC ESSENTIALS OF MATHEMATICS, Parts 1 and 2, 1965. \$0.66 each.** 2646  
**Shea, James T.**  
*Steck-Vaughn*

Worktexts for those who have had little or no instruction in mathematics. Part 1 covers addition, subtraction, multiplication, division, and fractions. Part 2 covers percent, measurements, ratio and proportion, formulas and simple equations. Mastery tests and grading charts are included.



**THE MODERN PRACTICE BOOK IN ARITHMETIC: Book I, 1953, 96pp. \$.45.** 2647  
Alves, H.F. and others.  
*The Steck Co.*

A beginning workbook in arithmetic, covering numbers, counting, and an introduction to addition and subtraction.

**WORKING WITH NUMBERS, Books 4,5,6,7 & 8, 1957. \$.66.** 2648  
Shea, J.T.  
*Steck-Vaughn*

A series of worktexts in arithmetic which are useful for self-instruction. A mastery test is included with each volume.

**PROGRAMMED TEXTBOOK – FUNDAMENTALS OF ALGEBRA – PART 1, 1966** 2649  
*Teaching Materials Inc.*

Secondary Mathematics -- Self-Tutoring Course by TMI-Grolier

This is a programmed instruction course in algebra which deals with the subject matter in small, easy-to-take steps. This self-tutoring course ensures the student active participation; it provides him with immediate knowledge of the results, and helps motivate him for further study.

**FOUNDATION MATHEMATICS. \$1.11.** 2650  
Bartoo, G. C. and Osborn, J.  
*Webster Division of McGraw-Hill*

This text-workbook has an extremely simple text. It can be used as a class exercise book or as a book for slow or retarded learners. Each unit begins with the most basic facts, builds one step at a time, and gives more drill. It is suggested for intermediate and upper level.



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**BROILING.** 2700  
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**RID YOUR HOME OF RUBBISH.**  
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**MAKING WHITE BREAD.**  
**EASY DISWASHING.**  
**BETTER BEDMAKING.**  
**BAND ADVISOR MANUAL**  
*Agricultural Extension Service*

Intended for home or group study by non-professional consumer advisors and counselors. Sections include information about a wide variety of topics: about credit, about buying (food, clothing, appliances, homes services--such as insurance and medicare), about cooperatives, about consumer protection. A reference manual is included.

**HANDBOOK OF CHILD SAFETY.** 2701  
*American Academy of Child Safety.*

**THE WONDERFUL HUMAN MACHINE, 1961, 56pp. \$1.00** 2702  
*American Medical Association.*

Well illustrated book about the anatomy and physiology of the human body.

**PROGRAMMED INSTRUCTION - THE AMERICAN HEALTH AND SAFETY SERIES** 2704  
*Behavioral Research Laboratories*

First aid.  
Nutrition.  
Personal Health.  
Prevention of Communicable Disease.  
Safety.

Write for information about the series, indicating the level of reading required. Current materials are suitable for upper level readers and for adaptation for lower level readers.

**THE WOMANLY ART OF SELF-DEFENSE.** 2705  
**Boesch, Paul**  
*Birk & Co., Inc.*

Contains much valuable information. Suggestions for parents in care and training of children. Grade level 6. May need adapting for group reading level and ideas that do not suit type of community.

**WHEN PEOPLE TALK ON THE TELEPHONE: Book A and B., 1964. \$.60 each.** 2706  
**Turner, Richard H.**  
*Columbia University*

These two booklets contain 14 telephone dialogues each. They cover many subjects and are written in an easy conversational style.

**YOU AND YOUR FAMILY.**

2707

*Cornell University*

Leaflets intended to help the homemaker; teacher's guide; follow up activities for the students. Grade level 3, but those of lower levels can benefit from the diagrams and pictures. Of interest to those at higher levels.

**HOME AND FAMILY LIFE SERIES, 1949.**

2708

*Croft*

A Day With the Brown Family - Reader One, 34 pp.

Making a Good Living - Reader Two, 32 pp.

The Browns at School - Reader Three, 32 pp.

The Browns and Their Neighbors - Reader Four, 16 pp.

These readers grew out of the Institute on Adult Education held at Hampton Institute in 1946. An attempt is made to approach adult interest level, particularly of a lower socio-economic level. Orientation is small town and rural. Utilizes a controlled vocabulary load and sentence structure.

**LOOKING FORWARD TO SCHOOL.**

2709

*The Equitable Life Assurance Society*

Good suggestions for parents of children about to start to school. The Adult Basic Education teacher should select the points that seem to fit the needs of the group.

**OVERWEIGHT - UNDERWEIGHT.**

Open-out leaflet with accurate information and sound suggestions. Chart for recording weight goal and weight record.

**PROTECTION AGAINST COMMUNICABLE DISEASES.**

Interestingly written and illustrated. Chart of children's diseases and pertinent information, suggestions about precautions against catching and passing on diseases, chart for checking the Family's P.Q. (Protection Quotient).

**FIGHT BACK! The Ungentle Art of Self Defense.**

2710

*Federal Trade Commission*

A leaflet giving some suggestions about what to do to avoid being "gypped" and how to fight back.

**BETTY CROCKER'S NEW GOOD AND EASY COOKBOOK, 1962, 192pp. \$1.99.**

2711

**Crocker, Betty.**

*Golden Press*

Spiral-bound, gaily illustrated book giving in simple style recipes for every meal of the day. Includes information useful to the beginning cook. On upper elementary level.

**A GOOD HOME FOR THE FAMILY, 1966, 49 pp.**

2712

**Jeffery, Nina.**

*Haskell Institute*

This booklet prepared for the Bureau of Indian Affairs is suitable for low income groups. It discusses use and care of household equipment, washing dishes, bathroom care, caring for one's yard. Grade level 3-5. Subject matter includes: Table manners; How to Use the Telephone; Driver Education; Buying and Caring for Your Car.

- GET YOUR MONEY'S WORTH, 1965, 202pp. \$2.48.** 2713  
**Toyer, Aurelia.**  
*Holt, Rinehart and Winston, Inc.*  
 Basic consumer information presented in easy story form with questions following each chapter. Attractive example of current publishing effort in adult education.
- MEASURE, CUT, AND SEW, 1966, 202pp. \$2.96.** 2714  
**Starks, Johnetta.**  
*Holt, Rinehart and Winston, Inc.*  
 Practical, step-by-step sewing guide explaining how to use patterns, how to sew the basic seams, etc. Clear type; well illustrated with drawings and diagrams. Full double-column pages may increase reading difficulty to some degree.
- CHILDREN'S SPENDING, 1955.** 2715  
**YOUR FOOD DOLLAR, 1960.**  
**YOUR SHOPPING DOLLAR, 1962.**  
**YOUR SHELTER DOLLAR, 1957.**  
**YOUR SAVINGS AND INVESTMENT DOLLAR, 1959.**  
**YOUR HOME FURNISHING DOLLAR, 1963.**  
**YOUR HEALTH AND RECREATION DOLLAR, 1961.**  
**YOUR EQUIPMENT DOLLAR, 1963.**  
**YOUR CLOTHING DOLLAR, 1959.**  
**YOUNG MODERNS, 1963.**  
**YOUR AUTOMOBILE DOLLAR, 1963.**  
**YOUR BUDGET, 1960.**  
*Household Finance Corporation*  
 Useful information. Filmstrips also available for one week period. Grades 7-8.
- TEN LITTLE CHILDREN SERIES.** 2716  
*Imagination, Inc.*  
 Highly recommended. Helpful leaflets with safety rules: bicycle riding, swimming, driving, smoking, etc. Used in school health programs but have high adult appeal. Good for parents to share with children. Grade level 4-6.
- IT'S WHAT'S INSIDE THAT COUNTS (Packaging).** 2717  
**IN YOUR INTERESTS (Credit costs).**  
*Industrial Union Department*
- MAKING THE MOST OF YOUR MONEY.** 2718  
*Institute of Life Insurance Educational Division*  
 A series of "lessons in consumer education for adults." Five stories about people with problems related to money. Teaching aids at the end of each story. Interesting reading; illustrated. Upper level readers.
- BABY CARE.** 2719  
*Instructional Materials Laboratories, Inc.*  
 Programmed course - 4 units of 2 sections each.

## **EMERGENCY FAMILY HANDBOOK.**

A valuable and comprehensive discussion of emergencies and how to handle them. Illustrated with diagrams and sketches. Teachers and upper level reader.

## **FIRST AID.**

Programmed Instruction for ten-hour course. Contact local American Red Cross Office for information.

## **FITNESS FOR THE FUTURE.**

A special course offered by the American Red Cross. Four sessions: Living Healthfully, Living Wisely, Living Safely, Living Leisurely. Ask about group leaders' manual and possibilities of a course.

**HOW TO COOK FOR YOUR FAMILY, 1965, unpagged. \$.70. 2720**

**Moore, Elisabeth.**

*Kalamazoo Public Library*

A cookbook written for the adult with limited reading ability. Contains recipes using surplus and inexpensive foods.

**WITH NEEDLE AND THREAD, 1966. \$.50. 2721**

**Howard, Ruth.**

*Kalamazoo Library System*

Practical mimeographed booklet which describes and illustrates four types of mending. Very easy reading level.

**SUNBURN, Booklet No. 7, 1966, unpagged. \$.25. 2722**

**Simpson, Dorothy.**

*Kalamazoo Public Library System.*

An illustrated booklet on the prevention and cure of sunburn. For the adult with limited reading ability.

**WORKING IN THE YARD, Booklet No. 4, 1966, 102pp. \$.80. 2723**

**Calloway, Ann.**

*Kalamazoo Public Library System*

A booklet on gardening for the adult with limited reading ability. Gives instructions for work to be done throughout the year.

**EATING IS FUN, 1958, 10pp. \$.30. 2724**

**Evenson, Beverly.**

*Koinonia Foundation*

A booklet written and illustrated as a class assignment. Advice on how to make eating fun for "small ones." Line drawings add a light touch.

**THE NEW ROAD TO HEALTH SERIES, 1963. 2725**

**Byrd, Oliver E. and others.**

*Laidlaw Brothers*

A well illustrated series of elementary text books on health. Titles include: First Steps to Health, Learning about Health, Habits for Health, and Growing in Health.

**A DOOR OPENS, 1963, 122pp. 2726**  
**Laubach, Frank D. and Hord, Pauline Jones.**  
*New Readers Press.*

A reader for adults that tells the story of the Hill Family. Consumer, health and job problems come up. Grade levels 4-5.

**THE FANNIE FARMER JUNIOR COOK BOOK, New and rev. ed. 1957, 179pp. \$3.95. 2727**  
**Perkins, Wilma Lord.**  
*Little, Brown & Co.*

Advice on how to measure, mix, cut and prepare food for cooking for the beginner. The recipes are arranged by categories such as soups, main dishes, and desserts. Ingredients and directions are presented in logical sequence. Useful as an introduction to cook books, but its value as a practical guide for the housewife is limited because of the small number of recipes included.

**YOUR HOME AND YOU, 1961, \$4.90. 2727-1**  
**Greer, Carlotta C. and Gibbs, Ellen P.**  
*Macmillan.*

A basic text, organized in five sections on personal development, foods, child guidance, grooming and clothing construction, and home management. Each chapter concludes with suggested class activities and questions for discussion.

**GET YOUR MONEY'S WORTH, 1965, 202 pp. 2728**  
**Toyer, Aurelia.**  
*McGraw-Hill*

In telling the story of Adam Johnson the problems of a consumer are covered. He moves to the city, needs to lease an apartment, buy furniture and other consumer goods. Grades 6-8.

**COOKING SERIES (Young America Filmstrips). \$32.50. 2729**  
*McGraw-Hill Book Co.*

Titles in the series are: Understanding cooking terms, Planning meals for nutrition, Buying foods wisely, Storing foods, Safety in the kitchen, Measuring accurately, Organizing and preparing meals, Serving meals attractively.

**HOW TO LOOK AND DRESS, 1959, 398pp. \$4.36. 2730**  
**Carson, Pyrta.**  
*McGraw-Hill*

A simply written, well illustrated book covering grooming, choosing and buying clothes, dressmaking and care of clothes.

**HOW YOU PLAN AND PREPARE MEALS, 1962, 562pp. \$5.60.**  
**Caron, Byrta and Ramee, MaRue Carson.**  
*McGraw-Hill*

Well written, easy to understand text on planning, preparing, and serving meals. Has many illustrations which will prove helpful to the student.

**YOUR MEALS AND YOUR MANNERS, n.d. 12pp. 2733**  
*Michigan State University*

A leaflet on table manners, table setting and serving.

- MONEY MANAGEMENT LIBRARY, 12 pamphlets, 1962. \$1.00.** 2734  
*Household Finance Corp.*
- The titles covered in this series are: Your budget, Children's spending, For young moderns, Your food dollar, Your clothing dollar, Your shelter dollar, Your home furnishings dollar, Your equipment dollar, Your shopping dollar, Your automobile dollar, Your health and recreation dollar, and Your savings and investment dollar.
- DO YOUR OWN MINOR HOME REPAIRS, 1966, 96pp. \$1.00.** 2735  
**Bricker, Frederick E.**  
*Editors and Engineers Ltd.*
- Detailed directions for simple home repairs. Drawings and description of tools and hardware with suggestions for buying. Uses term "householder," not "home-owner." Less crowded page layout than some volumes in series. Other useful titles in the series include Care and Repair of Your Small Home Appliances, and Do Your Own Electric Wiring, Modernizing and Repair. Technical terms, over-long paragraphs, place all on upper intermediate level. Grades 5-7.
- GOING TO HAVE A BABY? , 1958, 16pp.** 2736  
**Carnes, Marion.**  
*New Readers Press*
- This softcover book deals with the vocabulary and health of having a baby. Grade 3.
- EATING IS FUN, 1958, 10 pp.**  
**Eve nson, Beverly .**  
*New Readers Press*
- This book about nutrition is aimed at the mothers of young babies. Grade 3.
- WHY YOU NEED INSURANCE, 1963, 24pp.**  
**Gillespie, George and Wanyee, George.**  
*New Readers Press*
- Discusses fire, car, health and life insurance. Includes a glossary of insurance terms. Grade 4-5.
- GOOD MANNERS IN THE U.S.A. \$.30.** 2737  
*New Readers Press*
- This little booklet deals with what to say, how to act in various situations in the home and in public. It is particularly good for the culturally deprived native-born American and for the non-American who may not be used to the customs in the U.S. Could be of *some* use in Canada. Grades 3-6.
- WHY YOU NEED INSURANCE, 1959, 24pp. \$.30.** 2738  
**Gillespie, George.**  
*New Readers Press*
- Explains in simple terms the types of insurance and defines insurance terms.
- HOME ECONOMICS, Curriculum Bulletin, 1963, 169pp. \$1.75.** 2739  
*New York Board of Education*
- A course of study and syllabus which covers all the areas of home economics taught in the New York junior high schools. Includes food, clothing, child care, home care of the sick, and home accessories.
- HOME ECONOMICS: FOODS AND HOUSEHOLD CARE FOR YEARS 7-8-9, 1943, 71pp. \$.20.** 2740  
*New York Board of Education*
- A home economics program covering many aspects of homemaking such as nutrition, care of children, clothing and hospitality.



**LESSON PLAN MANUAL**, a series of lesson plans and worksheets on consumer education and student worksheets for Consumer Education lesson plans, Adult Basic Education. 1967, 103pp., MF-\$0.50 HC \$4.20. ED 022 126. 2740-1

*New York State Education Department*

This manual provides teachers with lesson plans in consumer education. Each lesson contains background material offering the teacher specific information on the subject of the lesson, development of understandings, student worksheets, and discussion questions to encourage student involvement. The ten lesson plans are--Buying on time, Retail installment contracts, Shopping for money, Getting more for your money, Banking services, Fraudulent selling, Shopping for clothing and food, Sales – discount and seasonal, and Landlord-tenant relationship. Emphasis has been placed upon the benefits derived from accurate information.

**HOW WE LIVE**, 1949, 1966, 152pp. \$2.64. 2741

Cass, Angelica W.

*Noble & Noble*

Beginning text and workbook for adults in the U.S., based on everyday vocabulary. Numbered sentences. Written for class use with references to the teacher, but could be used alone. Two sections on New York City and New York State. Grades 1-4.

**LIVE AND LEARN**, 1962, 158 pp. 2741-1

Cass, Angelica W.

*Noble and Noble*

The material's special value is that it is built up from the experiences and concerns of the lower socio-economic groups in urban settings. It uses a basic vocabulary of 600 words.

**A GUIDE TO HOUSEKEEPING**, 55pp. MF-\$0.25, HC-\$2.28. 2741-2

*North Carolina State Board of Education*

Instructions for cleaning every part of the house are given in outline form with pictures to illustrate procedures. For each job a list of supplies needed, step-by-step instructions and special tips are given. A plan for keeping a clean house includes lists of jobs to be done daily, weekly, and monthly. The section on home safety includes placement of furniture and upkeep of floors and rugs, lists of safe clothing for the housekeeper, instructions for the proper use of electrical appliances and safety precautions to be taken in the bathroom, in the kitchen, and with cleaning supplies and medicines.

**A WISE SHOPPER**, 1966, 26pp. 2742

*Ohio State University*

Format is very poor but the content is very useful. Definitely elementary level. The prime subject is food purchasing, with basic vocabulary and information. Grades 1-4.

**HOW TO BE A WISE CONSUMER**, 1959, 174 pp. 2743

Cass, Angelica.

*Oxford Book Co.*

Discusses the kinds of stores, following ads and the buying of food, clothing, furniture and household appliances. Lists consumer words. Grades 3 up.

**LET'S GO TO A SUPERMARKET**, 1958, 45pp. \$1.97. 2745

Goodspeed, J. M.

*Putnam*

A book for the beginning reader explaining the many aspects of a supermarket.

**FAMILY LIFE, 1967, 78pp. \$4.75.**

2746

**Prevo, Helen.**

*Frank E. Richards*

Simply written stories about a young couple dealing with such realistic family situations as apartment and job hunting, bringing up children, moving, and taking sewing lessons.

**FINDING OURSELVES, 1964, 42 pp.**

2747

**Cochran, Eileen.**

*Frank E. Richards*

Practical geography that includes highway map reading and traffic signs. Comprehension questions are based on the reading. Fine illustrations. Grade levels 4 and up.

**GETTING READY FOR PAY DAY, 1963.**

2747-1

**Hudson, Margaret and Weaver, Ann A.**

*Frank E. Richards*

Book 1 - Checking Accounts, 35 pp.

Book 2 - Savings Accounts, 31 pp.

Book 3 - Planning Ahead, 29 pp.

Practical illustrated worktexts dealing with the spending and saving of one's income. Grade level 2 plus.

**HAPPY HOUSEKEEPERS, 1964.**

2747-2

**Prevo, Helen R.**

*Frank E. Richards*

The story of two domestics. Suitable for females. Includes vocabulary and exercises. Grades 4 - 6.

**CANADIAN COOK BOOK, 1961, \$4.95.**

2747-3

**Pattinson, Nellie Lyle**

*Ryerson*

This basic cookbook contains, in addition to good recipes, excellent sections on planning and serving meals, treats for teens, regional dishes, large quantity recipes, and preservation of food. Excellent diagrams and illustrations.

**ARROW BOOK OF EASY COOKING (LET'S COOK WITHOUT COOKING), 1955, 80 pp. \$.50.**

2748

**Rudomin, Esther.**

*Scholastic Book Services*

Simply written. Gives complete instruction for preparing recipes which do not require cooking. Includes appetizers, soups, salads, desserts and party menus.

**HOW TO CARE FOR YOUR DOG, 1964, 64pp. \$.45.**

2749

**Bethell, Jean.**

*Scholastic Book Services*

Illustrated, easy-to-read book about the care and training of dogs.

**SEWING IS FUN, authorized abridgement, 1964, 63pp. \$.35.**

2750

**Paul, Edith.**

*Scholastic Book Services*

Simply written, illustrated introduction to sewing. Prepared under the supervision of the Education Department of the Singer Sewing Machine Company.

- THE CARE WE GIVE OUR CLOTHES, 1966, 94pp. \$1.65.** 2751  
**Hanson, Margret J.**  
*Steck-Vaughn*  
 Five chapters, each introduced by a story of the Ford family, followed by pertinent instructions on clothing care. Illustrated.
- HEALTH FOR HAPPINESS, 1966, 106pp. \$1.65.** 2752  
**Whaley, R. F.**  
*Steck-Vaughn*  
 A practical book covering everything from disease prevention and eating habits to mental health.
- NEW FABRICS, NEW CLOTHES AND YOU, 1966, 92pp. \$1.25.** 2753  
**Butman, Grace A.**  
*Steck-Vaughn*  
 Simply written book about fabrics of all kinds and their care. Also contains material on the selecting and purchasing of clothing.
- WE ARE WHAT WE EAT, 1966, 101pp. \$.96.** 2754  
**Spitze, Hazel Taylor and Rotz, Patricia H.**  
*Steck-Vaughn*  
 Family-centered, beginning reading exercises which are adult in format, style, and interest level. Clear print and illustrations.
- FOOD BUYING GUIDE AND RECIPES FOR THE PROJECT HEAD START CENTERS FEEDING PROGRAM, 1965, 49pp.** 2755  
*U.S. Economic Opportunity Office*  
 Information for figuring food quantities needed, sizes of servings, and suggested recipes for breakfast, lunch, and snacks at Head Start centers.
- WONDERS OF THE HUMAN BODY, 1954, 125pp. \$3.00** 2756  
**Ravielli, Anthony.**  
*Viking*  
 This effectively illustrated children's book describes the human body and how it functions. The skeletal structure, the muscles, the central nervous system, brain, heart, lungs, and digestive system are explained.
- MAMA'S BANK ACCOUNT, 1943, 204pp. Harcourt \$2.50, large type ed., 204pp. \$4.95.** 2757  
**Forbes, Kathryn.**  
*Franklin Watts Inc.*  
 A well-known story of a Norwegian family, with a resourceful mother as the central character. Easy reading, with appeal for all ages.
- FIRE PREVENTION, 1965, 71pp. \$2.65.** 2758  
**Wilson, Dorothy.**  
*Franklin Watts Inc.*  
 A practical book with chapters on all aspects of fire prevention and safety, told in simple, adult language.

**THE FIRST BOOK OF HOW TO MAKE A SPEECH, 1963, 49pp. \$2.65.**

2759

**Powers, David Guy.**

*Franklin Watts, Inc.*

Straightforward advice on how to prepare and deliver a speech with special tips on how to appear relaxed and poised before an audience. Published as part of a well-known series for children, this book can be used with the upper intermediate adult reader.

## PARENT AND MOTHER EDUCATION

- BABY CARE IS A FAMILY AFFAIR** 2800  
*The American National Red Cross*  
Simple leaflet telling about Red Cross course in mother and baby care. Low level reader.
- CHILD MANAGEMENT, A PROGRAM FOR PARENTS, 1966, 93pp. \$2.50 paperbound.** 2801  
**Smith, Judith M. and Smith, Donald E.P.**  
*Ann Arbor Publishers*  
A self instruction book for parents and others who deal with children, teaching ways of handling various problems of child management.
- ADVENTURE TO MOTHERHOOD, 1960, unpagged. \$2.95** 2802  
**Offen, J. Allan.**  
*Audio Visual Education Company of America, Inc.*  
Subtitled: The picture-story of pregnancy and childbirth. Written by a teacher of obstetrics and gynecology.
- WISDOM WITH CHILDREN, 1965, 529pp. \$8.95.** 2803  
**Kugelmass, I. Newton.**  
*John Day*  
A comprehensive child care guide covering all ages from infancy through adolescence.
- HELPING YOUR CHILD DEVELOP HIS POTENTIALITIES, 1965, 256pp. \$5.50.** 2804  
**Strang, Ruth.**  
*Dutton*  
Written to advise parents and teachers how best to help children in their physical, mental, educational, vocational, and spiritual development.
- A PARENT'S GUIDE TO THE NEW MATHEMATICS, 1964, 180pp. \$4.95.** 2805  
**Sharp, Evelyn.**  
*Dutton*  
A clearly written explanation of the "new math."
- STEP A LITTLE HIGHER, 20 minutes, color-sound.** 2806  
*Edward Feil Productions*  
A film probing the thoughts and inner feeling of men who have never learned to read well.
- TO TOUCH A CHILD**  
*Edward Feil Productions*  
An excellent film showing the importance of bringing help through education to adults and through them, to their children. Presents the idea and service of the community school.
- HELPING YOUR CHILD WITH READING, 1956, 24pp. \$25.** 2807  
**Dolch, E.W.**  
*Garrard Press*  
What a parent can do to develop reading readiness, and to help his child to become a progressively better reader.

**A BABY IS BORN: THE PICTURE STORY OF A BABY FROM CONCEPTION THROUGH BIRTH, 3rd ed 1964, 63pp. \$3.95** 2808  
*Grosset*

A simply presented yet complete description of the processes that take place from the time a baby is conceived until its birth. Each stage of the baby's development is clearly shown through excellent illustrations. Basic facts about birth that can be understood by new readers.

**BABY CARE (Rev. by Betty Cleland) 1966, 21pp. paper \$5.00.** 2809  
**Wingerson, E. Lane.**  
*Kalamazoo Library System*

A simply written, excellent stapled pamphlet on baby care for beginning adult readers.

**GOING TO HAVE A BABY? , 1958, 16pp. \$30.** 2810  
**Carnes, Marion.**  
*Koinonia Foundation*

Pamphlet written for the near-illiterate mother-to-be.

**HERE ARE SOME WAYS TO MAKE EATING FUN FOR YOUR SMALL ONE, 1958, 10pp.** 2811  
**Evenson, Beverly.**  
*Koinonia Foundation*

A simply written and illustrated booklet for the beginning adult reader, prepared as a class assignment.

**CHILD CARE SERIES (Young America Filmstrips). \$15.00** 2812  
*McGraw-Hill*

Titles in the series are: Keeping children happy, Getting acquainted, Special daytime problems, and Keeping children safe.

**INFANT CARE SERIES (Young America Filmstrips). \$22.50** 2813  
*McGraw-Hill*

Titles in this series are: Bathing the baby, Preparing the formula, Feeding the baby, Selecting children's clothing, Selecting children's toys and Teaching desirable habits.

**HOW TO BE A SUCCESSFUL MOTHER, 1965, 223pp. \$4.50.** 2814  
**Featheringill, Eve.**  
*Morrow*

Written especially for the mother of more than one child, this book contains much helpful advice.

**CHILD TRAINING SERIES (Filmstrips). \$28.50.** 2815  
**Canada. Department of National Health and Welfare. Mental Health Division.**  
*Stanbow Productions*

Titles in this series are: Preparing your child for school, Preparing your child for medical and dental care, Learning to read, Destructiveness, Fear, and Feeding habits.

**HELPING YOUR CHILDREN, 1966, 103pp. \$1.65** 2816  
**O'Connor, Grace.**  
*Steck-Vaughn*

A simple, practical, but somewhat sketchy guide for mothers. Some chapters are written in story form while others use a direct approach. Illustrated, elementary.

**BABIES LOOK AND LEARN (PA-714); TALK WITH BABY (PA-716); BABIES TOUCH, TASTE, AND LEARN (PA-711); PLAY GAMES WITH BABY (PA-710), March 1966, 8pp.pa.** 2817  
*U.S. Department of Agriculture*

Illustrated, large-print pamphlets on baby care, intended as a guide for parents. Grades 1-4.

**WHEN YOUR BABY IS ON THE WAY, 1961, unpagged. \$.15.** 2818  
**YOUR BABY'S FIRST YEAR, 1962, unpagged. \$.15.**  
**YOUR CHILD FROM 1 to 3, 1964, unpagged. \$.20.**  
*U.S. Children's Bureau*

Attractive, sensible picture leaflets covering many aspects of childbirth and baby care. Quick and easy reading for adult beginners.

**INFANT CARE, 1963, 108pp. \$.20.** 2819  
*U.S. Children's Bureau*

Very full, sensible, clearly written information on infant care from birth to the age of one year. Covers all the routines plus special problems and diseases.

**YOUR CHILD FROM 1 TO 6, Publication No. 30-1962, reprinted 1964, 97pp. \$.20.** 2820  
*U.S. Children's Bureau*

Explains how a child grows during the ages from 1 to 6, physically, emotionally and mentally, and how the parent can help him.

**INFANT CARE, Publication No. 8-1963, reprinted 1965, 108pp. \$.20.** 2821  
*U.S. Children's Bureau*

A completely new edition of a pamphlet covering all aspects of caring for a baby during his first year.

**TALK WITH BABY, 1966, unpagged.** 2822  
*U.S. Home Economics Division*

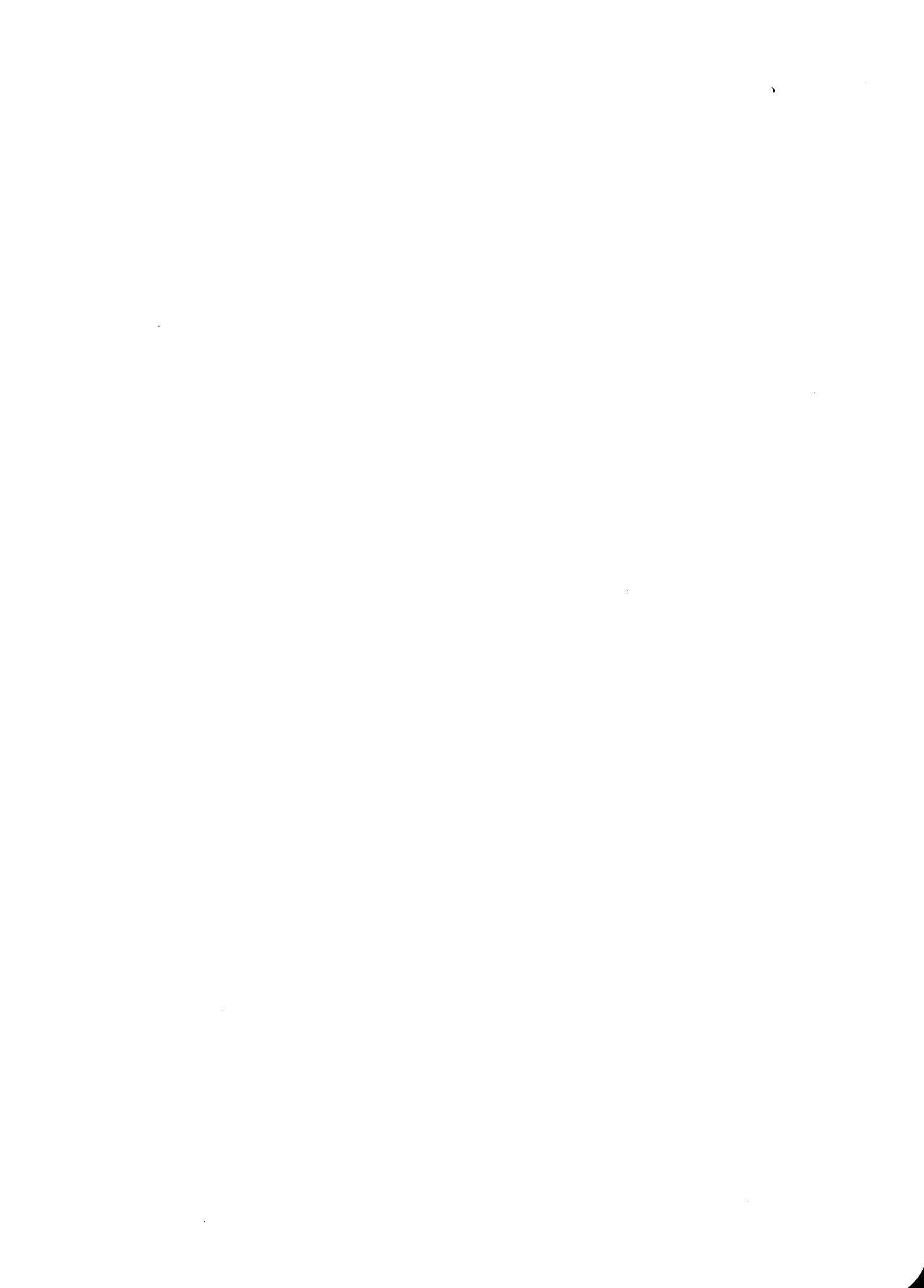
An illustrated leaflet with a very brief text, telling parents how to talk with a baby during his first year.

**ESCAPE FROM FEAR. Comic book style. Upper level readers.** 2823  
**BIRTH CONTROL FACTS FOR FAMILIES.**  
**FOR MEN ONLY (Amusing, cartoon style).**  
**PLAN YOUR CHILDREN.**  
**WORLD POPULATION**

Simply written leaflets that present the ideas of the joy of children and the benefits of choice and planning for families. Beginning levels.

**TEENAGERS: MARRIAGE, BABIES**

Wholesome approach, helpful ideas for planning one's life. Highly recommended for the young adult and for parents of growing children. All levels.





## PERSONAL AND SOCIAL ADJUSTMENT

**YOUR HOME AND YOU: Workbook, 1960, 128pp. \$1.96. 2900**

**Greer, C.C. and Gibbs, E.P.**

*Allyn and Bacon*

A workbook to be used with the text "Your Home and You". Covers food and nutrition, child care, personal care, and the teen-agers place in the family.

**YOUR HOME AND YOU, 1960, 504pp. \$5.40. 2901**

**Greer, C. and Gibbs, P.**

*Allyn and Bacon*

A textbook on home and family living including material on food preparation, child care, personal appearance and getting along with others.

**YOUR HOME AND YOU: Teacher's Manual, 1962, 30pp. \$20. 2902**

**Greer, C. and Gibbs, P.**

*Allyn and Bacon*

To be used with Your Home and You, the textbook by the same authors.

**BECOMING THE COMPLETE ADULT, 1962, 222pp. \$4.50. 2903**

**Doniger, Simon, ed.**

*Association Press*

A collection of writings to help the individual to become mature physically, mentally and spiritually.

**YOU AND YOUR WORLD, 1964, 118 pp. 2904**

**Bolinger, Willeta R.**

*Fearon Publishers, Inc.*

A softcover worktext that helps the student to understand more about himself, his family, neighborhood, school, city, county, state, country, continent and world. Designed for teenagers, some parts of the book should be omitted. Grade level 2 and up.

**ACCENT EDUCATION TITLES 2905**

**YOU AND THEY, 24pp.**

**YOU ARE HEREDITY AND ENVIRONMENT, 22pp.**

**TAKING STOCK, 22pp.**

**YOU AND YOUR NEEDS, 23pp.**

**INSTRUCTOR'S GUIDE, each title.**

**Dare, B. and Wolfe, E.J.**

*Follet Publishing Co.*

Soft cover books that encourage discussion. A worktext in social skills. Grade levels 3-4.

**TAKING STOCK, 1966, 23pp. \$.69. 2906**

**Dare, B.F. and Wolfe, E.J.**

*Follett Publishing Co.*

A simply written booklet of readings and exercises based on good and bad character traits. One of the Accent/Personality Series.

- YOU ARE HEREDITY AND ENVIRONMENT, 1965, 22pp. \$.69.** 2907  
**Dare, B.F. and Wolfe, E.J.**  
*Follett Publishing Co.*  
 A simply written booklet of readings and exercises based on heredity and environment. One of the Accent/Personality Series.
- YOU AND THEY, 24pp; YOU ARE HEREDITY AND ENVIRONMENT, 22pp. 1965, \$.69 each.** 2908  
**Dare, Beatrice F. and Edward J. Wolfe.**  
*Follett Publishing Co.*  
 Workbooks to be used with a teacher or tutor. Entirely adult approach and illustrations. Discussion questions, reading and exercises, and useful material on personality. First page, addressed to learner, emphasizes work with the teacher. Grades 5-7.
- YOU AND THEY, 1965, 24pp. \$.69.** 2909  
**Dare, B.F. and Wolfe, E.J.**  
*Follett Publishing Co.*  
 A simply written booklet of readings and exercises based on the differing abilities, interests, and personalities of individuals. One of the Accent/Personality Series.
- ARE YOU MISUNDERSTOOD? , 1965, 211pp. \$3.95.** 2910  
**Logan, Harlan and Blochman, L.C.**  
*Funk and Wagnalls*  
 Explains that being misunderstood in school, in business, in love, in marriage, and in life is often due to communication failures, and gives suggestions for correcting these failures.
- SOME WAYS TO MAKE YOUR HOME SAFE Booklet 6, 1966, 13pp. \$.30.** 2911  
**Simpson, Dorothy**  
*Kalamazoo Library System*  
 One of a series written for the adult with limited reading ability. Contains suggestions for keeping one's home and children safe.
- THE HAPPY FAMILY, 1938, 319pp. \$4.95, textbook ed., \$3.50.** 2912  
**Levy, John and Munroe, Ruth.**  
*Knopf*  
 Advice on maintaining a happy home and family life.
- GATEWAY ENGLISH, 1966.** 2913  
*Macmillan*  
 Coping.  
 Who Am I?  
 A Family is a Way of Feeling.  
 Stories in Song and Verse.  
 Designed for the educationally disadvantaged, these stories deal with problems relevant to those living in urban problem areas. Grades 7-8.
- GETTING ALONG WITH OTHERS SERIES (Young America Filmstrips) \$33.00.** 2914  
*McGraw-Hill*  
 Titles in the series are: Personal relationships, Table manners, You're on a trip, Personal appearance, School functions, and You're in public.

**THE SKYLINE SERIES, 1965. \$1.80 each.** 2915  
**Brown, Virginia and others.**  
*McGraw-Hill*

Book A WATCH OUT FOR C, 91pp.  
Book B THE HIDDEN LOOKOUT, 92pp.  
Book C WHO CARES! , 91pp.

Teacher's Manual, \$1.00 each.

Colorful series of school readers developed in the St. Louis schools and dealing with the daily experiences of city children – human problems with social implications. Definitely children's books but with great potential for new-reader parents to use with their children.

**YOU, 1966, 200pp.** 2916  
**Trenkle, Clare.**  
*McGraw-Hill*

The first of a series of hard cover social adjustment books for teenagers. Many illustrations. The correlated You Workbook has exercises and vocabulary drill. While the primary purpose of the book and the workbook emphasizes social adjustment, the language arts skills receive secondary emphasis.

**BE INFORMED SERIES, 1968.** 2916-1  
*New Readers Press*

A series of seven subjects each consisting of five parts. Simply written, this series is designed for social orientation for persons not familiar with some of the everyday aspects of urban living.

**SOME RESOURCES FOR FAMILY LIFE EDUCATION. Curriculum Research report, 1963, 84pp.** 2917  
**\$1.00**  
*New York Board of Education*

Lists of New York community agencies which function in family life education. Also lists of professional organizations in this field and suggested reading materials, films and filmstrips.

**TEACHING SOCIAL LIVING SKILLS; Adult Basic Education, a teacher's manual, 1968, 23pp., MF-\$0.25**  
**HC-\$1.00. ED 022 135.** 2917-1  
**Safran, Herbert**  
*New York State Education Department.*

A variety of methods in instructing adults is presented in this teacher's manual, which also mentions the availability of packets of instructional materials and lists the subject areas covered. To this is added comments on the background material for the adult teacher, and on the importance of aims, motivation, and development in lesson plans for adults. The book also contains detailed information on how to present lessons using buzz-groups, round robins, anecdotal stories, audiovisual aids, photocopying, filmstrips, flipcharts, and problem-solving techniques. In conclusion, it points out the advantages to be gained by adults who are successfully taught to become better members of society.

**BLUE-COLLAR MARRIAGE, 1964, 395pp. \$5.95.** 2918  
**Komarovsky, Mirra.**  
*Random House*

A study of working class marriage based on case studies. A number of in depth interviews were conducted with both husbands and wives.



## OCCUPATION ORIENTATION

**HOW TO GET A JOB, 1966.** 3000  
Educational Design, Inc.  
*Addison-Wesley Publishing Co.*

This is a role-playing book that provides situations dealing with interviews for a job.

**HOW YOU CAN GET A BETTER JOB, 4th ed. rev., 1964, 181pp. \$2.95.** 3001  
Lasher, Willard K.  
*American Technical Society*

Simply written book explaining ways to find a job, qualities needed for success, and mistakes to be avoided.

**MAKING A GOOD LIVING.** 3002  
*Arthur C. Croft Co.*

This volume is the second one in the Family Life Series. It has the same advantages and disadvantages as the first booklet. Its level is generally that of the second grade child. The material is definitely adult. Grades 1-2.

**FACT-FINDING IN VOCATIONAL EDUCATION; 1964, 24pp. Free.** 3003  
*Florida State Department of Education*

Subtitled: "A handbook for conducting vocational surveys."

**YOU AND YOUR OCCUPATION, 1966, 30pp. \$.69.** 3004  
Dare, B. F. and Wolfe, E.J.  
*Follett Publishing Co.*

Readings and exercises on topics relating to jobs, the various kinds, the qualifications and benefits. Simply written for the adult beginner. One of the Accent/World of Work series.

**YOU AND THEY; GETTING THAT JOB; PAYCHECK; RETAIL SALESCLERK – YARDGOODS; 1965-67. \$.69 each; Instructor's Book, \$1.50.** 3005  
Dare, B.F. and Wolfe, E.J.  
*Follett Publishing Co.*

This series, of which the above are examples, is designed to develop understanding of self and others, to show how mathematical and communication skills are used on a specific job and to give general information for an employee in any kind of job. The workbooks are divided into lessons with exercises and word study, and an instructor's book accompanies each.

**HOW TO GET ALONG ON THE JOB, 1966, 133pp.** 3006  
Cooper, W.M. and Ewing, V.C.  
*Holt, Rinehart and Winston, Inc.*

One of the Holt Basic Education, First Series books, written on the zero through fourth grade level. Illustrates right and wrong ways to get along at work by means of stories about job situations.

**STEP UP YOUR READING POWER, BOOK A, 1966.** 3007  
Olson, Jim.  
*McGraw-Hill*

Book is written at the third and fourth grade reading levels, according to the label on the front cover of the book. Short reading selections about hygiene, job-hunting, and other important subjects are followed by comprehension questions.

- WHAT JOB FOR ME? SERIES, 1966-1967. \$1.20 each.** 3008  
*McGraw-Hill*
- Attractive series of illustrated pamphlets designed to help young people find out about jobs and the world of work. Written in an up-to-date, youthful vernacular and story form, occupations described are realistic for the limited reader. Titles in the series include Carmen the Beautician, Joe the Retail Salesman, Ginny the Office Assistant.
- A DOOR OPENS, \$1.25.** 3009  
**Hord, P. and Laubach, F.**  
*New Readers Press*
- Twenty true-to-life stories of the Hill family. Careful control of vocabulary and sentence structure. Grades 3-6.
- HOW TO FIND A JOB, 1959, 24pp. \$.30.** 3010  
**Francis, R. and Iftikhar, S.**  
*New Readers Press*
- Clearly written instructions on where to look for a job, how to apply, and how to fill out an application form.
- RESOURCE UNITS IN THE TEACHING OF OCCUPATIONS, 1956, 149pp. \$.75.** 3011  
*New York City Board of Education*
- These units grew out of an experiment in guidance of Puerto Rican teenagers many of whom were below standard in oral and written communication in English.
- YOUR FAMILY AND YOUR JOB, 1966, 71pp.** 3012  
**Cass, A. W.**  
*Noble and Noble*
- Reading selections deal with shopping and family life situations. Develops comprehension and vocabulary. Grade levels 3-4.
- HOW WE LIVE, Sections on Health and Safety.**
- Reading selections deal with shopping and family life situations. Develops comprehension and vocabulary. Grade levels 3-4.
- UNEMPLOYED UGLIES, 1966, unpagged.** 3013  
**Howard, R. D.**  
*Oxford Book Co.*
- A course on what not to do on the job. This is a book for the teacher, with twenty cartoons to display to the class. The cartoons evoke class discussion. All levels.
- FOUNDATIONS OF CITIZENSHIP, Adult edition rev. 1966, 119pp. \$2.00** 3014  
**Shawn, Bernard.**  
*Frank E. Richards*
- Although fairly difficult for the beginning reader, subjects such as finding a job, budgeting, social conduct, and the questions and word lists emphasizing citizenship make this valuable to the adult.

**THE GETTING ALONG SERIES OF SKILL-WORKBOOKS.**

**3015**

**Mooney, Thomas J.**

*Frank A. Richards,*

Volume 1 – After School is Out

Volume 2 – Al Looks For a Job, 61pp.

Volume 3 – A Job at Last, 61pp.

Volume 4 – Money in the Pocket, 62pp.

Volume 5 – From Tires to Teeth, 69pp.

These softcover workbooks dealing with the world of work all have reading selections and questions based on the reading selections and questions based on the reading. Thus they may be readily used in Communication Skills classes as well as for class discussion. Volume 4 correlates arithmetic problems with concepts of time, salaries, deductions and cost. Grade level 4 and up.

**I WANT A JOB, 1964, 36pp. \$1.20.**

**3016**

**Hudson, M. W. and Weaver, A.A.**

*Frank E. Richards*

A workbook giving step-by-step detailed instructions for the high-school student preparing to apply for a job. Very thorough. Although directed definitely towards the teenager, an adult would find it valuable in helping to prepare for a job interview. The sequel, *On the Job*, discusses what is expected of the individual in the job situation. Grades 5-7.

**ON THE JOB, 1965, 34pp.**

**3017**

**Hudson, M. W. and Weaver, A.A.**

*Frank E. Richards,*

This softcover worktext is a sequel to *I Want a Job*. It deals with getting ready for work, grooming, doing and knowing how to do a good job, and keeping safe. May be used as a reader or for class discussion. Grade levels 3 and up.

**NEW ROCHESTER OCCUPATIONAL READING SERIES, 1965.**

**3019**

**Goldberg, H. R. and Brumber, W.T.**

*Science Research Associates*

The textbook for the series, *The Job Ahead*, is available at three difficulty levels, ranging from very easy to intermediate grade level difficulty. Workbooks are available at each level. A Teacher's Manual provides lesson plans and word lists for each level of difficulty. The exercises include vocabulary development, word study, comprehension questions, phonics skills, practical mathematics, questions to personal guidance, and other information essential to the adult, e.g. job interviewing and completing income tax forms.

**JOE WHEELER FINDS A JOB AND LEARNS ABOUT SOCIAL SECURITY, 1964, 23pp.**

**3020**

*U.S. Government Printing Office*

Joe Wheeler learns about old-age retirement, disability benefits and survivors' benefits. There are comprehension exercises dealing with the material. Grade 3 and above.





## SPECIFIC OCCUPATIONS

**THE CORRECT WAITRESS, 1952, 58pp. \$1.25** **3100**  
**Dietz, Susan M.**  
*Ahrens Book Co*

Complete instructions on the duties of a waitress together with a discussion of the reasons for and the fundamentals of good service.

**THE WAITER AND HIS PUBLIC 1959, 109pp. \$1.60** **3101**  
**Lefler, Janet and others**  
*Ahrens Book Co.*

A handbook with complete instructions for the waiter's service and relations with guests and staff in restaurants and hotels.

**MAKE UP YOUR OWN MIND, 1964, 119pp. \$1.00** **3102**  
*American Institute of Discussion*

Contains 125 editorials from 61 newspapers which may be read and discussed.

**AUSTIN OF THE AIR FORCE, 1962, 142pp. \$2.95.** **3103**  
**Senseney, Dan**  
*Doubleday*

A simply written story of two young men in the Air Force.

**NURSE IN TRAINING, 1965, 144pp. \$2.95** **3104**  
**Laklan, Carli**  
*Doubleday*

Simply written story about a student nurse.

**THE DELSO SISTERS, BEAUTICIANS; MARIE PERRONE, PRACTICAL NURSE; THE MILLERS AND WILLIE B.; BUTCHER, BAKER, CHEF; JOHN LEVERON, AUTO MECHANIC, 1965, 96pp. each. \$1.23 each; Teacher's Guide \$.75.** **3105**  
**Lerner, Lillian and Moller, M.**  
*Follett Publishing Co.*

These workbooks, prepared by reading consultants in New York City Public Schools, are a combination of basic vocational information, how-to-do-it material, and reading skills development. Vocabulary and story content aimed at high school age student. Comprehension checks, technical glossaries and illustrations.

**WHAT JOB FOR ME? Series of vocational Guidance Booklets, 1966.** **3106**  
*McGraw-Hill*

Charley the TV Serviceman, 48pp.  
 John, Second Best Cook in Town, 48pp.  
 Frank the Vending Machine Repairman, 48pp.  
 Carmen the Beautician, 48pp.  
 Nick the Waiter, 48pp.  
 Ginny the Office Assistant, 48pp.  
 Pete the Service Station Attendant, 48pp.  
 Judy the Waitress, 48pp.  
 Joe the Salesman, 48pp.  
 Timo the Draftsman, 48pp.  
 Phil the File Clerk, 48pp.

Fictionalized short stories about people in various jobs written in a style designed to appeal to young adults but conceivably good for older adults. In the process of telling a story the booklet describe the various jobs. Sound filmstrips are available that show and explain what is involved in various kinds of work. Grade 4 level.

**WE WORK IN THE FOOD TRADES, 103pp. \$.75. 3107**  
*New York (City) Board of Education*

A series of stories about work in restaurants written to help develop reading skill as well as to give vocational guidance.

**EDUCATIONAL AND VOCATIONAL GOALS FOR RURAL YOUTH IN NORTH CAROLINA, 1965, 40pp. Free. 3108**  
*North Carolina Agricultural Experiment Station*

A statewide study of attitudes and plans of rural youth in North Carolina in the fields of education and vocations. Conducted in cooperation with the Home Economics Department of the University of North Carolina at Greensboro.

**FUNDAMENTALS OF OXY-ACETYLENE AND ARC WELDING, 1965. 3108-1**  
**Tuttle, Charles A.**  
*Pitman*

This book is an excellent reference for students in vocational, occupational, or trade training. It presents the basic skills and techniques of Oxy-acetylene and arc welding, and where necessary the related sciences and technologies are introduced.

**A MANUAL OF SIMPLE NURSING PROCEDURES, 3d. ed. 1961, 131pp. \$3.25. 3109**  
**Leake, Mary J.**  
*Saunders*

This helpful manual for nursing personnel on any level is adaptable to home situations. Procedures, arranged in logical sequence, are brief, concise and well illustrated with drawing and diagrams.

**A MANUAL OF SIMPLE NURSING PROCEDURES, 3d. ed. 1961, 131pp. \$2.25. 3110**  
**Leake, Mary J.**  
*Saunders*

Simply written, detailed procedures for training nursing assistants. Also useful for those doing home nursing.

**THEY WORK AND SERVE, 1967, 151pp. \$1.65. 3111**  
**Knott, Bill.**  
*Steck-Vaughn*

Eleven imaginative stories describing such jobs as that of mechanic, truck driver, nurse's aide, policeman, and waitress. Clear style with short sentences and realistic dialogue. Attractive format.

**THE HOMEMAKER'S ASSISTANT: A SUGGESTED TRAINING PROGRAM, 1964, 14pp. \$.20. 3112**  
*U.S. Office of Education*

A suggested training plan to teach women to serve as homemaker's assistants. Consists of six units, with suggestions for the teacher of the course.

**HOTEL AND MOTEL HOUSEKEEPING AIDE: A SUGGESTED TRAINING PROGRAM, 1964, 11pp.**  
**\$.20.** 3113  
*U.S. Office of Education*

A detailed outline of a program to train hotel and motel workers. Divided into four units for a recommended 60 hour course.



## MECHANICS

**INTRODUCTION TO MECHANICAL DRAWING, 1963, 78pp. \$2.00** 3200  
**Harman, Earl W.**  
*Allyn and Bacon*

A book for the young person or adult who is taking shop work for the first time. Will give a foundation in mechanical drawing.

**HOW TO CUSTOMIZE RODS, 1963, 110pp. \$2.50.** 3201  
**Barris, George and Thoms, W.**  
*Arco*

Step-by-step illustrated instructions on customizing a car.

**MR. BELL INVENTS THE TELEPHONE, 1952, 83pp.** 3202  
**Shippen, Katherine B.**  
*Bell Systems*

Brief retelling of part of a Random House Landmark Book by a well-known children's author. An attractive biography of Bell's adult life, written at an elementary reading level. Illustrated. Grades 1-4.

**YOUTH AT THE WHEEL, 1965.** 3202-1  
**Glenn, Harold T.**  
*Chas. A. Bennett Co. Inc.*

A book to attract youth, which provides excellent information on defensive driving procedures.

**DRIVING THE EASY WAY, rev. ed. 1965, 378pp. \$1.49.** 3203  
**Forrest, Lester B.**  
*Cambridge Publishers*

A simply written self-instruction driving text. Illustrated.

**UNDERSTANDING THE AUTOMOBILE, 1965, 85pp. \$1.50** 3204  
**Beck, John H.**  
*Follett Publishing Co.*

An explanation of how an automobile works, with an illustrated section of each of the nine basic systems of operation and a summary.

**ABC'S OF HAND TOOLS; THEIR CORRECT USAGE AND CARE, 1945, 47pp. Free.** 3205  
*General Motors Corp.*

A detailed, illustrated book of instruction on the care and usage of all types of hand tools.

**A POWER PRIMER: AN INTRODUCTION TO THE INTERNAL COMBUSTION ENGINE, 1955, 101pp.**  
**Free.** 3206  
*General Motors Corp*

A semitechnical pamphlet explaining basic physics. Well-illustrated with drawings and diagrams. Upper intermediate level, a little more difficult than ABC's of Hand Tools. Grades 5-7.

- WHAT MAKES A CAR GO? , 1963, 43pp. \$2.95.** 3207  
**Corbett, Scott.**  
*Little, Brown & Co.*  
 A children's book useful for its clear illustration and simple text on how the transmission, gears, clutch, and brakes of a car work. On beginning reading level.
- DRIVER AND TRAFFIC SAFETY, 1966.** 3207-1  
**Aaron, James E and Strassir, Marland K.**  
*Macmillan*  
 The organization is specifically keyed by proceeding from general principles to specific content and methods. The book draws upon the latest educational research in behavioral, physical, and biological sciences, as well as present day philosophy and trends in driver education.
- AUTOMOBILE MECHANICS FOR VOCATIONAL HIGH SCHOOLS, 1949, 187pp. \$.75.** 3208  
*New York City Board of Education*  
 A syllabus for teaching automobile mechanics. Covers the course of instruction, shop management, safety instruction, methods of instruction and occupational information.
- AUTOMOBILES: HOW THEY WORK, 1966, 95pp. \$2.86.** 3209  
**Yerkow, Charles,**  
*Putnam*  
 Describes the workings of a car in detail with excellent photographs and drawings. Includes material on safe driving. A children's book but adult format and interest.
- AUTO DYNAMICS AND WHAT THEY MEAN TO YOU, 1965, 80pp. \$.60.** 3210  
**Stone, Alfred R.**  
*Steck-Vaughn*  
 A workbook explaining the forces which cause automobile accidents and the damage and injuries accompanying them. Each force illustrated and each explanatory sentence is followed by a question for the student to answer.
- EXPLORING THE INDUSTRIES, 1953, 156pp.** 3211  
**Groneman, Chris H.**  
*The Steck Co.*  
 Subtitled: "A worktext for the general shop and laboratory of industries." Covers a variety of topics including drawing and planning, woods, bench metal, forging, sheet metal, art metal and electricity. Tests are included.
- INDUSTRIAL ARTS DRAWING, 1958, 192pp. \$1.28.** 3212  
**Glazener, Everett.**  
*The Steck Co.*  
 Subtitled: "A worktext for beginners in drafting." A basic course in drafting planned for school groups or for adult beginners. Tests are provided for each section covered.
- MODERN METALWORK, 1954, 156pp. \$1.20.** 3213  
**Glazener, E.**  
*The Steck Co.*  
 Subtitled, "A worktext for the first year of metalworking." Covers all aspects of metalworking. Tests on the various sections are included.

## A-V AIDS: MACHINES

**LISTEN AND LEARN WITH PHONICS. \$12.50 per set. 3300**

**Watson, Dorothy T.**

*Americana Interstate Corp.*

An audio-visual course in phonics, consisting of a large spiral bound word chart, 3 phonograph records, Listen and learn phonic word books, 1,2,3, and 4, materials for educational games (letter strips and the word-turn-a-word phonic game), instruction booklet for the teacher, directions for playing educational games, and teacher's handbook of assignments and tests, part 1 and 2.

**LANGUAGE MASTER. Machine \$250.00; Headset, \$23.50; Instruction tapes, \$35.00 each. 3301**

*Bell and Howell*

An audio instructional device using cards which include a taped instructor's voice and a tape for recording the student's voice so the pronunciations may be compared. May be used for self-instruction. Series of tapes cover the following: Phonics, Word learning pictures, English development, Vocabulary builders, and Sounds of English.

**RAPID READING KIT. \$19.95 3302**

*Better Reading Program*

This kit includes a Visualizer (a near-point tachistoscope) and other materials including practice slides, blank slides, progress record booklet, reading skills lesson book, reader rater (books one and two) and an improvement guide. Discount rates for quantity orders are given.

**ALPHABET PICTURE FLASH CARDS, 1957. 3303**

*Milton Bradley Co.*

A series of flash cards of the letters of the alphabet each illustrated with a colored picture. On the reverse side of each card are printed words for additional drill. A series of cards with letters only is also included.

**SOUND WAY TO EASY READING, 1963. 3 charts and records, \$25.00. 3304**

*Bremner-Davis Phonics*

A system using records and self-quizzing phonics cards to help poor readers to improve.

**CRAIG READER. Machine, \$199.50, Craig Reading Program B, \$76.00; C1, \$32.00; C2, \$30.00; C3 \$35.00 3305**

*Craig Research, Inc.*

A teaching machine designed to teach both speed and comprehension in reading. May be used for self-instruction. The program slides which accompany it include general instructional material, practice slides and training films. Instructor's manual and students workbooks are included in each reading program.

**BEGINNING SIGHT VOCABULARY. 945 frames, 105 lessons \$174.65. 3305-1**

**Esbensen & others**

*E-Z Sort Systems, Ltd.*

A programmed beginning sight vocabulary teaching system. This has enough mechanical use to keep student interested. Operates through the use of edge-punched cards.

**STEPS TO MASTERY OF WORDS, 1950-55. \$28.80 for set. 3306**

**Fillmore, Nadine**

*Educational Service, Inc*

The set consists of six spelling and phonics books for the student each containing a sound chart, a teacher's guide book to accompany each of the student's books, and five 78 RPM records containing 10 lessons on teaching the sounds.

**CYCLO-TEACHER LEARNING AID MACHINE. \$69.95 (includes the machine, 276 wheels, 300 answer wheels, manual, achievement record and cards). 3307**

*Field Enterprises Educational Corp.*

May be used for self-instruction and covers the areas of mathematics, language arts, social studies and science, at both the elementary and advanced levels.

**HONOR PUSH-BUTTON TEACHING MACHINE. \$15.00 (includes the machine, 2 batteries, introductory roll, and instruction booklet). Subject rolls containing 200 frames, \$2.50 each. 3308**

*Honor Products Co.*

A machine for self-instruction consisting of a compact battery operated unit and a series of programmed rolls on subjects studied at the elementary, junior high, and high school levels.

**AN AUDIO-VISUAL WAY INTO ENGLISH THROUGH PICTURES: Series 1. Three 10" records. \$10.00.**

**Richards, I.A. and Gibson, Christine 3309**

*Language Research*

These records may be used with the book English through Pictures by Richards and Gibson.

**TAPE RECORDINGS, 1963, 163pp. 3310**

*University of Michigan, Audio-Visual Center*

A list of tape recordings as aids to teaching.

**THE BEGINNER'S GAME OF MODERN LOGIC, 1963. \$1.25 3311**

**Allen, Layman E.**

*Noble and Noble*

A game planned to help in teaching mathematical logic and in developing abstract thinking.

**S R A READING ACCELERATOR: MODEL IV. \$34.50 3312**

*Science Research Associates*

A portable pacing device designed to help the student increase his reading rate. Has a mechanically controlled shutter which may be set at any speed from 30 to 3400 words a minute. A teacher's manual is provided.

**STRUCTURAL READING SERIES, 1964, \$2.55 3313**

**Dominoes (16113):**

*L. W. Singer Co.*

Paper dominoes printed with one letter or two and three letter combinations. May be used as a practice tool by beginners.

**TMI/GROLIER SELF TUTORING COURSES. Machine \$25.00. Programs range in price from \$7.50 to \$16.50 each 3314**

*Teaching Materials Corp.*

A TMI/Grolier MIN/MAX teaching machine which is used with a variety of programs. Programs include reading, spelling, time telling, music, numbers, multiplication and division, adding and subtraction, fractions, and decimals.



- WEBSTER WORD WHEELS, 1962. \$14.75** 3315  
**Kottmeyer, William**  
*Webster Division of McGraw-Hill*
- A set of 63 word wheels for teaching two-letter consonants, blends, prefixes, and suffixes. Helpful for individual practice.
- WORD ANALYSIS CHARTS, 1962. 5 charts and a manual, \$6.25.** 3316  
*Webster Division of McGraw-Hill*
- The five charts are large, illustrated and colored. They cover the following: Sounds the letters make, One syllable words, Letters that work together, Prefixes help unlock words, and Reading big words.
- THE 70 PHONOGRAMS. \$3.00** 3317  
**Spalding et al.**  
*Whiteside, Inc.*
- A long playing 7" record of the phonogram sounds of the Writing Road to Reading by the same authors.
- ONE SET OF PHONOGRAMS. \$2.50** 3318  
**Spalding, Romalda Bishop and Walter T.**  
*Whiteside, Inc.*
- This set of 70 phonograms cards, 6" by 4 1/2", is for use with The Writing Road to Reading: a modern method of phonics for teaching children to read, by the same authors.
- TEACHALL: TEACHING MACHINE. \$45.00** 3319  
*Charles William Publishing Co.*
- A machine for teaching reading. In addition to the cards supplied with the machine, an additional 12 lessons unit reading course for beginners may be purchased from the same source for \$7.80.
- THE 220 BASIC SIGHT WORDS FOR USE WITH THE TEACHER SYLLABASCOPE, \$2.25** 3320  
*Wordcrafters Guild*
- A boxed set of cards for practice in sight reading.



## INDIANS & ESKIMOS

**DRIVER INSTRUCTION PROGRAM FOR THE NORTHWEST TERRITORIES.** 3401  
**Caverhill, J. L.**

*Department of Indian Affairs and Northern Development*

A general instructors handbook.

**BEGINNING ESKIMO, 1969.** 3402

**Crowe, K. J.,**

*Department of Indian Affairs and Northern Development*

First steps towards learning the Eskimo Language of the Canadian Eastern Arctic. Could be used for general consumption.

**“ESKIMO LANGUAGE IN ADULT EDUCATION”. Journal of the Society for Indian and Northern Education, 5:34-5, October 1968.** 3403

**Crowe, K.**

**INTRODUCTION TO ARCTIC COOPERATIVES.** 3404

**Crowe, K. J. and Erhloo**

*Department of Indian Affairs and Northern Development.*

This text is part of a “package” course which is designed for presentation to co-operative members in Arctic settlements. The course contains:

- (1) Text in English and Eskimo.
- (2) Instruction Manual.
- (3) Visual Aids.

**NORTHERN COOKBOOK, 1967.** 3405

**Ellis, Eleanor A.**

*Department of Indian Affairs and Northern Development*

The purpose of this book is to record facts about some of the wild game, game birds, fish, fruit and vegetables available in Canada's North and to suggest methods by which these foods may be prepared and served.

**Q-BOOK (or Knowledge Book) 1964.** 3406

**Harrison, Phyllis, Editor**

*Department of Indian Affairs and Northern Development*

This is a good general illustrated resource book in Eskimo and English. The contents include: Country Development, Community Life, Education, Health, Welfare, Safety First, Care and Safety of Equipment, Resources, Business & Industry. It is designed especially for Eskimo use.

**ESKIMO RENT AND HOUSING SERIES.** 3407

**Adult Education Section**

*Department of Indian Affairs and Northern Development*

This experimental series has been prepared mainly for use in the Adult Education Program of the Eskimo Rent and Housing.

Part I

- (a) New ideas about houses
- (b) Rent for houses

- (c) Oil, electricity and furnishings
- (d) The Housing Association
- (e) The Government and houses for Indians and Eskimos
- (f) Before moving

Part II (1967)

- (a) The Stove and Heater or Furnace
- (b) Living in the New Houses
- (c) Safety in the houses
- (d) Household equipment

Part III (1968)

- (a) Housing Association Accounts
- (b) Rental Collection
- (c) Conducting a Meeting
- (d) Housing Association Council

Part IV (1966)

- (a) Housing Management
- (b) Housing Maintenance
- (c) Local Leadership

**FOODS FOR HEALTH, 1966, 223p. 3408**

**Education Branch**

*Department of Indian Affairs and Northern Development*

A pupil's handbook, available also with Eskimo syllables. Elementary introduction to nutrition, food management and food preparation; includes recipes.

**INUTTITUUT: "The Macleans of the Eastern Arctic". 3409**

**Community Affairs Branch**

*Department of Indian Affairs and Northern Development*

Published monthly for Eskimos of the Eastern Arctic.

**KEEWATIN ECHO. 3410**

**Adult Education Staff**

*Dept. of Indian Affairs and Northern Development*

This is a monthly newspaper in English and Eskimo produced for Keewatin Regional residents.

**MONEY FOR LIVING. 3411**

**Adult Education Division**

*Department of Indian Affairs and Northern Development*

- a) Sections 1 - 4
- b) Sections 5 - 10
- c) Leader's Guide

This series is planned for the teaching of money management to Indian and Eskimo peoples. It is designed to meet the needs of the most unsophisticated, and to stimulate interest and promote discussion on closely related topics for those who wish to explore further.

**NORTHERN SURVIVAL** 3412  
**Education Division**  
*Department of Indian Affairs and Northern Development*

This is a book on such topics as First Aid, Travel, Shelters, Food, Map reading, etc.

**PRACTICAL PROGRAMS IN HOMEMAKING AND RELATED ACTIVITIES, (rev.) 1969, 330pp.** 3413  
**Education Branch**  
*Department of Indian Affairs and Northern Development*

Developed to meet the needs of people with limited educational background. Simply written, it includes sections on trapping and the preparation of furs, food preparation, sewing, home nursing and child care.

**“ARCTIC LEARNING; EDUCATION FOR THE ADULT ESKIMO”. Continuous Learning, 5:29-32,**  
**January-February 1966.** 3414  
**Keenleyside, D.**

**PROGRAMMED INSTRUCTION WITH TEACHER PARTICIPATION: an experiment in teaching fractions to pupils who reside in the Northwest Territories, 1965.** 3416  
**Macdonald, H. A.**  
*Department of Indian Affairs and Northern Development*

**ALL THROUGH THE YEAR (No. 8).** 3415  
**Lewis, Brian W.**  
*Department of Indian Affairs and Northern Development*

This book is part 8 of 16 in the Arctic Reading Series. It is the only part suitable for adult use.

**PRACTICAL PROGRAMS IN INDUSTRIAL ARTS AND RELATED ACTIVITIES (Experimental Edition)**  
**- A series of Three Books.** 3417  
*Department of Northern Affairs and National Resources*

a) 1964

A practical program outline in trapping and fur preparation, care and use of fire-arms, outboard motors, woodwork and craft, metal work, welding.

b) 1964

Programs included are foods, clothing, child care, house care of the sick.

c) (a supplement) 1966

Small oversnow vehicles.

**THE NORTH AMERICAN INDIANS, A SOURCE BOOK, 1967, \$12.00.** 3418  
**Owen, Roger C., et al**  
*Macmillan*

Contains a list of 200 16 m.m. films about Indians of North America and Eskimos.

**ELEMENTARY ENGLISH FOR THE ESKIMO, 1950.** 3419  
*Ministry of Resources & Development*

This is an elementary book to help Eskimos understand English.

**FOODS FOR HEALTH (Experimental Edition), 1966.**

**Worthington, B. (editor)**

*Department of Indian Affairs and Northern Development*

This book has been prepared as an integral part of the "Practical Programs in Homemaking and Related Activities". It is intended for use as a handbook by the pupils in the schools of the Northwest Territories.

## NOTES





## CHAPTER TWO

### THE ANNOTATED BIBLIOGRAPHY OF LITERATURE

#### A. Introduction

For the purpose of this study, the term "Literature" describes all those publications which contain information relating to adult basic education. This includes, for example, research publications (such as theses and dissertations), articles, reports, reference books and surveys.

The main purpose of the bibliography is to be a comprehensive resource on a wide variety of subject-matter relating to adult basic education. This subject-matter will be described under the heading: Content of the Annotated Bibliography, Chapter 2.

Each of the 800 entries contains most of the following information: title of the publication, name of the author, publisher, date of publication, number of pages and price. Most also contain an annotation (or abstract) describing the contents of the publication.

Those publications which have an E.D. reference number (e.g. E.D. 010 567) are obtainable from ERIC Clearinghouse on Adult Education, 107 Rodney Lane, Syracuse, New York 13210. ERIC is the main secondary source of all adult education publications.

#### B. Method of Procedure

##### *(i) Collection of Information*

Requests for general information relating to adult basic education were made to a wide cross-section of sources, both primary and secondary. The most productive secondary sources were ERIC Clearinghouse on Adult Education and the Teachers' College, Columbia University, New York. Government departments and universities were other sources of particular value.

Most information received about adult basic education publications was in abstract form (i.e. a summary of the original publication). In a number of cases, however, the original publication itself was forwarded.

##### *(ii) Treatment of the Information*

- a) Once information had been received, the first task was to compile data on each individual publication.
- b) The most appropriate annotation or abstract was selected; where none existed the consultant wrote one from the original publication if it was available.
- c) The details relating to each publication were reduced to index cards in typed form.
- d) The cards were filed in alphabetical order according to authors, except for one instance.
- e) The cards were numbered. As in the case of the instructional material bibliography, numbering was done according to subject matter.

#### C. Content of the Annotated Bibliography

The annotated bibliography has been divided into subject-matter sections. No single section is exclusive; however, as far as possible overlapping sections have been indicated. Section titles are as follows:

(i) *Armed Forces Adult Basic Education* (Card Reference No. in the 4000s)

The content is U.S. oriented, and considers some of the progress made in literacy education since the Second World War.

(ii) *Audio-Visual and Teaching Machine Research* (Card Reference No. in the 4100s)

Accounts of recent research and projects relating to audio-visual technology, teaching machines and their possible uses for adult basic education are recorded in this section.

There are approximately 50 bibliography references to material especially designed for classroom instruction as well as general reading.

(iii) *Adult Basic Education Instructional Material Bibliographies* (Card Reference No. in the 4200s)

There are approximately 50 bibliography references to material especially designed for classroom instruction as well as general reading.

(iv) *Adult Basic Education Research Bibliographies* (Card Reference No. in the 4300s)

(v) *Dropouts* (Card Reference No. in the 4400s)

Much of the material deals with dropouts and their problems in the traditional school system; however, many of the methods suggested for overcoming this problem would appear to be appropriate to adult basic education.

(vi) *Upgrading for Employment* (Card Reference No. in the 4500s)

The references did not clearly fit into any other section, and refer specifically to education upgrading with ultimate employment as the goal.

(vii) *Foreign Adult Basic Education* (Card Reference No. in the 4600s)

Progress reports, program descriptions and general information about adult basic education in foreign countries other than the U.S.A. See also section on "UNESCO".

(viii) *Handbooks for Teachers* (Card Reference Nos. in the 4700s)

The books and articles described should be of value to teachers (and administrators) who are confronted with the specific problems of adult basic education. Curriculum development, teaching methods, treatment of students and their psychological make-up are examples of the subject-matter considered in these hand books.

See also "Teachers Handbooks on Reading", "Resource Books" and "Curriculum and Program Development."

(ix) *Handbooks on Teaching Reading* (Card Reference No. in the 4800s)

These handbooks help clarify problems that usually confront reading teachers and suggest possible remedies.

See also the section "Handbooks for Teachers".

(x) *General Resource Literature on Adult Basic and Literacy Education* (Card Reference No. in the 4900s).

Many of the entries are not exclusively on adult basic and literacy education as they refer to other significant fields of adult education. However, they would seem to form excellent basic reading for those involved in adult education. Literacy education here relates to Canada and U.S.A. See "Foreign Adult Basic Education" for other literacy literature.

*(xi) Evaluation of Adult Basic Education Instructional Materials* (Card Reference No. in the 5000s)

Evaluations are made of selected materials. There are also comments about instructional materials in general.

*(xii) Adult Basic Education Journals* (Card Reference No. in the 5100s)

This section contains descriptions of the main adult education and adult basic education journals published on this continent and abroad.

*(xiii) Libraries and Adult Basic Education* (Card Reference No. in the 5200s)

Libraries are playing an increasingly large role in adult basic education; some of their work and achievements are described. Suggestions are made as to how adult basic education programs can make use of local library facilities.

*(xiv) Poverty, Unemployment and Disadvantaged Adults* (Card Reference No. in the 5300s)

Issues related to adult basic education are considered.

*(xv) Program and Curriculum Development* (Card Reference No. in the 5400s)

Materials on program and curriculum planning, development and problems are included here. There are also administrators' handbooks.

See also "Handbooks for Teachers".

*(xvi) Programs (Specific)* (Card Reference No. in the 5500s)

This section gives an indication of certain adult basic education programs, located mainly in the U.S.A. Such matters as objectives, progress and problems are included. Entries are listed in alphabetic order of the States or Provinces where the programs are situated.

*(xvii) Programs (General)* (Card Reference No. in the 5600s)

Entries consider basic criteria common to most programs.

*(xviii) Psychological Aspects of Teacher and Students* (Card Reference No. in the 5700s)

This includes publications on needs, attitudes, characteristics, and personalities of students and teachers.

*(xix) Reading Conferences* (Card Reference No. in the 5800s)

This section contains a number of Conference Report annotations with descriptions of their contents and results.

*(xx) General Adult Basic Education Research* (Card Reference No. in the 5900s)

*(xxi) Reading Research* (Card Reference No. in the 6000s)

*(xxii) Adult Basic Education Leadership and Teacher Training* (Card Reference No. in the 6100s)

See also "Psychological Aspects of Teacher and Student."

*(xxiii) Tests* (Card Reference No. in the 6200s)

This section contains references to tests and articles on testing. Many of the tests were not originally designed for adults, but are widely used by them.

*(xxiv) UNESCO Publications* (Card Reference No. in the 6300s)

Though the selection is by no means exhaustive, some of the more significant UNESCO publications relating to adult basic education are mentioned.

*(xxv) English as a Second Language Literature* (Card Reference No. in the 6400s)

#### **D. Cross-References within the Card Index**

For the purpose of cross-referencing:

- i. The names and addresses of the publishers of the literature have been collected and are listed in the Appendix. Their publications are identified by means of reference numbers.
- ii. Similarly, the authors and their publications are listed in the Appendix with their relevant card reference numbers.

## ARMED FORCES ADULT BASIC EDUCATION

**"ADJUSTMENT AND RANGE OF INTEREST AMONG ARMY ILLITERATES,"** *Journal of Social Psychology* pp. 295-298, (May 31 1950). **4000**  
Altus, William D.

R.F. Berdie's list of 22 activities was administered to 102 Army illiterates. In terms of Q4-Q1 item analysis, every one of the 22 items showed internal consistency. The more strenuous activities seemed to afford the greatest internal validity. The total number of activities liked by the illiterates showed a linear correlation with an external criterion, a 36-point oral measure of adjustment developed by W.D. Altus, of .390. The range of possible maladjustment was attenuated since all the illiterates had been inducted, a short time prior to the testing, as presumptively normal; hence the  $r$  of .390 may be considered as indicating considerable agreement between the two separate measures. It is concluded that Berdie's claim of validity for his list of activities as an indicator of adjustment has been partially corroborated.

**EDUCATIONAL LESSONS FROM WARTIME TRAINING, 1948, 264 pp.** **4001**  
*American Council on Education*

Chapter V, "Training illiterates--The Armed Services Way" (pp. 45-61) describes in detail the methods and materials employed by the armed services to bring inductees from non-literacy to reading, writing, and simple computation at the fourth grade level within sixty days. Chapters IX and X discuss the production and use of audio-visual aids (pp. 114-137) and texts (pp. 138-147). Chapter XV examines the selection and training of teachers (pp. 193-205). Each chapter concludes with a summary of experiences which may have pertinence for civilian education.

**THE UNEDUCATED, 1953, 246 pp.** **4003**  
Ginzberg, Eli, and Bray, D.W.  
*Columbia University Press*

Since very little knowledge had accumulated on the actual performance of the uneducated group of inductees during World War II, Ginzberg and Bray chose a representative sample of 400 from the 303,000 illiterates received by the Army for training in basic literacy subjects. The typical trainee came from a community of under 5,000 persons, had completed more than four years of schooling, was single and self-supporting, and gave no evidence of ever having broken the law. Of the 400 selected, 343 graduated from this basic program. The evaluating criteria emphasized length of service, type of discharge, amount of time lost for medical and disciplinary reasons, and time of discharge (before or at the normal termination of his period of service). Of 331 graduates, 38 percent were rated good or very good in performance, 49 percent performed acceptably, and only 13 percent were considered a loss to the Army. In addition, about 50 percent of these graduates applied to the Veterans' Administration for educational benefits after leaving the service.

**ARMY TRAINING OF ILLITERATES IN WORLD WAR II 1951, 312 pp.** **4004**  
Goldberg, Samuel  
*Columbia University Press*

This is an exhaustive account of the comprehensive and systematic program of literacy training conducted by the Army during the Second World War. Of particular interest are the sections devoted to selection procedures (Chapter II), development of materials (Chapter IV), the psychological and educational characteristics of the program (Chapter VI), and the evaluation procedures used (Chapter VII). A very helpful book for anyone planning or engaged in a literacy program.

**HISTORY OF THE ARMY GENERAL EDUCATIONAL DEVELOPMENT PROGRAM: ORIGIN, SIGNIFICANCE, AND IMPLICATIONS. 1967, 209pp., Ed. D. Thesis, MF \$3.00 Xerography \$9.45. ED 026 607. 4005**

**Strehlow, Louis Harold.**

*University Microfilms*

The changing and expanding aspects of adult education in the armed forces from the years before World War I to 1967 are reported. Before and during World War I, civilian welfare groups provided recreation and entertainment for soldiers. The army began taking responsibility for service morale by establishing a Morale Division in 1941 and organizing the United States Armed Forces Institute. Literacy training was conducted by the Adjutant General during World War II. The Army Education Program provided correspondence courses, leisure time activities, counseling, and foreign language training. The present GED program, established in 1956, conducts off-duty educational programs (elementary through graduate level courses) under civilian educators. The present civilian educational level of Army personnel is the highest in the history of the army; the provision for educational opportunities for soldiers will undoubtedly be considered one of the outstanding adult education innovations of the century.

## AUDIO-VISUAL AND TEACHING MACHINE RESEARCH

**HEARINGS BEFORE THE GENERAL SUBCOMMITTEE ON LABOR AND SELECT SUBCOMMITTEE ON EDUCATION OF THE COMMITTEE ON EDUCATION AND LABOR.** House of Representatives, 87th Congress. Second Session on H.R. 10143 and H.R. 10191. Bills to encourage state programs of Adult Basic Education Hearings held in Washington, D.C. February 14, 15, 16, and 19, 1962, and in Morehead, Kentucky, February 23, 1962. **4100**

This document consists of statements to the committee and recent articles on adult literacy problems. A very interesting and varied array of testimony. Could be a useful source for a deep awareness of the scope of the problem and a mine of information for brochures and publicity releases. Of particular interest is the material on "Operation Alphabet", pp. 88-101, and the statement of Eli Ginzberg, pp. 105 - 117.

**AN EXPERIMENT IN EDUCATION WITH THE LAUBACH LITERACY COURSE OF STUDY ON FILMS AT THE OHIO STATE REFORMATORY, 1961, 89 pp.** **4101**

Allen, D.W.

*New Readers Press*

An evaluation of a pilot program conducted at the Ohio State Reformatory, in which 238 inmates participated.

**A-V INSTRUCTION: MATERIALS AND METHODS, 2nd ed., 1964, \$11.00.** **4102**

Brown, James W. et al

*McGraw-Hill*

**AUDIO-VISUAL METHODS IN TEACHING, 1954, 548 pp.** **4103**

Dale, Edgar

*Holt, Rinehart & Winston*

In addition to the chapter devoted specifically to audio-visual aids in reading instruction (pp. 446-67), there is much that can contribute to an effective use of audio-visual aids in the literacy program, particularly the chapters which describe and discuss the uses of various types of materials (pp. 68-309) and the section on administration and evaluation (pp. 470-507), although there is no specific application to adult literacy programs as such.

**MANUAL OF AUDIOVISUAL TECHNIQUES, 1962, \$4.25.** **4103-1**

DeKieffer, Robert and Cochran, Lee W.

*Prentice-Hall*

**"ON TECHNOLOGICAL LITERACY OF THE MASSES", The Educational Forum, 30:47-51, November 1965.** **4103-2**

Fen, S.N.

**THE DEVELOPMENT OF PRE-VOCATIONAL EDUCATION LITERACY COURSES FOR USE WITH COMPUTER-ASSISTED INSTRUCTION OF DISADVANTAGED YOUTHS AND ADULTS. FINAL REPORT. June 1967, 179pp., MF-\$0.75 HC-\$8.95. ED 024 763.** **4103-3**

Hankin, Edward K. and others.

*Florida State University*

The purpose of this project was to develop computer-assisted courses in arithmetic and reading for disadvantaged adults and youths to serve as prerequisites to entering vocational training.

**THE APPLICATION OF RADIO IN COMMUNITY EDUCATION IN ETHIOPIA (PhD Thesis) Ohio State University, Dept. of Education, 1963, 6 p. 4104**  
Inquai, Solomon  
*University of Ohio*

**"TELEVISION: VEHICLE FOR LITERACY TRAINING IN MEXICO," in Adult Leadership, 16(3), September, 1967. 4105**  
Kasdon, L.S., et al.

495 Mexican adults graduated from their 60 hour course in literacy training through closed circuit television in Dec. 1965. The article gives details of procedure of experiment and results. An informative and useful article.

**"TEACHING LANGUAGES BY RADIO" in On Teaching Foreign Languages to Adults 1965/53-68 4106**  
Lowe, John and Margaret (ed.)

The post-war (1954) language teaching programs by the BBC began with broadcasts as part of the Home Service (general listening) program. In 1959 all language programs were transferred to a third network and the first beginners series was broadcast, a revolution in language teaching by radio.

**"LITERACY THROUGH TELEVISION" in Audiovisual Instruction 11(4): 260-62, April 1966. 4107**  
Luke, R.A.

In this article televised adult basic education programs in several cities are reviewed.

**MECHANICAL AIDS IN THE TEACHING OF READING, January 1967, 18pp. MF-\$0.25, HC-\$0.80. 4108**  
Otto, Wayne.  
*Madison Research and Development Center For Learning and Re-education*

A survey of the mechanical aids available for the teaching of reading which describes their operation, their cost, and limitations, is presented to provide school personnel with some information about mechanical aids in general and about selected prototypical devices in particular. Educators can obtain further information about the devices from the manufacturer, whose address is included with each description. The devices described fall into four categories: Tachistoscopes, Accelerators, Pacers and such Multimedia presentations as the language master and the califone remedial laboratory. Some of the research related to these devices is discussed. References and illustrations.

**EDUCATIONAL TECHNOLOGY, PREPARATION AND USE IN ADULT BASIC EDUCATION PROGRAMS, U.S. Office of Education, Division of Adult Education, June 1967, 123 pp. \$4.92. 4109**  
*National University Extension Association*

Audiovisual materials, when combined with consideration of the ways people learn, can offer new ways of expressing ideas, presenting information, and making instruction challenging and efficient. This publication, directed at teachers of adult basic education and their administrators, illustrates applications of instructional technology to adult literacy programs. Local production techniques are emphasized and program planners are urged to make full use of professional and paraprofessional services of the community. Sections include a glossary, plans for training sessions (in-service training, workshops, and institutes), available resources, media used in adult basic education (video and audio tape recorders, programmed instruction, computer-assisted instruction, 8mm motion pictures, film loop and overhead projectors, tele-lecture systems, including Victor Electrowriter Remote Blackboard and Blackboard-by-Wire-System), and classified, annotated bibliographies.

**"MATERIALS SYSTEMS FOR BASIC ADULT EDUCATION". Audiovisual Instruction, 11:246-8, April 1966. 4109-1**  
Neff, M.C.



**THE SILENT VOICE. TEACHER'S MANUAL FOR FILMSTRIP ON PRACTICAL GOVERNMENT. ADULT BASIC EDUCATION. Bur. of Cont. Education Curriculum Dev., 1967, 10pp. 4110**  
*New York State Education Dept.*

This filmstrip manual was designed to assist teachers in preparing lesson presentations when working with adult participants in the area of practical government. It includes instruction on using the filmstrips, suggested questions for discussion and suggested activities. The complete script and action of the filmstrip, "The Silent Voice", is incorporated in the manual.

**WORKSHOP IN ADULT BASIC EDUCATION – WORKSHOP REPORT AND RESOURCE DOCUMENT (July 6-26, 1967), 97 pp. \$3.96. ED 014 630 4111**  
**Ohliger, William**  
*University of Ohio*

Speeches by consultants and reports from committees at this 1967 adult basic education workshop at Ohio State University stress a practical and concrete approach to dealing not only with specific skill needs in reading and language arts, mathematics and everyday living and citizenship, but also with underlying cultural, perceptual, and emotional factors that lower adult motivation and learning efficiency. The reports outline suggestions on course and lesson content, methods and techniques, and curriculum materials and systems, together with appropriate administrative, supervisory and supportive services. The role and the responsibility of the Ohio Public Schools in this endeavor are also discussed. (The document includes 42 references, a summary of evaluations, evaluation forms, and participant roster.)

**AN EXPERIMENT, WITH EVALUATION, IN THE ERADICATION OF ADULT ILLITERACY BY THE USE OF TELEVISION INSTRUCTION OVER A STATE EDUCATIONAL TELEVISION NETWORK SUPPLEMENTED BY SUPERVISED GROUP VIEWING AND BY THE RELATED USE OF PROJECT SUPPLIED MATERIALS OF INSTRUCTION. Grant #701080, Title VII, Project Number 417 National Defense Education Act of 1958. 1961, mimeographed. 4112**  
**Peerson, Nell**  
*U.S. Department of Health, Education and Welfare*

Of main interest are the Appendices which contain a bibliography of adult literacy materials used in the program as well as copies of test materials used.

**CORRESPONDENCE TEACHING AND TELEVISION (A report from the National Extension College, April 1966) 21pp. 4113**  
**Perraton, H.D.**

A report of a small pilot experiment in the teaching of statistics by television and correspondence, together with a note on some implications for a "university of the air".

**THE DEVELOPMENT OF PRE-VOCATIONAL EDUCATION LITERACY COURSES FOR USE WITH COMPUTER ASSISTED INSTRUCTION OF DISADVANTAGED YOUTHS AND ADULTS. 4114**  
**Russell, Dr. J. K., et al.**

A literacy training program of reading, writing and numerical skills appropriate to grade levels two through seven will be developed using vocationally-oriented materials. Each segment will be tested in trial sessions with selected functionally illiterate university employees. The final evaluation will involve a comparison of achievement between an experimental group receiving Computer Assisted Instruction and a control group taught by a classroom teacher using traditional methods. Outside consultants will also be asked to evaluate the program. Student evaluations of the content acceptability will be gathered using questionnaires and-or interviews.

**A RADIO FORUM PROJECT FOR THE CANADIAN NORTH. A report to the Indian-Eskimo Association of Canada on the feasibility of initiating a radio listening group project in the Canadian North in cooperation with the CBC and other governmental and nongovernmental agencies. 4115**  
Sim, R. Alex

*Indian-Eskimo Association of Canada*

In the summer of 1965, a feasibility study was made of a radio listening group program in the Canadian North. Facilities at present are inadequate. People are separated not only by distance, but by type of settlement, ethnic differences, and socioeconomic classes. A 2-year experimental project is proposed, to be named "Nunaliit" (the place where people come to talk, make decisions, and act).

**AUTOMATION AND TECHNOLOGY IN EDUCATION, August 1966, 17pp. \$0.68. 4116**  
*U.S. Congress Joint Economic Committee*

Recent developments in such technological aids as educational television, videotape, computerized instruction, microfilms, and talking typewriters, have the potential to revolutionize the American system of education, to alleviate socioeconomic ills, and to eliminate adult illiteracy. However, long-range benefits will depend greatly on basic and applied educational research, sound curriculums and administrative structures, and effective use of both teachers and advanced equipment.

**RADIO AND ADULT EDUCATION IN TANZANIA, SOME CONSIDERATIONS (Adult Education Studies, 1) April 1966, 13pp. 4117**  
Widstrand, C.G.

*Dar es Salaam (Tanzania) Institute of Adult Education*

This is a discussion of the problems of communication by mass media and the possibilities of adult education by radio in Tanzania. It includes a list of programs.

**"USING THE TAPE RECORDER IN TEACHING ADULTS TO READ". Journal of Reading, 11:528-31, April 1968. 4118**  
Wood, J.

## INSTRUCTIONAL MATERIAL BIBLIOGRAPHIES

**BOOKS FOR ADULTS BEGINNING TO READ , Revised 1967.** 4200  
*American Library Association.*

**GRADED MATERIALS FOR TEACHING ADULT ILLITERATES, 1965.** 4200-1  
**Barnes, R.F. and Hendrickson, A.**  
*University of Ohio*

This report presents a classified and annotated list of materials for teaching reading, writing, and arithmetic to adults from the beginning level through the eighth grade, plus a review of research in the field.

**HIGH-INTEREST-LOW-DIFFICULTY-LEVEL (HILD) SERIES, 1964, 4pp.** 4201  
**Bliesmer, Emery P.**  
*McGuffey Reading Clinic*

A list of easy to read books of interest to adults. Grade levels are given for the titles or series listed.

**AVAILABLE TEACHING MATERIALS FOR UNDEREDUCATED ENGLISH-SPEAKING ADULTS.**  
**April 1968, 27pp., MF-\$0.25 HC-\$1.16. ED 022 104.** 4201-1  
**Bordman, Catherine I.**  
*Newark Board of Education*

This guide to teaching materials and techniques for undereducated English speaking adults consists of the following: introductory remarks on student characteristics, student placement, and development of a proper classroom atmosphere; procedures and materials for beginning classes; books and aids for intermediate and advanced students; materials for arithmetic, spelling, handwriting, pronunciation, and employment; and suggestions on testing and the use of role playing.

**BOOK BUYING LIST FOR JOB CORPS CAMPS, 1964, 31pp.** 4202  
*Boston Public Library*

A list of the books selected by the staff of the library for Job Corps camps. This list is classified according to subject and books recommended for first purchase are starred.

**A PROPOSED PROGRAM FOR A CURRICULUM DEVELOPMENT LABORATORY FOR UN-EMPLOYED OUT-OF-SCHOOL YOUTH, 16 to 21 YEARS OF AGE, 1966, 112pp. \$4.48 ED 012 854 4203**  
*New York State Education Dept.*

A five-member consultant team, during the summer of 1966, developed a program for out-of-school youth which would relate work and study and provide on-the-job training with the ultimate goals of placing participants in suitable vocations and assisting their return to formal education leading to a high school diploma.

**BIBLIOGRAPHIES. Free** 4204  
*Canadian Association for Adult Education*

The following bibliographies are available: The librarian's adult education book-shelf; Publications of the association; Community colleges; Continuing education for Canadian women; Learning to live in the city; Labor and trade unions; Guidance and counseling; How good is guidance? ; Dropouts; and Community development.

**A BIBLIOGRAPHY OF CANADIAN WRITINGS IN ADULT EDUCATION, 1956, 56pp. Free** 4205  
Thomson M., and Ironside, D.J.  
*Canadian Association for Adult Education*

A selective annotated bibliography of Canadian writings on adult education during the period from 1935 to 1956.

**ANNOTATED BIBLIOGRAPHY OF AN EXHIBIT OF INSTRUCTIONAL MATERIALS SUITABLE FOR USE IN THE TRAINING OF ADULTS, 1968.** 4206  
*Canada Department of Manpower and Immigration*

Probably the only bibliography of its kind printed in Canada. Most of the material described is inevitably American.

**UP BY THE BOOKSTRAPS, 9 Booklists** 4208  
*Chicago Public Library*

A folder of booklists covering all age groups. Material listed is recommended for use with the educationally and culturally deprived. Titles of the booklists are: War on poverty, Education for the disadvantaged, Getting and holding a job, Deprived youth, Widening horizons, Beginning with books, You and your neighborhood, Your health and you, and Off to a good start.

**THE OPEN SHELF** 4209  
*Cleveland Public Library*

A series of annotated booklists on various subjects. The one on file is the issue of April-July, 1965, entitled "A Certain Samaritan" which lists books and films on involvement, prejudice, and civil and human rights.

**READABLE BOOKS, GATEWAYS TO LEARNING, 1965, Free.** 4210  
*District of Columbia Public Library*

A list of books of interest to adults learning to read, classified according to subject. A teacher's edition is also available.

**THE COMBINED BOOK EXHIBIT.** 4211  
*Combined Book Exhibit, Inc.*

Annotated lists of books displayed by a number of different publishers at conferences. Those on file are for the American Library Association conferences of 1963, 1964, 1965, 1966; the state library conferences of Fall, 1966; and the Adult Education Association of the U.S.A. conferences of 1964, 1965.

**BOOKS SELECTED FOR USE IN PROJECT OPPORTUNITY, COMMUNITY ACTION PROGRAM, 1965.**  
*Corpus Christi, Texas Public Libraries* 4212

Books on this list are primarily remedial and were chosen for their high interest and low reading levels.

**ANNOTATED BIBLIOGRAPHY OF ADULT LITERACY TRAINING MATERIALS, 1954, 90pp.**  
**\$1.00** 4213  
D'Amico, L.A.  
*University of Indiana*

Excellent basic bibliography.

**INSTRUCTIONAL MATERIALS BULLETIN, 1959, 10pp. 4214**

**Eaking, Mary K.**

*Iowa State Teachers College Library*

An annotated bibliography of books which have been found helpful in remedial reading. The reading level and interest level is given for each title listed.

**A REPORT ON THE BASIC EDUCATION PROGRAM FOR ADULTS AND YOUNG ADULTS. Free. 4215**

*Follett Publishing Co.*

A descriptive catalogue of publications used in the Educational Opportunities Project, a division of the Follett Publishing Co.

**PARTIAL LIST OF MATERIAL AND EQUIPMENT FOR ADULT BASIC EDUCATION, 1965, 11pp. 4216**

*Georgia State Education Department*

**AN INVESTIGATION OF MATERIALS AND METHODS FOR THE INTRODUCTORY STAGE OF ADULT LITERACY EDUCATION, 1967, 62pp. \$2.56. 4217**

**Hayes, A., et al. ED 014 629**

*Adult Education Council of Greater Chicago*

In the greater Chicago area study was made of teaching materials and methods for literacy education. An annotated, selected bibliography of published materials was compiled of professional books, basal materials including publishers' series, and supplementary materials.

**CURRICULUM LIBRARY, 1965, 23pp. 4218**

*Kalamazoo, Michigan Public Schools*

An annotated list of books to be found in the curriculum library of the Kalamazoo public schools covering child study, creativity, curriculum development, discrimination, guidance, teaching, and other subjects relating to the field of education.

**BEGINNING READING MATERIALS FOR ENGLISH SPEAKING ADULTS, 9pp. Free. 4219**

**Laubach, R.S.**

*Laubach Literacy, Inc.*

An annotated list of reading materials for adult beginners.

**LIBRARY MATERIALS IN SERVICE TO THE ADULT NEW READER, PHASE 1: THE PLANNING YEAR. FINAL REPORT. 1968 4219-1**

**Lyman, Helen H.**

*University of Wisconsin, the Library School*

**INSTRUCTIONAL MATERIALS FOR ANTIPOVERTY AND MANPOWER TRAINING PROGRAMS, 1965, 95pp. 4220**

*McGraw-Hill*

A catalogue of materials useful for programs involving out-of-school youths and undereducated adults. Includes books, pamphlets and audio-visual items.

**BIBLIOGRAPHY OF PAMPHLET MATERIALS, 1964, 29pp. 4221**

*Michigan Council on Economic Education*

List of pamphlets available in the Economic Education Resources Center of the Eastern Michigan University Library. Covers material at all levels from the elementary school student through the college and university student and teachers of economics.

**BIBLIOGRAPHY ON CREATIVITY (first revision); prepared by the Committee on Creativity of the Michigan Cooperative Curriculum Program, 1964, 27pp.** 4223  
*Michigan Department of Public Instruction*

An annotated bibliography covering creativity and the creative process; creativity in the schools; and creativity in science, mathematics, the language arts and the fine arts.

**BOOKS FOR RETARDED READERS, 1964.** 4224  
*Michigan State library*

An annotated list of books for slow readers from the primary grades through high school. The reading level and interest level of each book is indicated.

**THE WAR ON POVERTY IN AMERICA, 5pp.** 4225  
*Michigan State Library*

An annotated bibliography of books on poverty and other social problems in the United States.

**PROBLEMS OF POVERTY; A SELECTED BOOK LIST, 1964.** 4226  
*Westchester Library System*

An annotated book list covering various aspects of the problems of poverty.

**MATERIALS FOR THE ADULT BASIC EDUCATION ADMINISTRATOR AND TEACHER, BIBLIOGRAPHY, 1967, 56pp.** 4227  
**National University Extension Association**  
*U.S. Department of Health, Education and Welfare*

Psychological studies consistently testify to the fact the the adult learner reacts favorably to material which enables him to progress at his own speed. He does not want to revert to the child-oriented classroom because, for many, this atmosphere produced failure. For this reason, programmed learning and its related field of educational technology are stressed in this selected bibliography of materials suitable for use by administrators and teachers of adult basic education programs. Subjects covered are programed instruction, educational technology, administration, teaching methods and materials, understanding the adult basic education student, and testing and counselling. Many of the publications were used successfully in the 1966 ABE Training Program.

**MATERIALS FOR THE ADULT BASIC EDUCATION STUDENT, A BIBLIOGRAPHY, 1967, 139pp.** 4228  
**\$5.56**  
**National University of Extension Association**  
*U.S. Department of Health, Education and Welfare*

The Division of Adult Education Programs of the U.S. Office of Education affirms that adult participants should not use child-oriented materials. Aside from being ego-destructive, such materials do not take advantage of the opportunity to apply reading and computational skills to the needs of adults in an adult world.

**NEW JERSEY BIBLIOGRAPHY: BASIC ADULT EDUCATION, ENGLISH AND CITIZENSHIP FOR FOREIGN BORN, 1964, 12p.** 4229  
*New Jersey Department of Education*

An annotated bibliography of available materials for the administrator and the student, both native and foreign-born.

**CATALOG. Free.** 4230  
*New Readers Press*

This company's publications are primarily for the use of adult new readers. New Readers Press is the publishing imprint of Laubach Literacy Fund.

**BIBLIOGRAPHY ON WORTHY HOME MEMBERSHIP AND FAMILY LIVING, Curriculum Research Report, 1956, 32pp. \$.15.** 4231  
*New York City Board of Education*

A Bibliography designed to assist those who are concerned with developing and strengthening home membership and family living. Lists both reading and audio-visual materials.

**EASY READING FOR ADULTS, 1954, 62pp.** 4232  
*New York City Public Library*

An annotated list of over 300 books classified according to reading level.

**RESOURCE MATERIALS IN CIVIC EDUCATION FOR ADULT ELEMENTARY CLASSES, Curriculum Bulletin, 1957-8 series, No. 7, 1959, 140pp.** 4233  
*New York City Board of Education*

Annotated list of over 250 titles which have been found of interest to young adults.

**YOUNG ADULT BOOKLIST FOR SMALL PUBLIC LIBRARIES, 1964, 31pp.** 4234  
*New York Library Association*  
*University of the State of New York*

Annotated list of over 250 titles which have been found of interest to young adults.

**BOOKS FOR THE TEEN AGE, 1966, 50pp. \$.50.** 4235  
*New York Public Library*

A list of 1700 titles chosen by the Committee for Young Adults of the New York Public Library. Books for the Teen Age is an annual list published in January of each year.

**ADULT READING IMPROVEMENT, 1963, ASD Guide, No. 10.** 4236  
**O'Brien, Katherine and Simkin, Faye**  
*American Library Association*

A bibliography of literature in the field of adult reading improvement, both for the functional illiterate, and the general reader who wishes to increase his speed or comprehension.

**"INSTRUCTIONAL MATERIALS FOR FUNCTIONALLY ILLITERATE ADULTS." PHI DELTA KAPPA, 46(9): 450-52. May 1965.** 4237  
**Olsen, J.**

The general situation and quality of instructional material in the U.S.A.

**MATERIALS FOR TEACHING ADULTS TO READ, Working Paper No. 2. December 1966.** 4238  
**Otto, W., Ford, D. and Nicholson, E.**  
*University of Wisconsin.*

The R & D Center for Learning and Re-education conducted an extensive survey and review of the materials available for teaching illiterate adults to read. From a researched list of publishers a systematic

poll was conducted in order to determine what materials publishers recommended for adult basic education purposes. The publishers were asked to furnish descriptive literature to which many added complimentary copies of the actual reading materials.

**“INSTRUCTIONAL MATERIALS FOR FUNCTIONALLY ILLITERATE ADULTS”.**

**Phi Delta Kappan, 9:21-5, October 1965.**

4238-1

**Read, J.**

**A REVISED ANNOTATED BIBLIOGRAPHY OF INSTRUCTIONAL LITERACY MATERIAL FOR ADULT BASIC EDUCATION, 1966, 53pp. Appendix, \$2.12. 4239**

**Smith, Edwin W. et al**

*Florida State Department of Education*

Annotated bibliography of adult literacy and basic education materials is divided into 3 stages – introductory (Levels 1-3), elementary (Levels 4-6), and intermediate (Levels 7-9). Subject matter includes reading (including comprehension), spelling, vocabulary and grammar, arithmetic, social studies, geography, citizenship and daily living, government, occupations and vocations, and study methods.

**BOOKS FOR NEW READERS, 1964, 64pp. \$.75. 4240**

**Smith, Jeannette, comp.**

*New Readers Press.*

An annotated bibliography of books for the new reader, both the beginner and the more advanced.

**WORKSHOPS FOR THE HANDICAPPED: AN ANNOTATED BIBLIOGRAPHY, No. 1, 1964. 4241**

**Stubbins, Joseph**

*California State College*

This bibliography covers the period 1955 to June, 1964.

**INSTRUCTIONAL MATERIALS FOR TEACHING AUDIOVISUAL COURSES, 1961, 74pp. \$.60. 4242**

*Syracuse University Press*

An annotated list of available materials on audio-visual communication prepared by the United States Office of Education and the Audio-visual Center at Syracuse University.

**EASY READING FOR ADULTS. 4243**

*Toronto Public Libraries*

A list of books with simple vocabulary but high interest level which have been found popular with foreign-born adults.

**AMERICANIZATION AND ADULT ELEMENTARY EDUCATION BIBLIOGRAPHY, 1960, 28pp. 4244**

*University of the State of New York*

A bibliography of materials useful in an adult literacy program. Contains materials for administrators, teachers, and adult students, both native and foreign-born. Annotated

**FILMS FOR USE IN ENGLISH AND CITIZENSHIP EDUCATION CLASSES. Bibliography No. 2, 1961, 3pp. 4245**

*The University of the State of New York*

An annotated list giving full order information and recommendations for use.



**FILMSTRIPS FOR USE IN ENGLISH AND CITIZENSHIP EDUCATION CLASSES, Bibliography No. 3, 1961, 3pp. 4246**

*University of The State of New York*

An annotated list giving full order information and recommendations for use.

**BIBLIOGRAPHY FOR ADULT BASIC EDUCATION PROGRAM, 4pp. 4247**

*Niagara Falls, N.Y., Board of Education*

Lists materials on three levels: basic, intermediate, and upper.

**BOOKS FOR RETARDED READERS, 1961. 4248**

*Illinois State Library*

A list of books for slow readers. The books are classified according to reading level and interest level.

**BOOKS FOR ADULT BEGINNERS: SELF-IMPROVEMENT THROUGH READING, 1964, 33pp. 4249**

*Illinois State Library*

Annotated list of books on a wide variety of subjects divided into three groups: Beginning, Intermediate, and Advanced.

**MATERIALS FOR ADULT BASIC EDUCATION – AN ANNOTATED BIBLIOGRAPHY, 1967, 27pp. \$1.08 ED 011 489 4250**

**Summers, Edward G.**

*University of Indiana*

This annotated bibliography refers to materials particularly useful to teachers and administrators interested in developing specialized programs for adult basic education and literacy situations. Included are professional and practical references to oral and written communication, arithmetic and mathematics, citizenship, and personal adjustment. For each item a series of descriptions pinpoints the content covered and the major areas of use for primary, intermediate and beginning high-school levels. The bibliography lists 101 references.

**ANNOTATED BIBLIOGRAPHY FOR YOUTH AND WORK PROJECT, 1962, 37pp. 4251**

*Taconic Foundation*

Bibliography which will be useful to those in the fields of guidance, placement, and training.

**LITERACY AND BASIC ELEMENTARY EDUCATION FOR ADULTS, 1961, 126pp. \$.55. 4252**

**Ward, Betty Arnett**

*U.S. Dept. of Health, Education and Welfare*

A selected, annotated bibliography on various phases of adult education. Covers the background, activities and programs in the United States and abroad, leadership development, and educational information sources.

**ADULT BASIC EDUCATION BIBLIOGRAPHY. 4252-1**

*U.S. Department of Health, Education and Welfare*

This bibliography lists resources materials for teaching adult reading, writing, arithmetic, community living, and citizenship etc.

**CURRICULUM MATERIALS FOR TRADE AND INDUSTRIAL EDUCATION, 1961, 76pp. \$.30. 4253**

*U.S. Department of Health, Education and Welfare*

A listing of materials available from State and local sources. Annotated.

**REPORT OF THE TASK FORCE ON ADULT BASIC EDUCATION, INSTRUCTIONAL MATERIALS AND RELATED MEDIA, 1964.**

4254

*U.S. Department of Health, Education and Welfare*

A review and appraisal of materials being used in adult basic education programs throughout the country.

**ADULT BASIC EDUCATION; A BIBLIOGRAPHY FROM THE EDUCATIONAL MATERIALS CENTER. September 1968, 19pp., MF-\$0.25 HC-not available. ED 025 737.**

4255

**Watt, Lois B., and Murphy, Sidney E.**

*U.S. Department of Health, Education and Welfare*

This first bibliography prepared by the Educational Materials Center on publications for teaching adults essential basic skills includes only materials which have been specifically developed for adult basic education, which range from O through seventh or eighth grade level, and which are on the shelves at, though not available from, the Center. Materials include teacher's resources and students' texts organized by curriculum areas, texts for American Indian schools, and materials for adult and for young readers.

## ADULT BASIC EDUCATION RESEARCH BIBLIOGRAPHIES

**SPECIAL EDUCATION. 1963, 52pp., MF-\$0.25 HC-\$2.70. ED 023 021. 4300**  
**Alexander-Frutschi, Marian Crites, Ed.**  
*Stanford Research Institute*

As part of an annotated bibliography on human resource development through education and training, this section contains references to literature on adult and fundamental education, literacy education, community development, cooperative education, extension work, rural education, supervisory and management education, and vocational and industrial training. Most references are dated 1949-61. Programs in developing nations and ideas adaptable to newly industrializing areas are emphasized.

**REVIEW OF EDUCATIONAL RESEARCH, VOL. XXXV, NO. 3. 4300-1**  
**Barnes, Robert F.**

Research in adult literacy education is moving slowly through its initial stage of development. The research reviewed in this chapter represents the bulk of the research conducted and reported in this field. For the most part, the research conducted thus far has been done by persons directly involved with adult literacy education; very little has been conducted by persons from disciplines related to education.

**CANADIAN ADULT BASIC EDUCATION. ED 029 225 4300-2**  
**Brooke, W. Michael, Comp.**  
*Canadian Association for Adult Education*

"Trends," a publication of the Canadian Association for Adult Education, is a collection of abstracts on selected subjects affecting adult education; this issue is on adult basic education (ABE). It covers teachers and teacher training, psychological factors relating to the ABE teacher and students, manuals for teachers, instructional materials, curriculum, libraries and ABE, program descriptions, and other phases of ABE.

**ADULT BASIC EDUCATION (Current information sources) Number 18, May 1968, 44pp. \$1.84. 4301**  
*ERIC Clearinghouse on Adult Education*

This annotated bibliography on adult basic education contains 73 items with abstracts arranged under four headings: research reviews and general studies; particular programs; teacher training; and materials, guides, and tests. These documents are from 1965-1968.

**ADULT BASIC EDUCATION (Current information sources) Number 1, Nov. 1967, 23pp. \$0.92. ED 014 024 4302**  
*ERIC Clearinghouse on Adult Education*

An annotated bibliography on adult basic education contains 38 indexed entries, most of which are also abstracted. Such topics as reading instruction, programmed instruction and related technology, teacher attitudes and characteristics, manpower development, regional needs, program planning and administration, teacher training, and literacy education for enlisted men and non English speaking Mexican-Americans, are represented. Also noted is a collection of abstracts of research studies conducted in New Mexico, Arizona, Nevada, Utah, Idaho, Wyoming, and Colorado.

**COMMUNITY EDUCATION FOR ADULTS, 1 (Current information sources) November 1967, 21pp., \$0.80. 4303**  
*ERIC Clearinghouse on Adult Education*

An annotated bibliography contains 30 indexed and abstracted entries on numerous aspects and concerns of community education for adults, including community development in the United States and abroad, manpower development, leadership and professional training, educational and information needs, dynamics of social change, community planning and action, and the functions and purposes of urban, rural and university extension.

**RESEARCH AND INVESTIGATIONS IN ADULT EDUCATION, Summer 1967, 66pp., \$2.64. ED 014 629** 4304

*ERIC Clearinghouse on Adult Education*

The 177 reports comprising this research review deal with such areas and topics as learning-related abilities, interests, and motives, program planning and administration, learning formats and environments, instructional methods and techniques, adult basic education, vocational education, management and the professions, institutional sponsors (chiefly in extension education), and research methodology.

**ADULT BASIC EDUCATION, 60pp. \$2.40** 4305  
**Knox, Alan B.**

*Columbia University Teachers College*

This report contains abstracts of research reports and evaluation studies related to adult basic education conducted in the United States and Canada. The majority of the reports were dated 1965, 1966, or 1967, many being related to Federal funds either directly or indirectly.

**YOUNG ADULT EDUCATION, ABSTRACTS OF RESEARCH ON VARIABLES RELEVANT TO PARTICIPATION IN EDUCATIVE ACTIVITY BY NON-COLLEGE BOUND YOUNG ADULTS. 1966, 36pp., MF-\$0.25 HC-\$1.52. ED 022 092.** 4305-1

**Knox, Alan B., Carison, Christopher.**

*Columbia University*

Abstracts were prepared in conjunction with a research project designed to identify correlates of extent of educative activity of young men and women under age 25 who either dropped out from high school, or who graduated but who did not continue for any full time post high school education. The list is exceedingly selective in that it includes references that appeared relevant to the objectives of one specific research project, excluding other research reports and summaries available to the investigators. Because multiple copies of the set of abstracts were needed by the project team, additional copies were prepared for other interested researchers.

**RESEARCH STUDIES WITH IMPLICATIONS FOR ADULT EDUCATION, MOUNTAIN-PLAINS REGION, 1967, 84pp., \$3.36.** 4306

**Jensen, Glenn**

*University of Wyoming*

This compilation of abstracts of adult education research studies conducted in New Mexico, Arizona, Nevada, Utah, Idaho, Wyoming, and Colorado covers college and university adult education, public school adult programs (mainly secondary and adult basic education), vocational and technical training (including industrial inservice training), adult learning and creativity and appropriate testing, migrant adult education, civil defense education, educational methods and media, program administration, socio-economic influences, the need for research personnel, and the needs, interests, and other characteristics of various clientele groups (rural dwellers, veterans, the aged, welfare recipients, etc.). Criteria for judging the significance and suitability of these studies included: studies completed since 1945; specific studies carried on in each state and distinctly pertaining to that state; and studies done in a given state, involving people of projects outside the state where the findings would apply to the entire field of adult education. Each abstract contains the purposes and methods used and a summary of the findings.

**BIBLIOGRAPHY OF PERTINENT INVESTIGATIONS, July 1, 1962 to June 30, 1963, 7pp.** 4307

*National Council of Teachers of English*

A bibliography of materials, chiefly from education periodicals and publications, on the subject of adolescent and adult illiteracy.

## DROPOUTS

**THE DROPOUT, CAUSES AND CURES, 1965, 244pp. \$5.95. 4400**

**Cervantes, Lucius F.**

*University of Michigan Press*

A study based on interviews with a number of the dropouts themselves. This survey was conducted for the purpose of finding an answer to the question as to why American youth drop out of school.

**A STUDY OF THE USE OF PROGRAMMING TECHNIQUES BY ADULT BASIC EDUCATION LEARNERS. 4401**

**Cortright, R.W.**

Adult basic education adolescents will be chosen in Washington, D.C. from among a population of potential dropouts from the public school system. Volunteer teachers will be trained to aid them in adult basic education skills by means of a series of programmed textbooks. Students will be examined in terms of skill achievements and dropout rates.

**BIG CITY DROPOUTS AND ILLITERATES, 1965, 141pp. \$5.64. ED 011 349 4402**

**Dentler, R.A. and Warshauer, M.E.**

*Center for Urban Education*

The differences between dropouts and adult illiterates in 131 of the largest cities in the United States were compared to see if these differences were associated with selected features of the local economies and social structures. As a part of the study, a comparative analysis was made of the effects of various programs to prevent or to rehabilitate dropouts and illiterates. The Metropolitan communities were ranked in terms of their production of high school dropouts and illiterates. The ranking involved considerations of the economic, demographic, and other social differences between the cities. The investigators sought to answer three related questions: can indicators of the relative performance of big cities with respect to dropout and literacy patterns be devised? when differences due to social and economic background conditions are held consistent statistically, what are the correlates of high school withdrawal and adult functional illiteracy? and, how are efforts to develop educational or social programs related to community characteristics? The investigators concluded that national and state economic policies, including programs of social insurance, may be of substantial importance in fostering increased educational attainment; while school and welfare programs that attempt to deal directly with dropout prevention or literacy are irrelevant, if not futile.

**"BIG CITY DROPOUTS; REVIEW OF BIG CITY DROPOUTS AND ILLITERATES".**

**The School Review, 76:98-122, March 1968.**

**4402-1**

**Dentler, R.A., Warshauer, M.E.**

**BIG CITY DROPOUTS IN NEW YORK CITY, 1962, 76pp. 4403**

**Dentler, Robert A.**

Results of this study broaden knowledge of the relationship between educational attainment and economic insecurity and suggest that national and state economic policies, including programs of social insurance, may be of substantial importance in fostering increased educational attainment, while school and welfare programs that attempt to deal directly with dropout prevention or literacy are irrelevant if not futile.

**ANNUAL SCHOOL WITHDRAWAL STUDY, 1962-1963. 4404**

*Detroit Public Schools*

Withdrawal statistics of Detroit Senior High School Students.

**DROPOUTS AND JOBS; AND REPORT OF THE KENTUCKY CONFERENCE ON YOUTH, 1963, 113pp. 4405**

*Kentucky Commission on Children and Youth*

Reports of papers presented and workshops held covering many aspects of the dropout's vocational problem. Includes a bibliography.

**"ADULT DROP OUTS (PART 1 OF 2 PART SERIES)". Continuous Learning, 5:55-65, March-April 1966. 4405-1**

**Mann, W.E.**

**"ADULT DROPOUTS (PART 2 OF 2 PART SERIES)". Continuous Learning, 5:127-43, May-June 1966. 4405-2**

**Mann, W.E.**

**THE HIGH SCHOOL COMPLETION PROGRAM FOR ADULTS AND OUT-OF-SCHOOL YOUTH, 1965, Bulletin No. 370, 31pp. 4406**

*Michigan Department of Public Instruction*

A suggested program for high school dropouts giving the background of the problem, presently established programs, and recommendations.

**A STUDY OF STUDENTS WHO DISCONTINUED ATTENDANCE IN THE E.S.E.A. III ADULT BASIC EDUCATION PROGRAM. June 14, 1967, 38pp., MF-\$0.25 HC-\$1.60. ED 019 576. 4406-1**

**Moss, Doris; Richardson, Robert.**

*New York City Board of Education.*

A study was made of students who discontinued attendance in the adult basic education courses provided by public schools in the Bronx, Manhattan, Brooklyn, and Queens.

**NEW PROGRAMS FOR DROPOUTS IN NEW YORK CITY, 1962, 76pp. 4407**

*New York Board of Education*

This is a report on three dropout experiments conducted by the continuation schools of New York City. The report describes the projects and evaluates them.

**THE DROPOUT AND THE DISADVANTAGED, 1964. Free 4408**

*Newark Public Library*

A selected list of books and pamphlets on the school dropout and the disadvantaged child, published since 1960.

**DROPOUT PATTERNS IN THE NEW HOPE PROJECT, 1966, 20pp. \$0.80. ED 011 195 4409**

**Pearce, Frank C.**

*Modesto Junior College*

Of 1,006 referrals from the State Department of Employment, 29 percent dropped before completion of this adult training project. Of these, 6 percent went to work and 11 percent dropped out for reasons which were unavoidable. The actual dropout rate was 12 percent. Of the dropouts, 41.9 percent gave reasons which were within the capacity of the programs to correct, while 21.4 percent dropped for work purposes. Findings show that two-thirds of the total dropouts were students with no prevocational training; tables give detail percentages within the prevocational, trade and industrial, business, and agriculture programs for the rest of the dropouts. The prevocational program showed the only significant decrease in dropout rate, due to a concentrated effort to improve attendance and identify problems as early as possible. Suggestions and recommendations for program modification are included.

**DROPOUT RATES, 1966, 17pp. \$0.68.**

**4410**

**Pearce, Frank C.**

*Modesto Junior College*

This report provides a general picture of the enrollment pattern for the Modesto Multioccupational Project. Tables give data on the active and inactive enrollment in vocational and prevocational training programs and reasons for dropping out of the programs, the main reasons being lack of progress, lack of interest, poor attendance, and family problems. Dropout rates are given for individual training programs in Home Economics, Trade and Industrial Education, Business, and Agricultural Education. Overall dropout rates are summarized.

**THE 1963 DROPOUT CAMPAIGN, 1964, 34pp. \$.20.**

**4411**

*U.S. Department of Health, Education and Welfare*

This booklet contains a summary and an analysis of a special summer program to combat school dropout. 63 communities participated in the program.

**DROPOUTS: SELECTED REFERENCES, 1964, 32pp. \$.20.**

**4412**

*U.S. Department of Health, Education and Welfare*

Bibliography of materials, including audio-visual, on dropouts. Also includes a list of publications relating to teenage marriage and parenthood.





## UPGRADING FOR EMPLOYMENT

**SKILL TRAINING FOR THE JOB. 1966, 238pp. ED 022 088. 4500**

Cenci, Louis.

*Pitman*

In this text, primarily for instructors in skill training programs, the concepts and methods of instruction are oriented toward the belief that supervisors and senior employees represent the best source of instructors.

**"A TECHNIQUE TO DETERMINE ILLITERACY-LITERACY REQUIREMENTS OF JOBS." Personnel and Guidance Journal, 32:524-527, May, 1954. 4500-1**

Edgerton, Harold A., and Blum, M.

**"A NEW CONCEPT IN SKILL UPGRADING". (excerpts from address) Manpower Training in Canada, 8:14-15, Spring 1966. 4500-2**

Harr, J. L.

**"MANPOWER THROUGH LITERACY EDUCATION." School Life, October, 1951. 4501**

Kempfer, Homer

**PUTTING THE HARD-CORE UNEMPLOYED INTO JOBS. REPORT OF THE BUSINESS-CIVIC LEADERSHIP CONFERENCE ON EMPLOYMENT PROBLEMS, CHICAGO, ILLINOIS, JUNE 5-7, 1967. PART I CONFERENCE SUMMARY. PART II CASE STUDIES. 1967, 141pp., MF-\$0.75. ED 022 139. 4501-1**

*National Citizens' Committee for Community Relations*

Part I of this conference report on employing the hard-core unemployed asserts the urgency of action by business and industry to meet employment problems, and presents examples of more active recruitment and liberalized hiring and placement practices, employer-sponsored education and training, efforts by employers to take action on transportation, housing, vocational education, health and welfare, and other community social problems. An action program is recommended, with emphasis on broad cooperation between business and communities. Part 2 describes company programs of recruiting, testing, training, and motivation, employer-community job programs, organizations of businesses and communities, and the use of special tools and techniques; such companies as North American Aviation and such communities as Los Angeles, Pittsburgh, Chicago, Boston, Buffalo, Newark and Huntsville, Alabama are included. The document includes listings of information sources, community job programs, conference participants, and Federal agencies for assistance and funding.

**PROCEEDINGS OF THE NATIONAL CONFERENCE ON MANPOWER TRAINING AND THE OLDER WORKER (Washington, Jan. 17-19, 1966), U.S. Dept. of Labor, U.S. Dept of Health, Education and Welfare, 775pp. 4502**

*National Council on the Aging*

The ten panel and workshop sessions of the National Conference on Manpower Training and the Older Worker included--(1) community action on older worker training and employment--how to get it and maintain it, (2) reaching out to find and motivate the hard-core unemployed, (3) selection for training--do present practices militate against older workers? (4) the role of personal counseling and supportive services, (5) new fields of employment and vocational training, (6) basic education for adults--are special tools and techniques needed? (7) vocational training for adults--does it pay? (8) age restrictions in hiring--some efforts to overcome them, (9) employment counseling--an essential, and (10) employment services for older workers--what more is needed. Appendix II contained a staff report on conference findings and recommended action by various government agencies. Appendix III contained

background papers presented by AFL-CIO, Commission for Human Rights, and the French National Railways.

**NEW CAREERS FOR THE POOR, 1965, \$6.95**

**4502-1**

**Pearl, Arthur and Riessman, Frank**

*The Free Press*

In this book Riessman, currently chairman of the New Careers Committee, discusses the whole business of discovering careers for the poor in an automated world where the usual laboring jobs no longer exist. The five goals of the New Careers program they treat are: quantity of jobs available; classification of jobs that can be filled by the poor; career ladder inputs into jobs; motivation of the poor to use better jobs for improved social living; and societal benefits from "New Careers".

**THE ROLE OF EDUCATION IN RURAL DEVELOPMENT, 1965; xiv, 131**

**4503**

**Connor, D.M. and Magill, D.W.**

*Canada Department of Forestry and Rural Development*

If education is to contribute more effectively to the development of people living in rural areas, some adjustments in the traditional concepts and practices associated with education must at least be considered. This report deals with the whole spectrum of education, in one area of Nova Scotia, and deals separately with the adult and youth phases. Conclusions, recommendations, and a bibliography.

## FOREIGN ADULT BASIC EDUCATION

**"LA ALFABETIZACION EN LAS ZONAS RURALES"**. *Convergence*, 1:37-45, September 1968. 4600  
Adam, F.

**"CURE FOR ILLITERACY: ADULT EDUCATION IN ITALY"**. *Adult Leadership*, 15:159+, November 1966. 4600-1  
Anello, M.

**LITERACY EDUCATION**—Special issue of *ASPBAE Journal*, Vol. 1, Number 2, November 1966. ED 014 649 4600-2  
*Asian-South Pacific Bureau of Adult Education*

This journal issue concentrates on adult literacy and includes a report of the Asian-South Pacific Bureau of Adult Education Seminar. In developing nations, social and economic objectives must be reflected in literacy programs, with varied approaches to reach subcultural groups. Universities should focus on research, methods, publications and on training of literacy trainers. School systems should provide leadership, curriculum development, supervision, and motivation. Voluntary agencies may serve as an important liaison between the people and government, and provide a variety of valuable services. In the Philippine experiment, parents were involved in planning and implementation of curriculums to meet such specific village problems as providing functional literacy programs, health and citizenship education, and economic production. The international cooperative alliance provides seminars on literacy problems and training programs for adult educators of member countries.

**"IS THERE A LESSON FOR US IN THE MACHINERY AND EMPHASES OF SOVIET MASS EDUCATION?"**. *Adult Leadership*. 13:142-4+, November 1964. 4600-3  
Belding, R.E.

**"IRAN'S EDUCATION CORPS AND ILLITERACY"**. *School and Society*, 93:156-7, March 6, 1965. 4600-4  
Bella, S.

**"WORLD ILLITERACY AND INTERNATIONAL DEVELOPMENT"**. *ADULT LEADERSHIP*, 16(5), November, 1967. 4601  
Bernard, T.J.

A general statement "concerning the first work of Nations" in the field of literacy. The article selected suggests major problems, major participants in the World Campaign and an outline of the development of the eradication of illiteracy.

**PROBLEMS OF PRIORITIES IN THE PLANNING OF ADULT EDUCATION** (Lecture delivered at Uppsala University conference on development and adult education, under the auspices of Nordiska Afrikainstitutet, Uppsala, 14 Oct. 1964. Reprint No. 9, 1964, 12pp. 4602  
Bertelsen, P.H.  
*Tanzania Institute of Adult Education*

The rate of education in the economic development of Africa, the importance of training leaders, and a summary of types of African adult education (literacy programs, correspondence courses, technical colleges, agricultural extension, residential colleges, mass media and libraries) are presented.

**"LITERATE ROMAN SOLDIERS"**. *The Classical Journal*, 62:122-7, December 1966. 4602-1  
Best, E.E., jr.

**"EL ANALFABETISMO EN LAS DOS AMERICAS"**. *Convergence*, 1:1-5, September 1968. 4602-2  
Bodet, J.T.

- AFRICAN ADULT EDUCATION, A BIBLIOGRAPHY, 1966, 64pp. \$2.56.** 4603  
**Bown, L.**  
*Zambia University*
- This is a tentative listing of materials on African adult education, prepared without full bibliographic detail, but for the immediate purpose of giving workers some basis to work on. It is limited to sources in English and French, and the English sources do not include many from America.
- "IRAN'S EDUCATIONAL REVOLUTION, MILITARY STYLE".** *Comparative Education Review*, 10:493-8, October 1966. 4603-1  
**Brammer, L.M.**
- THE PROMOTION OF ADULT LITERACY IN INDIA, 1945, 1966, 246pp.** 4604  
**Bryce, G.P.**  
*University of Toronto*
- On Microfilm.
- "CHURCHES IN A LITERACY PROGRAM".** *International Journal of Religious Education*, 42:18-19+, May 1966. 4604-1  
**Bullock, R.H.**
- RED AND EXPERT: COMMUNIST CHINA'S EDUCATIONAL STRATEGIES OF MANPOWER DEVELOPMENT. 1965, 270pp.; Ph. D. Thesis, MF \$3.50 Xerography \$12.15.** 4604-2  
*University Microfilms*
- During the Second Five Year Plan (1958-1962), the Chinese Communists expanded spare time adult education schools to part-work, part-study, Red-and-Expert universities and schools to provide ideological indoctrination and cultivate socialist citizens (Red) and to train skilled manpower for modern industry and economic development (Expert).
- "TOWARD WORLD LITERACY".** *Wilson Library Bulletin*, 39:887-95, June 1965. 4604-3  
**Carnovsky, L.**
- "PRESENT PLANS FOR LITERACY EDUCATION IN THAILAND".** *Convergence*, 1:58-62, September 1968. 4604-4
- ADULT BASIC EDUCATION IN LATIN AMERICA, 1966, 15pp. \$0.60. ED 010 870** 4605  
**Cortright, R.W.**
- The author briefly reviews studies and reports on adult basic education programs in Latin America, where in most countries at least 40 percent of the adult population is illiterate, education has been related to national economies, health, and social and political problems. National budgets for literacy programs are growing and in some countries industries have aided literacy education. Adult programs have included children and adolescents who work a full day. The question of whether to invest more in adult or elementary programs recurs. The Peace Corps have been helpful in training teachers of illiterates and in initiating programs. Numerous references are made to documents in English, Spanish, Portuguese, and French. This article contains summaries in French and German.
- "ADULT BASIC EDUCATION IN LATIN AMERICA".** *International Review of Education*, 12(2):176-83, 1966. 4605-1
- THE EAST PAKISTAN LITERACY STORY** 4607  
**Cortright, R.W.**  
*Laubach Literacy*

**"NIGERIA: ADULT LITERACY TEACHER EVALUATION"**. *Adult Leadership*, 15:130-1, October 1966. 4607-1  
Cortright, R.W.

**WORLD CAMPAIGN FOR UNIVERSAL LITERACY: COMMENT AND PROPOSAL**. 1964, 40pp. 4608  
Curle, Adam  
*Harvard University Press*.

**"TOWARD A LITERATE WORLD"**. *The Education Digest*, 30:32-4, 1964. 4608-1  
Dale, E.

**CORRESPONDENCE INSTRUCTION IN ETHIOPIA, KENYA, TANZANIA, MALAWI, ZAMBIA, AND UGANDA. EXPERIENCES, NEEDS AND INTEREST (Report to the Dag Hammarskjöld Foundation)**, 1966, 140pp. \$5.60. ED 012 412 4609  
Edstroem, Lars-Olof

This report on the salient features and concerns of correspondence instruction in Ethiopia, Kenya, Tanzania, Malawi, Zambia and Uganda, discusses advantages, disadvantages and requirements of the correspondence method in an African context, surveys conditions and facilities (postal services, roads, instructional radio and television, correspondence schools and colleges, resources for producing instructional materials), suggests national tasks for correspondence teaching, and assesses interest in the proposed 1967 correspondence instruction seminar.

**"ACCESS OF GIRLS TO ELEMENTARY AND SECONDARY EDUCATION IN ASIA"**. *Social Studies*, 58:262-4, November 1967. 4609-1  
Fisher, M.J.

**A BIBLIOGRAPHY FOR USE IN THE PREPARATION OF MATERIALS FOR ADULT LITERACY EDUCATION IN BRAZIL**. May 1967, 26pp., MF-\$0.25 HC-\$1.12. ED 019 550. 4609-2  
*Florida State University*.

An annotated bibliography; includes commercial and UNESCO publications, most of which are dated 1942-1965. Included are descriptions of projects in other countries which might be of value in setting up a program in Brazil; works on teaching methodology and program development; recent studies in the use of teaching machines, programmed learning, television, and other devices; and materials on the actual planning and preparation of materials. There is a separate, unannotated, bibliography of periodical articles.

**ADULT EDUCATION TECHNIQUES IN DEVELOPING COUNTRIES, A GREEK CASE STUDY. PROBLEMS OF DEVELOPMENT SERIES**, 1967, 136pp. \$5.52. ED 013 417 4610  
Fourre, Pierre, et al.  
*Organization for Economic Cooperation and Development*

Aided by the Organization for Economic Cooperation and Development and the Organization for European Economic Cooperation, Greece has established a network of adult education centres outside towns, to meet the problems of illiteracy and low education level. The centre provides for academic and library programs for six to seven months, and recreation services throughout the year. Administered by the local primary teacher, the program utilizes community personnel (craftsmen, doctors, welfare workers) and government specialists to promote village development, and to raise living standards and educational levels. Curriculum is organized about a central point of interest, and such areas as agriculture and health are illustrated. Detailed description of the use of discussion groups, question and reasoning methods, and special literacy materials illustrate successful teaching techniques. Included in the syllabus are literacy, technical, and general education, all utilizing a variety of audiovisual aids. Detailed treatment is given to such aids as diagrams, models, and illustrations. Emphasis on the teacher's personal

qualities, active community leadership, and effective teaching techniques illustrates elements for success over peasant prejudice toward schooling. The document includes OECD sales agents and other publications in the development problems series .

**THE ROLE AND IMPORTANCE OF ADULT EDUCATION IN ZAMBIA, April 25-30, 1966, 112pp. \$4.48. 4611**

**Friedrich Ebert Foundation**

The following facts were brought out in this collection of papers and recommendations of an adult education seminar held at the Staff Training College, Lusaka, Zambia at the time of independence (1964). Adult education facilities in Zambia existed in only three provinces on the railroad line, and over 60 percent of the population had no facilities. Of 1.5 million adults, 1 million had never been to school. Of persons over 16, 75 percent of the males and 93 percent of the females were illiterate, mostly in the rural areas. Early in 1964 a crash program of night schools was organized in centers away from the railroad. A correspondence course unit was established at Evelyn Hone College of Further Education, fees were reduced, and a policy of incentive fee remission initiated. In 1965 a detailed adult education plan was prepared as part of the national development plan, 1965-70. An adult education section was added at Ministry Headquarters, the correspondence course unit was expanded, and partial local financial support of adult education programs was required. Two adult education centers were founded at Ndola and Luanshya where day courses as well as evening could be given—ideal for day-release, short courses, and courses for women.

**“VILLAGE SCHOOL IN IRAN”. Times (London) Educational Supplement, 2599:744-5, March 12, 1965. 4611-1**

Gillett, N.

**“TEACHING ILLITERATES IN ISRAEL”. Adult Leadership, 16:292-4+, February 1968. 4611-2**

Haramati, S.

**“ADULT EDUCATION IN THE U.S.S.R.”. Adult Leadership, 16:51-4+, June 1967. 4611-3**

Harlan, R.W.

**“SOME OF THE ROOTS OF THE IDEAL OF UNIVERSAL LITERACY”. The Reading Teacher, 19:4-8, October 1965. 4611-4**

Hildebrandt, W.

**“ADULT EDUCATION IN TURKEY”. Adult Leadership, 13:281-2+, March 1965. 4611-5**

Hunsaker, H.C.

**MANPOWER, EMPLOYMENT AND EDUCATION IN THE RURAL ECONOMY OF TANZANIA, 1966, 43pp. \$1.80. ED 013 402 4612**

Hunter, Guy

*U.N.E.S.C.O.*

Less than a tenth of the Tanzanian Labor Force is in paid employment, and most able-bodied adults are still engaged in low yielding agriculture and herding. Modern productive employment is scarce even for those with an eight-year primary investment in education aimed at increasing productivity and economic opportunity. Highest priority should go to agricultural extension, accompanied by a temporary restriction of the expansion of formal primary education. The vicious circle of low productivity, inadequate extension services, and scarcity of revenues to train and pay extension agents can be broken only by increasing extension services with an absolute minimum of recurrent expenditures by the government. Simple craft and commercial training, community development and resettlement projects, youth services, national service, and cooperative training are also necessary. (The document includes six tables.)

**THE APPLICATION OF RADIO IN COMMUNITY EDUCATION IN ETHIOPIA (Ph.D. dissertation), 1964, 143pp. 4613**

**Inquai, Solomon**

In this study the use of radio in adult education is examined and its application in Ethiopia is proposed. Adult education programs in the United States, Canada, Brazil, Colombia, and India were studied. Questions answered include—How is radio used in adult education? What are its effects and limitations? Can Ethiopia learn from the experience of these countries?

**“SURVEY OF THE LITERACY CAMPAIGN IN THE U.S.S.R.”. *Convergence*, 1:19-24, September 1968. 4613-1**

**Ivarova, A.M.**

**ILLITERACY, A WORLD PROBLEM. 1967, \$5. ED 018 758. 4613-2**

**Jeffries, Charles.**

*Pall Mall Press*

This study of world illiteracy begins with a brief outline of the nature of the problem of illiteracy and a discussion of the special techniques which have been evolved to overcome it. A world map plots illiteracy in specific areas and countries. Past and present efforts to solve the problem (the pioneer work of missionaries, mass education and literacy campaigns, programs of UNESCO and the United Nations), the literacy campaign in Northern Nigeria, and similar campaigns in French-speaking Africa and in Cuba are surveyed. The provision of reading material needed to follow up literacy campaigns and the use of mass media are examined.

**“PILOT LITERACY CAMPAIGN IN SOUTH AMERICA”. *Times (London) Educational Supplement*, 2700:532-3, February 17, 1967. 4613-3**

**Jessel, C.**

**FUNCTIONAL LITERACY AND INTERNATIONAL DEVELOPMENT 4614**

**Kidd, R.**

*Ontario Institute for Studies in Education*

A Study of Canadian capability to assist with the world campaign to eradicate illiteracy.

**THE YOUTH CENTRE LEADERS HANDBOOK, A GUIDE FOR AFRICAN YOUTH WORKERS, 1962, 66pp. 4615**

**Kiment, D.M.**

*East African Literature Bureau*

This handbook provides guidance to youth centre leaders, community development assistants, and others who are working in the comparatively new field of youth centres in Kenya. Appendix includes a bibliography, a specimen of syllabus, and the constitution of the Kenya Association of Youth Clubs.

**“GHANAISANS BEGIN TO BREATHE AGAIN”. *Times (London) Educational Supplement*, 2736:922, October 27, 1967. 4615-1**

**Kirkman, W.P.**

**TEACHING THE WORLD TO READ: A HANDBOOK FOR LITERACY CAMPAIGNS, 1947, 246pp. 4616**

**Laubach, Frank C.**

*Friendship Press*

An outline of the “Laubach Method,” covering the use of phonemic principles and frequency word counts to reduce spoken language to writing, creation of inexpensive charts and texts, and the “each one

teach one" tutorial method. Of special utility is the chapter on the organization and administration of large scale literacy programs.

**TOWARD WORLD LITERACY. THE EACH ONE TEACH ONE WAY, 1961, 335pp. 4617**  
**Laubach, Frank C. and Laubach, R.S.**  
*Syracuse University Press*

The experiences of the Laubachs, father and son, covering over twenty-five years in the field of adult literacy education around the world form the main theme of the present volume. Specific questions treated which will be of interest to most urban adult literacy programs are "How To Treat the Adult Illiterate" (Chapter 4), "How Literacy Campaigns Are Conducted in Urban Communities" (Chapter 7), and "How To Hold a Literacy Conference." (Chapter 10).

**"CUBAN LITERACY CAMPAIGN". Convergence, 1:46-51, September 1968. 4617-1**  
**Lorenzetto, A.; Neijs, K.**

**"RESPONSIBILITY OF THE TEACHING PROFESSION FOR THE REDUCTION OF MASS ILLITERACY". The Reading Teacher, 19:14-17, October 1965. 4617-2**  
**Luke, R.A.**

**REVIEW OF CONTEMPORARY RESEARCH ON LITERACY AND ADULT EDUCATION IN LATIN AMERICA, Reprinted from Latin American Research Review, Vol. III No. 3, Summer 1968. 4617-3**  
**Marquardt, W.F. and Cortright, R.W.**

A thorough critical review of what is available. A detailed bibliography is included.

**"LITERACY AND ECUADOR'S NATIONAL DEVELOPMENT PLAN". School and Society, 95:84-6, February 4, 1967. 4617-4**  
**Mathias, R.**

**"ILLITERACY IN INDIA; PROBLEMS AND PROGRESS". Reading Teacher, 19:83-90, November 1965. 4617-5**  
**McCullough, C.M.**

**A HANDBOOK FOR LITERACY TEACHERS, 1964, 70pp. 4618**  
**McKillop, K.R.**  
*East African Literature Bureau*

The methods described in this handbook can be adapted for use in any language which can be written phonetically. Chapters are: The value of adult literacy, History of the alphabet, History of methods of teaching reading and writing, Principles of teaching, Sounds and symbols, Lesson construction, Letter construction, The method of teaching lessons, Training and teacher, Teaching devices, The literacy campaign, and Numbers and follow-up work. Appendices are Instruction time table, Group register, Monthly returns and Literacy certificate.

**ADULT EDUCATION IN DEVELOPING COUNTRIES; A BIBLIOGRAPHY. 1965, 128pp., MF-\$.75 HC-\$5.20 ED 022 086. 4618-1**  
**Mezirow, Jack and Epley, David**  
*University of Pittsburgh.*

Forty sources (listed at the end of the document) were used to compile this comprehensive bibliography of references on adult education abroad.

**"BASIC EDUCATION FOR CHILDREN AND ADULTS IN INDONESIA". Education, 85:32-6, September 1964. 4618-2**  
**Mooney, F.E., Jr.**



**EDUCATION FOR LITERACY; ITS NATURE FUNCTION AND DYNAMICS, 1958, 240pp.** 4619  
**Narain, Raj.**

An account of literacy education in India.

**FUNCTIONAL LITERACY IN THE PHILIPPINES, 1963.** 4620  
*Philippine Islands, Bureau of Public Schools*

**ADULT EDUCATION FOR DEVELOPING COUNTRIES. 1967, 160pp. ED 029 224.** 4620-1  
**Prosser, Roy.**  
*East African Publishing House.*

In developing countries the need for providing opportunities for all forms of adult learning is a first priority, because all basic development must be associated with learning. At present most emphasis is placed on subject matter: ideas, information, skills and techniques. It is often not realized that as far as education is concerned, the way knowledge is arranged and delivered is as important as the knowledge itself. The three sections of this book cover the relationship between adult education and national development; problems of organization and administration; and those methods and means that experience has shown can be used to realize specific objectives and bring them to a satisfactory conclusion. A list of readings is included .

**PROCEEDINGS OF THE CONFERENCE ON PROGRAMMED LEARNING AND RESEARCH IN ADULT EDUCATION, 1966, 128 pp. \$5.20.** 4621  
**Prosser, Roy C. et al**  
*Adult Education Association of East and Central Africa*

Discussions at the second conference of the Adult Education Association of East and Central Africa concentrated on programmed instruction and research. The basic techniques of programming were outlined, and current trends of thought in the development and use of programmed instruction were discussed. The conferees examined the fields in which research would be appropriate, the most valuable methods to use, and the ways in which more research and evaluation could be achieved in developing nations. It was resolved that--(1) programmed instruction had great potential value in adult education in developing countries in which there is a chronic teacher shortage and many adults have to learn on their own and that (2) immediate steps should be taken to start research projects, using existing research institutes and soliciting external assistance.

**"IS SOUTH AMERICA MAKING PROGRESS? ". Phi Delta Kappan, 47:210-14, December 1965.** 4621-1  
**Roucek, J.S.**

**THE STRUGGLE AGAINST ILLITERACY** 4622  
**Rycroft, W.S. and Clemmer, M.M.**  
*United Presbyterian Church*

An account of the illiteracy struggle in developing countries.

**THOUGHTS ON BASIC EDUCATION, 1963, 112pp.** 4623  
**Salamatullah**  
*Asia Publishing House*

Thoughts and ideas on illiteracy in Asia.

**"TANZANIAN GIRL STUDENTS WIN LITERACY PRIZE". School and Society, 96:84-6, February 3, 1968.** 4623-1

**"RISE IN WORLD ILLITERACY". School and Society, 93:492+, December 25, 1965.** 4623-2

**"LITERACY PROGRAMS IN COLOMBIA".** Wilson Library Bulletin, 41:829-33, April 1967. 4623-3  
Shephard, M.D.

**"INTERNATIONAL CAMPAIGN AGAINST ILLITERACY; WORLD CONGRESS OF MINISTERS OF EDUCATION ON THE ERADICATION OF ILLITERACY".** School and Society, 94:76+, February 5, 1966. 4623-4  
Sochor, E.

**ADULT EDUCATION IN INDIA, 1966. ED 014 634** 4624  
Styler, W.E.

Against a background of mass illiteracy, poor pay and poor status of teachers, and an alien education pattern, the State Governments of India have provided social education for citizenship as well as literacy. Individual and group methods have been used. Vidyapeeths (residential colleges) and educational centers have been set up, and all India radio used in rural areas. Because of the overwhelming illiteracy and its connection with community development which has not been successful, social education has not been achieved as hoped. Concentration now focuses on the 15-30 age group and the setting up of voluntary village colleges with government support. Since 1958, the Central Board of Workers Education has provided successful courses for workers run by professional education officers and worker teachers, and has concerned itself with literacy since 1964. The Universities of Mysore, Poona, and Rajasthan have created departments of adult education, providing lecture series and setting up educational centers in smaller communities. Delhi has started a correspondence course.

**"INTERNATIONAL LITERACY DAY; SEPTEMBER 8."** Times (London) Educational Supplement, 2729:387, September 8, 1967. 4624-1

**"LITERACY CAMPAIGN SNOWBALLS".** Times (London) Educational Supplement, 2551:898, April 10, 1964. 4624-2

**"LITERACY DRIVE TRANSFORMED; THREE-YEAR PILOT SCHEMES MOOTED".** Times (London) Educational Supplement, 2553:1061, April 24, 1964. 4624-3

**"MILLION ADULT ILLITERATES".** Times (London) Educational Supplement, 2814:1337, April 25, 1969. 4624-5

**"NEW STYLE LITERACY; LAUNCHING THE PILOTS".** Times (London) Educational Supplement, 2601:923, March 26, 1965. 4624-6

**"SOLDIERS WITH MORTAR BOARDS; THE LITERACY CORPS OF IRAN".** Times (London) Educational Supplement, 2596:510, February 19, 1965. 4624-7

**"LITERACY BY DECREE IN INDONESIA",** School and Society, 94:279-83, Summer, 1960 4626  
Thomas, R.M.

**BASIC MATERIALS IN HAITIAN CREOLE, ED 000 705** 4627  
Valdhan, Albert.  
*Indiana University*

The goal of this project is to produce a reference grammar, a basic course with accompanying tapes, and a short programmed self-instructional introductory set which would make it possible for American scholars, technicians, diplomats and businessmen to use Haitian Creole. The reference grammar and the basic course will be tailored for approximately 320 contact hours. This would consist of 5 hours of classroom drill plus 5 hours of laboratory work for each of 32 weeks in the conventional university setting, or 16 weeks in an intensive instruction approach.

**RADIO AND ADULT EDUCATION IN TANZANIA, SOME CONSIDERATIONS (Adult Education Studies, 1) 1966, 13pp. 4628**

Widstrand, C.G.

*Dar es Salaam (Tanzania) Institute of Adult Education,*

This is a discussion of the problems of communication by mass media and the possibilities of adult education by radio in Tanzania. It includes a list of programs.

**THE TEACHING PROFESSION AND WORLD LITERACY (Proceedings of the 5th International WCOTP Conference on Adult Education, Addis Ababa, Ethiopia, Aug. 8-9, 1965) 55pp. 4629**  
**World Confederation of Organizations of the Teaching Profession**

Proceedings of the main conference of the World Confederation of Organizations of the Teaching Profession include opening speeches, a keynote address by the Director-coordinator of Adult Education and Youth Activities for UNESCO, etc.

**THE TEACHING PROFESSION AND THE WORLD-WIDE LITERACY PROGRAM, May 1967. 4630**  
*World Confederation of Organizations of the Teaching Profession*

This gives an account of the situation of the world illiteracy crisis and suggests the responsibility of the U.S. teaching profession to help overcome this.

**THE ROLE OF THE UNIVERSITY IN ADULT EDUCATION TRAINING (Report of a conference held at the University of Zambia, Department of Extra-Mural Studies, Dec 14-15, 1966) 100pp. 4631**  
*University of Zambia*

Fifty-one representatives of government, the University of Zambia, and industry discussed the role of the University Department of Extra-Mural Studies in the affairs of the country. The consensus of the conference was that the university conduct research, act as an advisor to other agencies, and work with them in developing and evaluating training programs, that a sub-committee of the National Council of Education be formed to coordinate adult education activities, and that training courses be set up for teachers of extension workers, volunteers, prospective teachers, and those working in mass media.

**THE USE OF MASS MEDIA IN THE EDUCATION OF ADULTS: CONFERENCE (LUSAKA, ZAMBIA, JANUARY 3-8, 1965). 1965, 131pp., MF-\$0.75 HC-\$6.65. ED 024 881. 4632**

At this 1965 Central and East African conference, lectures and reports were given on radio and television in correspondence education; uses of films, radio, the printed word, and television in adult education in general; and principles of effective and efficient mass media communication.



## HANDBOOKS FOR TEACHERS

**ADULT EDUCATION PROCEDURES; A HANDBOOK OF TESTED PATTERNS FOR EFFECTIVE PARTICIPATION, 1963, 245pp. \$6.00. 4700**

**Bergevin, Paul, et al**

*Seabury Press*

A description of a number of tested techniques in adult education, presented in a clear and detailed form.

**A TEACHER'S GUIDE FOR ADULT BASIC EDUCATION, 1967, 149pp. \$6.04 ED 013 403 4701**

**Brown, Antronette**

*Missouri State Dept. of Education*

This document includes detailed teaching objectives, methods, and materials (films, filmstrips, books, transparencies). The course includes (1) Reading and communication skills — phonics, vocabulary reference, and so on; (2) Social studies — government, geography, history, world affairs, citizenship economics, social and political problems; (3) Mathematics: computation, fractions, measurement, geometry, basic algebra; and (4) Science: health and safety, biology and physical science. Each learning objective is reinforced with suggested practical and common experience applications. Among the suggestions for successful classroom learning experiences are — individualized study, creation of informal and friendly classroom climate, dramatic presentation of material, utilization of programmed material and technological devices, and inclusion of socialization opportunities in instructional procedures. Lists of achievement, diagnostic, reading readiness, and aptitude and interest tests are included. The document includes a bibliography.

**BASIC EDUCATION FOR ADULTS: a Report of the California State Committee on Basic Education, 1967 4702**

*California State Dept of Education*

A very useful "Instructor's and Administrator's handbook". Includes a curriculum, suggested teaching methods, bibliography of instructional material.

4702-1

**ADULT EDUCATION: The Open Door; 1969, xv, 247.**

**Axford, R.W.**

*International Textbooks*

Written for administrators, teachers, volunteers, training directors, county and urban agents, and those interested in learning about the growing field of adult and continuing education. Examples of programs and workshops are included. A handbook for workers in adult education.

**BASIC ENGLISH (Teacher Manual), 1962, 235 pp. 4703**

*Chicago Board of Education*

This curriculum guide covers the following topics: extending sight vocabulary, development of word recognition, skills of comprehension, oral reading, rate of reading, recreational reading, speech improvement, paragraph building, spelling and dictionary use. The appendices include a useful basic sight vocabulary adapted from Dolch.

Since this material was originally developed for "slow learners" in the secondary schools, it should be used with discretion.

**NUTRITION GUIDE FOR TEACHERS, 1962, 22pp.** 4704  
*Colorado State Department of Education*

A manual of suggestions, ideas and activities on nutrition education. Includes a bibliography of books, pamphlets and films.

**“GUIDELINES TO UNDERSTANDING ILLITERATE ADULT AMERICANS”.** *Journal of Home Economics*, 58:253-5, April 1966. 4704-1  
Cortright, R.W.

**YOU AND YOUR NEEDS, Instructor’s Book, 1966, 22pp. \$1.50.** 4705  
Dare, B.F. and Wolfe, E.J.  
*Follett Publishing Co.*

An instructor’s guide to the booklet “You and Your Needs” which contains readings and exercises on the needs of the body, the need for attention and the need to achieve. One of the Accent/Personality Series.

**THE TEACHING OF SOUNDING, 1951, 48pp. \$.50.** 4706  
Dolch, Edward W.  
*Garrard Publishing Co.*

Basic principles and an outline of thirteen steps in teaching sounding as a method of adding to the reader’s sight vocabulary.

**GUIDELINES FOR TEACHING THE “UNDER-EDUCATED” ADULT, 1966, 113pp. \$4.52.** 4707  
Donohue, Dan et al.  
*Washington State Office of Public Instruction,*

The Washington State Department of Public Instruction prepared these guidelines for teachers of under-educated adults – illiterate, functionally illiterate, and non-English-speaking.

**MANUAL FOR TEACHERS OF ADULT ELEMENTARY STUDENTS, 189 pp.** 4708  
Gray, William S.  
*U.S. Dept. of Health, Education and Welfare*

This manual was prepared originally at the request of the National Advisory Committee on Illiteracy in 1934. While the bibliography is now out-of-date, the text is still amazingly timely and contains some of the best material written on the subject. A classic in the field containing much helpful material in reading, writing, spelling, and arithmetic, this manual deals with the instruction of native-born nonliterate and also provides helpful material for those learning English as a second language.

**THREE INSTRUCTIONAL TOOLS FOR TEACHERS: READING PLACEMENT MANUAL, WORKBOOK GUIDE, LESSON PLANS, 1950.** 4709  
Griffin, E.W.  
*Croft, Arthur C.*

The only one of these tools the teacher may find useful is the outlined lesson plans for the series of readers.

**THE TEACHING OF STRUCTURAL WORDS AND SENTENCE PATTERNS, 4 vol., 1959-1966, \$1.45 each.** 4709-1  
Hornby, A.S.  
*Oxford.*

Syllabuses in which more emphasis is placed on the teaching of structural words and sentence patterns than on the teaching of vocabulary.

**FIRST COURSE OF STUDY FOR TEACHERS OF ADULT BASIC EDUCATION CLASSES, Prepared Under Provisions of the Colorado State Plan for Adult Basic Education. 1965, 68pp., MF-\$0.50. HC-\$3.50. ED 028 357. 4709-2**

McKean, Robert C. and others.  
*University of Colorado*

This First Course of Study for Colorado adult basic education teachers presents an outline of recommended content and offers suggestions and possibilities to those who will teach the course. Objectives, content, and pertinent references are indicated for specific subject matter areas and certain other portions of the course.

**A HANDBOOK FOR LITERACY TEACHERS 1964. ED 018 689. 4709-3**

McKWilliam, K.R.  
*East African Literature Bureau*

The methods described in this handbook can be adapted for use in any language which can be written phonetically.

**HOW ADULTS CAN LEARN MORE FASTER, 1961, 48 pp. 4710**

*National Association of Public School Adult Education.*

Such topics as study techniques, test taking, memorization, and effective use of time are covered. A tool for counselors and for classroom discussion.

**A TREASURY OF TECHNIQUES FOR TEACHING ADULTS, The Association, 1964, 48pp. \$1.00. 4711**

*National Association for Public School Adult Education*

A collection of methods used by teachers of adults in many fields. Contains advice on making lesson plans, grouping students and making classes varied and interesting.

**WHEN YOU'RE TEACHING ADULTS. 1965, 24 pp., MF-\$0.25. ED 024 910. 4712**

Sayre, Mary Ellen, Ed.  
*National Association for Public School Education*

This booklet is a revised and abridged reprint of "Let's Teach Adults," issued by the Florida State Department of Education in 1954. In this printing, references have been broadened to apply to the country as a whole. The four chapters, intended for use by teachers and directors of adult education programs, discuss beginning first classes effectively, creating variety in classroom experience, using available audio-visual aids and human resources, and evaluating oneself as a teacher. Objective self evaluation tests for both teachers and students conclude the manual.

**ADULT BASIC EDUCATION, A GUIDE FOR TEACHERS AND TEACHER TRAINERS, 1967. ED 013 400 4713**

*National Education Association.*

A teacher training manual developed in three adult basic education workshops sponsored by the National Association for Public School Adult Education (NAPSAE) outlines a scheme applicable both to trainees and to their disadvantaged clientele. Teacher training methods include role playing, talks by experts, demonstrations and exhibitions, field trips, films, small group discussion, etc.

**IT PAYS TO TALK IT OVER, 1947, 48pp. \$.40. 4714**

*National Institute of Social Relations*

A booklet containing suggestions and advice for discussion leaders. Also lists sources for audio-visual material and publications for further reading.

**ADULT BASIC EDUCATION SEMINAR GUIDE,**

4715

**Neff, M.C.**

*Follett Publishing Co.*

**THE TEACHER AND OVERHEAD PROJECTION; A TREASURY OF IDEAS, USES AND TECHNIQUES, 1965, 240pp. \$7.50.**

4716

**Schultz, Morton J.**

*Prentice-Hall*

Covers the various types of equipment and materials, and discusses many ways in which they may be used.

**RADIPES EDUCATION FOR ADULT DEVELOPMENT; AND MANUAL FOR TEACHERS OF ADULT EDUCATION IN RAPIDES PARISH 1967, 87p. MF-\$4.45. ED 026 578.**

4716-1

*Rapides Parish School Board*

The operational manual for teachers of adult education in the Rapides Education for Adult Development Program of Rapides Parish, Louisiana, sets forth procedures, policies, philosophies, and programs as a guide to be followed uniformly by all teachers of adult classes.

**BASIC-REMEDIAL EDUCATION; HANDBOOK FOR MDT INSTRUCTORS. 1968., 271 pp. MF-\$1.25 HC-\$13.65. ED 026 562.**

4716-2

*Tennessee State Board for Vocational Education.*

To provide information, examples and ideas for teachers involved in Manpower Development Training programs, this handbook discusses many important aspects of such programs as: basic philosophy, basic remedial education, the learning process, individual variations, classroom environment course outline, lesson plans, the first and second weeks of classes, progression of instruction, instructional materials and aids, and closing the project, all from the viewpoint of an integrated plan to understand and treat the trainee as an individual who should be helped to develop his full potential. Glossaries for vocational instruction and examples of evaluation and information forms are included in the appendix. Extensive references for books, materials and films are given.

**GUIDELINE FOR TEACHING THE UNDER-EDUCATED ADULT, 1966, 30pp.**

4717

**Throckmorton, A.F.**

*Kansas State Dept. of Public Instruction*

These guidelines are intended to enable teachers of adult basic education to prepare a course of study that will provide educational opportunities for the under-educated adult and to enable school administrators to familiarize themselves with the Basic Education Program. The guidelines are presented under five headings -- (1) Understanding the Learner, (2) The Problem, (3) Recruiting and Orientation, (4) Suggested Areas for Teacher Consideration, and (5) Audiovisual Aids and Teaching Material.

**LITERACY INSTRUCTOR'S HANDBOOK: AN ADVENTURE IN TEACHING, 114pp. \$4.50**

4718

**Wallace, Mary C.**

*Follett Publishing Co*

The introduction gives "pointers" on teaching adult illiterates, drawn from the author's experience. Great emphasis is placed on extrinsic reinforcement. Of special interest is a brief collection of short stories using controlled vocabulary, though the content is somewhat flimsy and uninteresting. On the whole the manual does not make any attempt to present a complete and well-thought-out psychology of adult learning; the lesson plans are schoolbookish. There is no section of the work devoted directly to the problem of teaching adults to read.



**HOMEMAKING EDUCATION PROGRAMS FOR ADULTS, 1960, 62pp. \$.25. 4719**  
*U.S. Department of Health, Education and Welfare.*

A bulletin planned for the use of those developing and administering programs of adult education in home and family living. This booklet was prepared in the Home Economics Education Branch of the Office of Education.

**ORAL ENGLISH, 1961, 58pp. 4720**  
*U.S. Information Agency*

"Planning and conducting conversation classes and discussion groups". A guide for the teacher.

**A TREASURY OF TECHNIQUES FOR TEACHING ADULTS. 1968, 48 pp., MF-\$0.25. ED 024 913. 4720-1**  
**Warren, Virginia B., Ed.**  
*National Association for Public School Adult Education*

Public school adult educators, training directors in business and industry, and other group leaders in civic and professional organizations assembled this collection of techniques used by teachers and adults. Among topics discussed are planning an adult education course, grouping adult students, applying creativity to teaching, and preventing dropouts. A lengthy analysis of group discussions is included presenting various goals and techniques. Suggestions are given for ways of helping students study and involving them in the group.

**ADULT BASIC EDUCATION, A GUIDE FOR TEACHERS (1967 revision) 1967, 151pp. \$6.04. 4721**  
**Wheeler, H.**  
*Missouri State Board of Education*

Compiled as an idea and information guide for teachers of adult basic education, this document includes detailed teaching objectives, methods and materials (films, filmstrips, books, transparencies).

**THE TEACHING PROFESSION AND THE WORLD-WIDE LITERACY PROGRAMME. A handbook for leaders of WCOTP affiliated organizations, 1967, 40pp. \$1.68. ED 012 880 4722**  
*World Confederation of Organizations of the Teaching Profession*

A literacy handbook prepared by the World Confederation of Organizations of the Teaching Profession indicates the ways in which teachers' associations, traditionally child-centered, can effectively engage in adult education.



## HANDBOOKS ON TEACHING READING

- HOW TO TEACH READING, 1962, 127pp. \$2.50. 4800**  
**Botel, Morton**  
*Follet Publishing Co*  
Practical handbook for reading instruction. Covers the teaching of vocabulary, comprehension, oral reading, and word attack, among other topics.
- TEACHING ADULTS THE LITERACY SKILLS, 1962. 4801**  
**Brice, E.W. et al.**  
*General Federation of Women's Clubs*  
An instructor's guide.
- TEACHING ADULTS TO READ, 1965, 128pp. 4802**  
**Chapman, B.E. et al.**  
*Allied Education Council*  
An excellent handbook for teachers of adults which used to come with the kit of the Mott Basic Skills Program, Series 1500. No longer published.
- THEY ARE LEARNING TO READ, Reprinted from Adult Leadership, June, 1959. 4803**  
**Cortright, Richard W.**  
*Baylor Literacy Center*  
How trained volunteers are teaching illiterates to read and write.
- ADULT BASIC EDUCATION IN BASIC READING, LESSONS 1-10. 1966, 31pp. \$1.32. ED 012 835 4804**  
*Danbury Public Schools.*  
This curriculum and teaching guide employs readings graded in difficulty and geared to the interest level of adults. Parallel reading exercises for each lesson are designed to develop auditory and visual discrimination, and the association of sound, sight, and meaning is strengthened by using phonics and structural analysis aids. Instructional aids and teaching procedures, including a vocabulary list for home study, are included.
- BETTER READING IN YOUR SCHOOLS, 1957, 40pp. \$.25 4805**  
**Dolch, Edward W.**  
*Garrard Publishing Co.*  
A booklet, written for supervisors, to aid them in helping teachers to improve their teaching of reading.
- WHAT'S BEHIND THE WORLD? 1954, 64pp. \$.35. 4806**  
**Epstein, Sam and Beryl**  
*Scholastic Book Services*  
Simply written account of the development of words and of language. Adapted from *The First Book of Words*.
- A MANUAL FOR ENGLISH TEACHERS, 40pp. 4807**  
*Globe Book Company, Inc.*  
A booklet giving suggestions for teaching literature. It includes several model lesson plans incorporating books published by this company.

- ON THEIR OWN IN READING, 1948, 268pp. \$2.00.** 4808  
**Gray, William S.**  
*Scott, Foresman, Co.*  
 Techniques in teaching which will give children independence in attacking new words.
- TEACHERS GUIDE TO READER 1.1 1965, (Open Court Basic Readers Series)** 4809  
**Hughes, Ann**  
*Open Court Publishing Co.*  
 A teacher's manual to accompany the three books in the 1:1 series, Learning to Read and Write, Reading and Writing, and Word Line Book.
- LET'S LEARN MORE ABOUT READING, 1964.** 4810  
*Kentucky State Department of Education*
- WHAT READABILITY CAN DO FOR YOU, 15pp. \$.30.** 4811  
**Klare, G.R. and Laubach, R.S.**  
*New Readers Press*  
 A booklet written for those who wish to write, and for those who select books for new readers. Contains a list of books for writers.
- TIPS FOR TEACHING BASIC READING TO ADULTS, 1964, 4pp.** 4812  
*New Jersey Department of Education*  
 This leaflet covers the scope of the task, psychology for teaching adults, teaching techniques, and teaching methods.
- A PRACTICAL GUIDE TO INDIVIDUALIZED READING FOR TEACHERS AND SUPERVISORS IN THE ELEMENTARY SCHOOL, 1960, 158pp. \$2.00.** 4813  
*New York City Board of Education*  
 A compilation of materials on the "Individualized Reading" program in the New York Schools. Intensive work was done with groups of children who had made little progress in reading, and this monograph gives the results of the research. It should prove helpful to anyone interested in the teaching of reading.
- TEACHING 600,000 "JOHNNYS" to read, 1963, 40pp. \$.75.** 4814  
*New York City Board of Education*  
 This booklet comes from the proceedings of a city-wide reading conference and covers the teaching of reading skills and supervising a reading program.
- TEACHING ADULTS TO READ, 1967. ED 014 680** 4815  
**Otto, Wayne and Ford, David**  
*Houghton Mifflin*  
 This guide presents a variety of materials, methods, and ideas for teaching functionally illiterate adults (with less than Grade 4 reading ability). Emphasis is placed on helping adults to read independently and to attain a level of skill sufficient for everyday reading tasks.
- TEACHING READING WITH THE MORGAN BAY MYSTERIES, 1965, 70pp. \$.75** 4816  
**Rambeau, John**  
*Harr Wagner Publishing Co.*  
 A teacher's handbook to be used in conjunction with the series of mystery stories by the same author.

**READING AIDS THROUGH THE GRADES, 1951, 120pp. \$1.25. 4817**  
**Russel, David H. and Karp, Etta E.**  
*Columbia University*

Contains specific suggestions for things to do in reading and related language activities. Emphasizes a strong developmental program.

**SPECIFIC TECHNIQUES FOR TEACHING READING. October 1965, 35 pp. MF-\$0.25 HC-\$1.48. ED 019 599. 4817-1**  
**Smith, Edwin H. and others.**  
*Florida State Department of Education.*

Competent literacy education involves the continuous diagnosis and correction of deficiencies. Through formal and informal diagnostic procedures and observation, teachers locate specific needs and defects and then apply specific techniques to meet those needs and correct or work around those defects. To help teachers locate techniques appropriate to the skill area needed, the techniques in this bulletin are organized in four groups, each preceded by an explanation. The groups, which are further broken down into subcategories, are word recognition (learning the visual form of a word already in the aural vocabulary), comprehension skills (receiving, criticising, and developing messages the authors are conveying at a speed appropriate to the task) and study skills (locating, organizing, and remembering information for educational growth).

**TEACHING READING IN ADULT BASIC EDUCATION. December 1965, 62 pp., MF-\$0.50 HC-\$2.56. ED 019 600. 4817-2**  
**Smith, Edwin H., Mason, George E.**  
*Florida State Dept. of Education.*

Teaching reading in adult basic education is designed to give practical aid to those preparing for or engaged in adult basic education. While many of the suggestions are directed to those teaching reading classes, readings skills should be taught and developed when teaching in the other areas such as mathematics and general knowledge.

**TEACHING READING TO ADULTS, 1962, 68pp. 4818**  
**Smith, E.H. and Smith, M.P.**  
*The National Association of Public School Adult Education*

This booklet outlines a comprehensive step-by-step program for setting up a reading service for adults in literacy for advanced reading skills improvement; of particular interest for literacy programs is Chapter 2, "The Introductory Stage." A readability scale is provided for each category of material which should be most useful. All in all an excellent, brief manual.

**TECHNIQUES FOR TEACHING REMEDIAL CASES. May 1966, 24 pp., MF-\$0.25 HC-\$1.04 ED 019 601. 4818-1**  
**Smith, Edwin H. and others**  
*Florida State Department of Education.*

A disabled reader, defined as a person who shows a serious deficit in reading ability, can be one of two types. These types and techniques of teaching reading to them are considered in this paper.

**TEACHING READING IN ADULT BASIC EDUCATION 4819**  
*Florida State Dept. of Education*

A thorough, general adult basic education instructor's guide. Contains a good annotated bibliography of materials.

- READING-THINKING, A DYNAMIC PROGRAM, 23pp. \$.10.** 4820  
**Stauffer, Russell G.**  
*Reader's Digest*  
A discussion of what reading is and how it is best taught.
- READING INSTRUCTION IN THE ARMED FORCES; a teaching guide, 151pp. \$.45.** 4821  
*U.S. Armed Forces Institute*  
Includes teaching plans to be used in connection with the books, Men In The Armed Forces and Servicemen Learn To Read.
- TEACHER'S QUESTION-AND-ANSWER BOOK ON READING, rev. ed., 1961, 100pp. \$2.50.** 4822  
**Wheeler, Arville**  
*Croft Educational Services*  
A handbook for teachers of reading, giving answers to many of the questions teacher might ask. Covers a wide range of topics.
- "GUIDING PRINCIPLES IN READING INSTRUCTION; WORLD WAR II". Education, 85:474-80, April 1965.** 4822-1  
**Witty, P.A.**

**GENERAL RESOURCE LITERATURE ON ADULT  
BASIC AND LITERACY EDUCATION**

**MEASURING THE NEED FOR ADULT BASIC EDUCATION. 1966, 12pp., MF-\$0.25 HC-\$0.70. ED  
023 055 4900**

**Adamson, Edith.**

*Canadian Association for Adult Education.*

The 1,024,785 people who reported four or less grades of schooling in the 1961 Canadian Census point up the paradox of a society where free compulsory education to age 16 is assumed to mean everyone will at least complete elementary school. To understand these people as individuals, all available census data on these educationally deficient adults were compiled, showing that approximately 10% of the total were aged 15-29; 18,022 served in managerial, professional, and technical occupations; 10,649 earned over \$5,000 in 1961; 1:3 were women; 216,109 men were not in the labor force; about 10% of Canadian children lived in families where the household head was one of the 1,024,785; recent increases in opportunities still have not adequately reached 43.6% of the Indians and 90% of the Eskimos; and 25.8% were not born in Canada. Public libraries in Canada should furnish reading material for these adults, with suggestions from adult education leaders. (Six pages of tables and statistics are presented.)

**ADULT EDUCATION: OUTLINES OF AN EMERGING FIELD OF UNIVERSITY STUDY, The  
Association, 1964, 334pp. \$5.00 4900-1**

*Adult Education Association of the U.S.A.*

A collection of papers by university professors of adult education on the character and scope of the field. Also lists references for further study.

**SUPPLEMENT TO THE FINAL REPORT OF THE ADULT EDUCATION ASSOCIATION OF THE  
U.S.A. TO THE U.S. OFFICE OF EDUCATION; THE REGIONAL CONFERENCES PROJECT ON  
ADULT BASIC EDUCATION. 1966, 880pp. ED 022 094. 4900-2**

*Adult Education Association of U.S.A.*

Based on a project on adult basic education conducted in 1966 by the Adult Education Association of the U.S.A., this document provides a detailed description of regional and national conference activities, together with the roster, programs, speeches, papers, and working materials developed during the project.

**ADULT EDUCATION: THEORY AND METHOD, 1965, \$1.00. 4901**

*Adult Education Association of the U.S.A.*

A series of pamphlets on various phases of adult education. V-4-Adult learning, V-5-Processes of adult education, V-6-Participants in adult education, V-7-Administration of adult education.

**"ILLITERACY AT THE CROSSROADS." Adult Leadership 9:47-48 (June, 1960.) 4902**  
**Berg, Paul C.**

**"THISTLE". Adult Leadership, 14:322-5+, April 1966. 4902-1**  
**Blakely, R.J.**

**"LITERACY AND ECONOMIC DEVELOPMENT". The School Review, 74:393-418, Winter 1966. 4902-2**  
**Blaug, M.**

**"LITERACY HAS NEW MEANINGS," Wisconsin Journal of Education 89:19 (March, 1957.) 4903**  
**Boardman, G.C.**

**"ADULT BASIC EDUCATION MAKES THE SCENE".** *The Texas Outlook*, 50:18-19, July 1966. 4903-1  
Brandt, B.

**AN OVERVIEW OF ADULT EDUCATION RESEARCH, 1959.** 4904  
Brunner, Edmund; Wilder, D.S.; Kirchner, C; and Newberry, J.S., Jr.  
*Adult Education Association, Chicago*

An inventory of research in non-vocational adult education. The most useful features are the implications and generalizations drawn by the authors in each chapter on the improvement of the teaching of adults. Probably the best way to use this detailed work would be topically, through the index and the table of contents.

**"EDUCABLE RETARDED ADULT IN SOCIETY".** *Canadian Association for Retarded Children*, 18:2-5, Fall, 1968. (résumé en français) 4904-1  
Buras, K.

**ADULT BASIC EDUCATION (Report on the national seminar, Toronto, Mar. 18-20, 1966)** *Frontier College*, 81pp. mimeo. \$3.24. 4905  
*Canadian Association For Adult Education*

This seminar was concerned with techniques of basic adult education, broad policy, and legislation. Topics of addresses included Canadian facts and figures, Frontier College, Elliot Lake Centre, Leaside Education Assistance Project, Indian Affairs, Adult Education in Calgary, Metropolitan Educational Television Association, Technical and Vocational training, Program 5, The need for research, and Adult dropouts. An appendix contains recommendations of the seminar.

**"...SOME FACTS AND TRENDS IN ADULT BASIC EDUCATION IN CANADA".** *Canadian Association for Adult Education*, 5:2-4, September 1968. 4905-1

**ADULT ELEMENTARY EDUCATION, 1956, 275pp.** 4906  
Cass, Angelica W.  
*Noble and Noble*

As a result of a 1955 survey of 30 programs, Cass (1956) identified some common problems of administrators, successful methods and techniques, training and recruitment practices, and a general overview of the structural organization of basic adult education programs.

**"AMERICAN LITERACY – A MINI-ANALYSIS".** *Convergence*, 1:63-8, September 1968. 4906-1  
Cortright, R.W.

**"INMATE ILLITERACY".** *Journal of Reading*, 8:163-7, January 1965. 4906-2  
Cortright, R.W.

**LITERACY U.S.A., 1964, 64pp. \$.75.** 4907  
Cortright, Richard W.  
*New Readers Press*

A book written for those who wish to teach illiterates or train literacy teachers throughout the United States.

**"SUBJECT OF LITERACY HAS COME OF AGE".** *The Reading Teacher*, 19:9-13, October 1965. 4907-1  
Cortright, R.W.

**"TWO OR MORE NUDGES FOR ADULT BASIC EDUCATION".** *Michigan Educational Journal*, 44:18-19, September 1966. 4907-2  
Crossland, R.J.



**"CURRENT ISSUES IN ADULT EDUCATION; EDUCATION FOR THOSE BORN POOR (ADULT BASIC EDUCATION)".** *Adult Leadership*, 15:350+, April 1967. 4907-3  
Dorland, J.R.

**A REPORT ON THE NATIONAL SEMINAR ON ADULT BASIC EDUCATION:** held at Centre for Continuing Education, Elliot Lake, Ontario, Sept. 23-3 Oct. 1968. 4907-4  
*Centre for Continuing Education*

This report summarizes the essence of the Conference.

- (a) Outlines of the Resource people's speeches are noted. Among these were Eric Robinson, Gordon Rancier, Dorothy Cameron, Edith Adamson, Jindra Kulich, Wilson Head, Naida Waite, Nancy McNeil, Alan Thomas and Murray Spence.
- (b) The events leading to a resolution concerning formation of a service organization (Canadian Adult Basic Education Services) are reviewed.

**"PROGRAMS FOR THE ADULT ILLITERATE IN SELECTED AREAS".** Conference on Reading, University of Pittsburgh, Report, 22:162-7, 1966. 4907-5  
Fitzgerald, L.A.

**"EDUCATION FOR LITERACY".** *Adult Education Nova Scotia*, 4:1, April 1967. 4907-6  
Forsyth, L.K.

**THE NEED FOR AN ADULT BASIC EDUCATION CENTER.** n.d., 42pp., MF-\$0.25 HC-\$1.76. 4907-7  
Franck, Dorothea Seelye.  
*U.S. Department of Health, Education and Welfare*

The need for an adult basic education center is illustrated by statistics on illiteracy in the United States from the 1960 census. Eleven percent of adults were functionally illiterate and nearly 2.3 million had never been enrolled in a school. Concern to eradicate illiteracy in other parts of the world is shown in UNESCO'S resolution and America's private and government support for the cause. Within the United States, however, only a sporadic attack had been made on undereducation until the mid 1960's. Congressional acts have provided for adult basic education and several states have set up programs. There is urgency for special literacy materials and there should be co-operation between publishers and school systems. The Office of Education has recognized the need for a center to develop and distribute materials and is considering the establishment of regional distribution centers. The proposed center in Syracuse, New York, could carry out research and development projects and collect and distribute existing materials. It could work closely with educational and cultural agencies in the community and coordinate their activities with those of other agencies in the state and country.

**"ILLITERACY IN THE '60's; LOOK AT ADULT EDUCATION".** *Illinois Education*, 55:204-5, January 1967. 4907-8  
Gorman, W.E.

**"UNDEREDUCATED MAN".** *The Education Digest*, 30:39-41, December 1964. 4907-9  
Gregory, F.A.

**LITERACY.** Recommendations of the Work Conference on Literacy held for the Agency for International Development United States Department of State at Airlie House, Warrenton, Virginia, May 23-28, 1964. 4908  
Hayes, A.S. (ed)

There is, inter alia, a very useful section on the adult basic education program research.

- THE DRIVE AGAINST ILLITERACY, 1964, 164pp. \$3.00.** 4909  
**Isenberg, Irwin**  
*H.W. Wilson*  
 In four parts: The world-wide struggle against illiteracy, The uneducated millions, The underprivileged, Literacy campaign for the United States.
- VOLUNTEERS FOR LEARNING; A STUDY OF THE EDUCATIONAL PURSUITS OF AMERICAN ADULTS, 1965, 624pp. \$12.50.** 4910  
**Johnstone, John W.C., and Rivera, R.J.**  
*Aldine Publishing Co.*  
 A study of many aspects of adult education in the United States.
- A GUIDE FOR ADULT EDUCATION IN KANSAS, 1961, 34pp.** 4911  
*Kansas Department of Public Instruction*  
 The material covers the history and extent of adult education in Kansas, but is helpful in planning an adult education program elsewhere.
- "LITERACY AND THE NATIONAL WELFARE," School Life 34:90-91 (March, 1952.)** 4912  
**Kilgore, Harley, M.**
- THE ADULT EDUCATION MOVEMENT IN THE UNITED STATES, 1962, 335pp. \$5.00.** 4913  
**Knowles, Malcolm S.**  
*Holt, Rinehart and Winston, Inc.*  
 A history of adult education in the United States from colonial times to the present. Also contains predictions on the future of adult education.
- HANDBOOK OF ADULT EDUCATION IN THE UNITED STATES, 1967** 4914  
**Knowles, M.S. (ed)**  
*Adult Education Association of the United States*  
 A collection of excellent writings by leading authorities in their respective fields. Much of the contents is relevant to adult basic education.
- "ADULT BASIC EDUCATION: A HISTORICAL PERSPECTIVE (Address)" Continuous Learning, 7:245-53, November-December 1968.** 4914-1  
**Kulich, J.**
- BASIC EDUCATION FOR THE DISADVANTAGED ADULT. 1966.** 4915  
**Lanning, F. Many, W. (ed)**  
*Houghton Mifflin*  
 An excellent series of essays by leading authorities in the U.S. on all aspects of adult basic education. Probably the only book of its kind in the field: erudite, thorough, and well-organised.
- THIRTY YEARS WITH THE SILENT BILLION: ADVENTURING IN LITERACY, 1960, 383pp.** 4916  
**Laubach, F.C.**  
*Fleming H. Revell Co.*  
 An inspiring account of Frank Laubach's experiences in Literacy for more than 40 years in 96 countries.
- "ADULT EDUCATION AT THE COMMUNITY LEVEL" (address) Newfoundland Teachers Association Journal, 60:12-18, April 1969.** 4916-1  
**LeBlanc, U.**

**"BASIC EDUCATION CLASS AIDS ADULTS"**. *Wisconsin Journal of Education*, 99:10-12+, December 1966. 4916-2  
Lewis, E.P.; Ness, M.J.

**"ADULT ILLITERACY ATTACKED"**. *Adult Leadership*, 15:15-16, May 1966. 4916-3  
Lewis, J.W.

**"ABC OF LITERACY"**. *New York State Education*, 55:10-11+, March 1968. 4916-4  
Lyon, N.

**EACH ONE TEACH ONE: FRANK C. LAUBACH, FRIEND TO MILLIONS: 1954, 227pp. \$3.75. 4917**  
Medary, Marjorie  
*David McKay, Co.*

The story of Frank C. Laubach's work, travels and methods of teaching. Bibliography.

**ON TEACHING ADULTS: AN ANTHOLOGY. May 1960, 106pp., MF-\$0.50 HC-\$5.40. ED028 330.**  
Miller, Marilyn V., Ed. 4917-1  
*Center for the Study of Liberal Education for Adults.*

The bulk of this anthology treats adults as different from adolescents, in learning and in other respects, and discusses the resultant demands which these differences make upon flexible, conscientious teachers of adults. Three essays deal with an overall view of adult education, its challenges, problems and rewards. Other essays are concerned with the position of the university in adult education, the pressures upon it from without and within, and the philosophy of education, (the nature of knowledge, the values of a liberal education, and an evaluation of both teaching and learning).

**"ISSUES IN ADULT BASIC EDUCATION"**. *Adult Leadership*, 16:331-2, March 1968. 4917-2  
Neff, M.C.

**"TOWARD LITERACY IN THE UNITED STATES"**. *Wilson Library Bulletin*, 39:885-6+, June 1965. 4917-3  
Neff, M.C.

**WORKSHOP IN ADULT BASIC EDUCATION (OHIO STATE UNIVERSITY, JULY 1-23, 1968).**  
**WORKSHOP REPORT AND RESOURCE DOCUMENT. 1968, 76pp., MF-\$0.50 HF-\$3.90. ED 024 861.**  
4917.4

*Ohio State Department of Education.*

In adult basic education, the teacher must have a close relationship with the disadvantaged student and an awareness of the adult as self directing, responsible, and experienced. An informal classroom climate and the proper teaching skills and attitudes are vital. Programed instruction must be used with care; its accuracy, agreement with existing curriculum, and compatibility with students' needs should be borne in mind. Instruction in mathematics should provide problem solving attitudes and skills rather than particular skills for particular jobs. A liberal arts approach is needed in basic education to help create free and responsible citizenship. Committee reports are given on student recruitment, selection and evaluation of published materials, developing materials in the classroom, retention of students, and evaluation of the curriculum project. A bibliography is included.

**"PARADOX OF IGNORANCE,"** *School and Society*, 71:356-358, (June 10, 1950.) 4918  
Orata, P.T.

**FRONTIERS IN ADULT BASIC EDUCATION**, a compilation of selected papers and group reports presented at the Southeastern Region Institute for Teacher-Trainers in Adult Basic Education (Florida State University, August 1-26, 1966). 1966, 159pp., MF-\$0.75 HC-\$6.11. ED 019 575. 4918-1  
Puder, William H.; Hand, Sam E.

*University of Florida.*

Selected papers and group reports from a Florida State University training institute are presented on psychological and sociological dimensions of poverty and illiteracy, adult basic education methods and objectives, principles of adult learning and behavior change, and related concerns in teacher training and program development. Specific problem areas identified by teacher-trainers, the overall problem of identifying with and motivating the under-educated, adult centered counseling, curriculum planning, and reading instruction, evaluation of instructional materials, enlistment of community support, long range effects of early cultural deprivation, and strategies and suggestions for training indigenous nonprofessionals are among the major topics considered. Two tables, chapter notes and references, appendixes, and a model of the learning process are also included.

**"THE HIGH COST OF ILLITERACY,"** *SCHOOL LIFE*, May 1952. 4919  
Reece, B. Carroll

**"ADULT BASIC EDUCATION; A SUCCESS STORY"**. *Adult Leadership*, 16:188, November 1967. 4919-1  
Roberts, L.F., jr.

**"ROLE OF LITERACY AND ILLITERACY IN SOCIAL CHANGE"**. *International Review of Education*, 13 No. 4:483-91, 1967. 4919-2  
Roucek, J.S.

**THE STRUGGLE AGAINST ILLITERACY, 1964, 50pp. \$1.00.** 4920  
Rycroft, W.S. and Clemmer, M.M.  
*The United Presbyterian Church in the U.S.A.*

A study of the world-wide literacy program including work done through the United Nations and through the churches. Includes statistical data and a bibliography.

**"FEDERAL AID TO ADULT BASIC EDUCATION"**. *School and Society*, 94:445, December 10, 1966. 4920-1

**"MOBILE PRINTING UNITS FOR RURAL COMMUNITIES"**. *School and Society*, 96:272, Summer 1968. 4920-2

**"TACTICS AND COSTS OF THE ILLITERACY WAR"**. *The Educational Forum*, 31:85-90, November 1966. 4920-3  
Tedeschi, J.T.; Horai, J.

**LITERACY EDUCATION; A SERIES OF REPRINTS FROM SCHOOL LIFE, 13pp. \$.15.** 4921  
*U.S. Federal Security Agency*

Six articles by specialists in the field of adult education, on various phases of literacy education.

**"CAMPAIGN AGAINST ILLITERACY"**, *National Parent Teacher* 53:20-23, November, 1958. 4922  
Witty, Paul A.

## EVALUATION OF ADULT BASIC EDUCATION

**A REVIEW AND APPRAISAL OF ADULT LITERACY MATERIALS AND PROGRAMS, 1965, 207pp.**  
**Barnes, Robert F. and Hendrickson, Andrew** 5000  
*University of Ohio*

Report of a study of 35 adult literacy programs covering teachers, students, motivation, materials, and evaluation.

**ADULT BASIC EDUCATION. 1965. ED 020 464.** 5000-1  
**Barnes, Robert F. and others.**  
*National Council of Teachers of English.*

In 1965, the task force on teaching English to the disadvantaged tried to identify the problems in the field of adult basic education by visiting 35 programs in 15 states and collecting some 1,300 pieces of instructional material. Among the problems observed were the lack of written operational objectives designed around the students' goals and needs; broad and heterogeneous class structure; and an air of complacency toward the program. Particularly, there is a need to field-test available materials and to provide adequate education for teachers. Teachers should know the economic, family, social and psychological barriers for the disadvantaged and their reasons for attending classes. A training institute of a minimum duration of eight weeks could cover both the theoretical and practical aspects needed. It is necessary to recruit students on a person-to-person basis; there should be homogeneous grouping in classes, individual instruction, specially prepared materials, training for teaching English as a second language, and adequate guidance. This article appeared in language programs for the disadvantaged.

**ADULT EDUCATION READING PROGRAMS AND EVALUATION OF MATERIALS FOR BASIC AND CONTINUING ADULT EDUCATION. 1965.** 5001  
**Berdow, J.R.**  
*Office of the Supt. of Public Instruction, State of Illinois*

This booklet gives details of a number of reading programs which could be used in adult basic education. The method of evaluation of material that is suggested could be of use.

**THE FUNCTIONALLY ILLITERATE ADULT: SOME ELEMENTS OF AN INSTRUCTIONAL PROGRAM TO MEET HIS NEEDS. (M.A. Thesis), 1968.** 5001-1  
**Berry, Mabel Vivian**  
*University of British Columbia*

This study reviewed eleven selected reading systems, concentrating in each case on approach, content, format, evaluation and appraisal where available.

Weaknesses and strengths of the individual programs were indicated; the need for more empirical research on the evaluation of materials for effectiveness and student retention was stressed.

**"THE REVOLUTION IN MATERIALS FOR UNDEREDUCATED ADULTS" Audio-visual Instruction**  
**11(4)/254-256, April 1966.** 5002  
**Brazziel, W.F.**

This discussion of the development of instructional materials for adult basic education includes lists of major basic reading and arithmetic programs and ten criteria for evaluating materials.

**"INITIAL TEACHING ALPHABET A POWERFUL THERAPEUTIC TOOL". Continuous Learning,**  
**7:189-90, August 11, 1968.** 5002-1

**"ITA (INITIAL TEACHING ALPHABET) USED WITH ADULTS IN OTTAWA". Continuous Learning,**  
**5:215-16, October 5, 1966.** 5002-2

**"LAUBACH METHOD". Wilson Library Bulletin, 40:51-4, September 1965.**  
**Cortright, R.W.**

5002-3

**FIELD TEST AND EVALUATION OF SELECTED ADULT BASIC EDUCATION SYSTEMS, 220pp.**  
**tables. \$8.80. 5003**

*Greenleigh Associates*

This project evaluated four reading systems – Learning to Read and Spell, Reading in High Gear, Mott Basic Language Skills Program, and Systems for Success – in a large-scale field test with functionally illiterate adults. Testing was conducted in 7 communities in New York, 3 in New Jersey, and 5 in California, providing a mix of rural and urban residents and diverse ethnic groups. The participants in each state were welfare recipients, 18 or over, not in school, and below fifth grade reading level. Control groups each contained 125 participants similar to experimental groups in literacy level and other respects. (Small size of control groups made results inconclusive.) Variable was level of teacher preparation – trained teachers (preferably experienced in adult education), college graduates, or high school graduates. Criteria for evaluating reading system (1) short-term change in reading level, (2) ability to qualify for occupational training or available job opportunities, (3) ability to meet adult responsibilities, (4) highly teachable systems, requiring least possible skill, plus capacity to withstand poor teaching, (5) flexibility in accommodating learners with varying literacy levels and educational backgrounds, (6) level of interest, (7) feasibility, (8) contribution to the positive education and social experience of learners. 39 references.

**MISSOURI ADULT VOCATIONAL-LITERACY MATERIALS DEVELOPMENT PROJECT. FINAL REPORT. 1967, 327pp MF-1.25, HC-\$13.16. ED 014 650 5004**

**Heding, Howard W. et al**

*Missouri University*

In the Missouri Adult Vocational Literacy Materials Development Project materials were devised for teaching adults to read, write, and spell at the functional (sixth grade) level. In the research phase, the needs, characteristics, literacy level, occupations, and interests of the illiterate adult were studied, and teaching materials and methods were examined. Students and teachers were interviewed and there was a national survey of literacy program directors. In the materials development phase, three levels of basic and intermediate educational materials with teacher's guides and supplementary occupational booklets were created. A vocational theme characterized the series. The initial teaching alphabet (I.T.A.) was used, with traditional orthography printed on the facing page. During the evaluation phase, sample classes of illiterate adults used the materials in 100-hour instructional programs. These trials indicated that the materials were effective in teaching adults word and paragraph meaning, word-study skill, and spelling. The materials should be used by teachers trained in the use of I.T.A. and in teaching reading to adults. (Document includes a review of published adult literacy education materials and summaries of interviews with teachers and students, of student tests, and of the national survey. There are 24 tables.)

**AN EVALUATION OF WORDS IN COLOR OR MORPHOLOGICO-ALGEBRAIC APPROACH TO TEACHING READING TO FUNCTIONALLY ILLITERATE ADULTS. 5005-1**

**September 1969, 234pp. Ph. D. Thesis, MF \$3.00 Xerograph \$10.60. ED 023 057.**

**Hinds, Lillian R.**

*Western Reserve University.*

Available from University Microfilms, 300 Zeeb Rd. Ann Arbor, Michigan 48106.

**START A DO-IT YOURSELF LITERACY PROGRAM IN YOUR COMMUNITY, n.d. 10 pp. \$.10. 5006**

**Likins, Robert C.**

*Laubach Literacy Fund*

May be obtained from the New Readers Press. Contain suggestions for setting up a literacy program and finding teachers. Also explains method of teaching by using the Laubach literacy chart.

**PROPOSAL FOR EVALUATION OF MATERIALS IN THE KALAMAZOO PUBLIC LIBRARY ADULT READING CENTER FOR TEACHING READING TO ADULT ILLITERATES, 1965. 5007**

Loomis, Virginia J.

*University of Western Michigan*

This is a summary for comparison of two types of materials, book and non-book, submitted for fulfillment of requirements for library research in the Department of Librarianship, Western Michigan University.

**ADULT BASIC EDUCATION MATERIALS; SCOPE AND SEQUENCE CHART: PRE-PRIMER THROUGH 12th LEVEL. VOL. I, NO. 2. 1969, 15pp. ED 029 230. 5007-1**

Addison-Wesley

*Newark State College. Adult Education Resource Center.*

This "Scope and Sequence Chart" contains programed, semi-programed self-directed, and immediate-response curricular materials. These materials have been categorized into the areas of language arts, mathematics, science, and social studies, and placed into grade level scales.

**BASIC ADULT EDUCATION: A STUDY, Wilson Library Bulletin, 84, September 1965, pp. 71-74. 5008**  
**Pantell, Dora F.**

The author was a curriculum consultant in adult education for the Bureau of Curriculum Research, New York City Board of Education. She presented a general evaluation of the current literacy teaching materials available. Nine material systems for adult basic education were on the market. The author considered learning interest among undereducated adults or "motivation" as the major issue when considering adult literacy materials. The materials should satisfy at least two criteria: (1) they should not alienate the reluctant reader, (2) they should be so graded that they give the reader, at every step of the way, a feeling of some personal success. For illustrative purposes, mention is made of case histories in Operation Second Chance and Manpower Development and Training Act classes.

**EVALUATION TOOLS FOR ADULT EDUCATION: THREE AIDS FOR TEACHERS AND COUNSELORS OF UNDER-EDUCATED ADULTS. 1968, 52pp. \$2.00. ED 029 233. 5008-1**

Pattison, Rose Mary; Payne, Joseph C.

*Follett Publishing Co.*

This guide to evaluation of instructional materials for adult basic education includes: a discussion of evaluation and selection of materials; a specific plan for a group practicum experience; rating sheets with items categorized by sections; a reconciliation sheet with assigned numerical weights for the various items along with directions for arriving at a relative numerical value, or scaled rating for the material being reviewed; a reaction sheet with space for the reviewer's additional personal reactions. There is discussion of administrative leadership; objectives and related aids; a program successfully used in the army; and programed instruction.

**A PILOT STUDY TO DEVELOP AND DETERMINE THE FEASIBILITY OF A PACKAGED MATERIALS PROGRAM FOR TEACHING READING AND THE GENERAL DEVELOPMENT AREA OF ADULT BASIC EDUCATION. Final report. Florida State University, November 1967, 94pp. \$3.84**  
**Smith, Edwin H., Geeslin, R.H. 5009**

The objectives of this project were to prepare and field test instructional materials for use with adults reading below the seventh grade level. Two studies were made in northern Florida in 1967 of gains in reading vocabulary and comprehension by students using traditional materials. The high dropout rate in the first study precluded useful generalizations, but the second gain study showed significant differences between the pre-test and post-test scores of both groups in both skills.





## ADULT BASIC EDUCATION JOURNALS

**ADULT EDUCATION**; issued quarterly by the Adult Education Association of the United States of America. Subscription included in membership fee. Price to non-members \$7.50. **5100**

Contains articles in the field of adult education research. Each issue includes reviews of professional literatures.

**ADULT EDUCATION**. This is a journal published six times a year in Britain. **5101**  
*National Institute of Adult Education*

This is "concerned with the development of all aspects of adult education".

**ADULT EDUCATION BULLETIN (with Veterans' Education Supplement)** **5102**  
*National Education Association of the U.S.A.*

This is published six times a year.

**ADULT JEWISH EDUCATION**, National Academy for Adult Jewish Studies of the United Synagogue of America. **5103**

**ADULT LEADERSHIP**; published monthly except July and August by the Adult Education Association of the United States of America. Subscription included with membership fee. Price to non-members, \$7.50. **5104**

Articles of interest to those in the field of adult education.

**CONTINUOUS LEARNING**.

This is a Bi-monthly journal issued by the Canadian Association for Adult Education. The Major Canadian Journal on Adult Education. **5105**

**CONVERGENCE**. **5106**  
Kidd, Dr. R. (Ed.)

An international journal of adult education issued four times a year.

**EDUCATION AGE**; issued five times during the school year. Subscription, \$1.75 a year. **5107**  
*Education Services Department 3 M.*

Articles on all fields of education. Each issue contains a supplement of 3M transparency originals.

**EDUCATION BULLETINS**, Reader's Digest Services, Inc. \$.10. **5108**  
*Reader's Digest*

A series of service bulletins of interest to those in the field of adult education. Titles in the series are: Building vocabulary, A creative approach to writing, Reading-thinking, A dynamic program, Expository writing-a motivated approach, and The library-lifelong university.

**INTERNATIONAL JOURNAL OF ADULT AND YOUTH EDUCATION, UNESCO** **5109**

Since its inception this journal has had a marked interest in literacy education. Its scope is international and each year there are several excellent articles on adult literacy education. Probably one of the best sources for current developments in the world-wide literacy movement.

**I/T/A BULLETIN**; published three time yearly (Fall, Winter, Spring). **5110**  
*Initial Teaching Alphabet Publications, Inc.*

Contains articles and announcements about I/T/A as well as notices of new publications.

**NEWSLETTER: ADULT SERVICES DIVISION;** published for its members at the Office of the Division,  
**American Library Association. (Quarterly)** 5111  
*American Library Association*

Contains items of interest to all librarians working with adults.

**NEWSLETTER: LIBRARY SERVICE TO LABOR (Quarterly).** 5112  
*American Library Association*

These newsletters contain articles and bibliographies of special interest to labor groups and those working in the field of vocational guidance.

**A NEWS SUMMARY OF THE WAR ON POVERTY;** issued weekly by the Office of Economic  
**Opportunity, Public Affairs, Washington, D.C. Free** 5113

Leaflet covering activities of the war on poverty. Includes lists of readings and publications on the subject.

**READING HORIZONS;** published quarterly by the Psycho-Educational Clinic and the Homer L.J. Carter  
**Reading Council of the International Reading Association, Kalamazoo, Michigan \$3.00 per year.** 5114

Articles on many aspects of reading. Brief reviews of publications in the field are included in each issue.

## LIBRARIES AND ADULT BASIC EDUCATION

**MISS TERRY AT THE LIBRARY. 1962, unpagged** 5200

**Barr, Jene.**

*Albert Whitman and Co.*

Adult figure is main character. It could serve as a helpful introduction to the Public Library but the format and viewpoint label this as a child's book although the series has been used in some programs with reported success.

**ALA BULLETIN: ADULT EDUCATION ISSUE, 1954.** 5201

*American Library Association*

This is a reprint of the April 1954 ALA Bulletin, and contains articles on adult education of special interest to librarians.

**EXPERIMENTAL PROJECTS IN ADULT EDUCATION: A REPORT OF THE ALA ADULT EDUCATION SUBGRANT PROJECT, 1956, 36pp.** 5203

*American Library Association*

A survey of adult education activities in public libraries with a summary of the twenty projects studied.

**THE LIBRARY'S RESPONSIBILITY TO THE AGING, 1964.** 5204

*American Library Association*

A single sheet leaflet giving a statement prepared by the Committee on Library Service to an Aging Population, and adopted by the Board of Directors.

**LIBRARY SERVICE TO ADULTS. Reprinted from Minnesota Libraries, September, 1958.** 5205

*American Library Association*

A symposium covering the role of the library in adult reading, reader guidance, group work, and adult services.

**PROVIDING LIBRARY SERVICES FOR THE CULTURALLY DISADVANTAGED.** 5206

*American Library Association*

These articles, which were reprinted for the American Association of School Librarians, give ways in which the school librarian can help the culturally deprived child. An annotated bibliography is included.

**SCHOOL ACTIVITIES AND THE LIBRARY, 1964, 8pp.** 5207

*American Library Association*

Contains an article on the librarian's role in planning and implementing a curriculum change, and a catalogue of ALA publications for the administrator, librarian, teacher and student.

**SERVICE TO ADULT ILLITERATES: GUIDELINES FOR LIBRARIANS, 1964. Single copies free, up to 100 copies \$.05 each.** 5208

*American Library Association*

A leaflet listing ways in which the library can serve. Contains list of selected readings.

**THE ROLE OF THE LIBRARY IN IMPROVING EDUCATION IN THE SOUTH, 1965, 112pp.** 5209

*Atlanta University, School of Library Service*

Proceedings of a conference of this subject sponsored by the Atlanta University School of Library Service with the cooperation of the Emory University Division of Librarianship.

**THE FREE LIBRARY OF PHILADELPHIA READER DEVELOPMENT PROGRAM. REPORT FOR THE PERIOD JUNE 12, 1967 – June 30, 1968. July 10, 1968, 25pp., MF-\$0.25 HC-\$1.25. ED 024 435. 5209-1**  
**Axam, John A.**

*Free Library of Philadelphia.*

The Reader Development Program (RDP) of the Free Library of Philadelphia was begun in 1966 with funds from Title I of the Library Services and Construction Act. The program was created in order to develop a demonstration reading program to reach and help the culturally disadvantaged.

**PROBLEMS OF LIBRARY WORK WITH THE UNDEREDUCATED, 1966. 5210**

**Bendix, Dorothy, (ed.)**

*Drexel Institute of Technology*

Report of the one-day conference "Library Service for the Undereducated" held on June 15, 1965.

**"CORRECTIONAL INSTITUTIONS HELPING THE FUNCTIONALLY ILLITERATE". ALA Bulletin, 58:804-9, October 1964. 5210-1**

**Chenault, P.**

**LIBRARY PROJECT FOR INCLUSION IN PROPOSED COMMUNITY ACTION PROGRAM, 1964, 8pp. 5211**  
**Cleveland (Ohio) Public Library**

Proposed projects for increasing library community services, including help in overcoming illiteracy.

**BOOKS LEAD THE WAY, 1964, 152pp. \$2.50. 5212**

**Conlon, Eileen**

*Scarecrow Press*

A textbook teaching skills in locating information. Includes use of the library and well known reference tools.

**BOOKS LEAD THE WAY MANUAL, 1964, 152pp. \$1.50 5213**

**Conlon, E.**

*Scarecrow Press*

Written for the teacher or librarian to be used in connection with Books Lead the Way by the same author.

**"GUIDELINES TO UNDERSTANDING ILLITERATE ADULT AMERICANS", Journal of Home Economics, 58:253-55, April 1966 5214**

**Cortright, R.W.**

A useful handbook for instructors and administrators with helpful hints on the psychological idiosyncracies of the illiterate.

**"CURRENT ISSUES IN ADULT EDUCATION; EDUCATION FOR THOSE BORN POOR (ADULT BASIC EDUCATION)". Adult Leadership, 15:350+, April 1967. 5214-1**

**Dorland, J.R.**

**"LIBRARIAN PLAYS THE CENTRAL ROLE; CORRECTIONAL INSTITUTIONS". ALA Bulletin, 58:810-11, October 1964. 5214-2**

**Eckenrode, C.J.**

**HOOKED ON BOOKS, 1966.** 5215  
Fader, Daniel  
*Berkley Publishing Corp.*

Describes a school program which "concerns itself primarily with the attitude toward reading and writing of the student who is usually classified as 'general' in high school."

**"URBAN PUBLIC LIBRARY SERVICES FOR ADULTS OF LOW EDUCATION."** *Library Quarterly*,  
35:81-96, April 1965. 5216  
Hiatt, Peter

A detailed analysis and comparison of two library programs established for urban depressed areas: the Carnegie West Branch in Cleveland, and the Pennsylvania Avenue Branch of the Enoch Pratt Free Library, Baltimore.

**I WANT TO BUY BOOKS FOR THE SCHOOL LIBRARY BUT . . . , 1964, 12pp. Free.** 5217  
*Kansas Department of Public Instruction*

A pamphlet covering various aspects of selecting and purchasing books. Includes list of bibliographies, types of book dealers, and procedures for ordering.

**LIBRARIANSHIP AND ADULT EDUCATION, 1963, 55pp. \$1.50.** 5218  
Lamke, A.B. (ed.)  
*Syracuse University Press*

A symposium prompted by the need to clarify what libraries and librarians can do to improve library adult education work.

**LIBRARY MATERIALS IN SERVICE TO THE ADULT NEW READER. PHASE 1, THE PLANNING YEAR. FINAL REPORT. October 1968, 37pp., MF-\$0.25 HC-\$1.95. ED 024 436.** 5218-1  
Lyman, Helen H.  
*University of Wisconsin.*

This report describes the background, objectives and accomplishments of the first year of a projected four year study to develop meaningful criteria for evaluation of materials which the adult new reader could employ successfully in meeting the specific needs of his life situation. Literacy programs have been weakest in bridging the gap between minimal literacy skills and the reading habit, and one of the major obstacles is finding appropriate materials related to the new reader's needs. Appendices include a list of sources of materials for the adult new reader and a bibliography of 163 items.

**READING CENTERS PROJECT. FINAL REPORT. 1967, 34pp., MF-\$0.25 HC-\$1.80. ED 023 430. 5218-2**  
Long, Fern.  
*Cleveland Public Library.*

In a three-year project which began in 1965, the Cleveland Public Library established three Reading Centers for functionally illiterate adults. The purpose of the Centers was not to teach reading, but to develop already existent reading skills in disadvantaged adults.

**"LIBRARY AND THE FUNCTIONALLY ILLITERATE IN CLEVELAND".** *ALA Bulletin*, 60:637-8, June 1966. 5218-3  
Long, Fern

- LITERACY ACTIVITIES IN PUBLIC LIBRARIES, 1966.** 5219  
**MacDonald, Bernice**  
*American Library Association.*  
 Surveys the current state of library service to adult illiterates and reviews the programs of eight selected library systems.
- "THE PUBLIC LIBRARY'S RESPONSIBILITY FOR SERVICES TO THE FUNCTIONALLY ILLITERATE: statement of policy adopted by the Board of Directors of the Public Library Association of ALA, July 9, 1965".** Reprinted from *Just Between Ourselves*, 4:1, October 1965.
- LIBRARIES AND LITERACY ACTIVITIES** (reprinted from the *Wilson Library bulletin*, September, 1965). 5220  
**MacDonald, Bernice**  
*American Library Association*  
 An article based on the report of the study of service to adult illiterates.
- "SERVICE TO INMATES AND STAFF".** *ALA Bulletin*, 58:809, October 1964. 5220-1  
**MacKenzie, L.L.**
- "THE LIBRARY IMAGE"; A MANUAL OF LIBRARY INTERPRETATION, Denver, Co., Public Relations Planner, 1960, 31pp. \$1.00.** 5221  
**McNally, Miriam E.**  
 Findings of a workshop sponsored by the Montana State Library with a discussion of the library image, suggestions for interpreting the library to the public, and an outline for a community study and survey.
- EDUCATIONAL MEDIA IN LIBRARIES, School of Library Science, Syracuse University, 1963, 39pp. \$1.50. (Frontiers of Librarianship – Number Six)** 5222  
**Melinat, Car. H. (ed.)**  
 Three papers presented at the 6th annual Summer Symposium at Syracuse University. The papers discuss various phases of the changing role of the librarian which is resulting from the expanding educational technology.
- "BOOKS AS WEAPONS".** *Wilson Library Bulletin*, 38:840-2+, June 1964. 5222-1  
**Molz, K.**
- MONROE COUNTY LIBRARY SYSTEM PROJECT FOR LIBRARY SERVICE TO THE DISADVANTAGED PROJECTS, Summer, 1965, 7pp.** 5223  
*Monroe County, New York Library System*  
 An account of several projects including work in a migrant camp and a hospital clinic.
- CURRICULUM CENTERS AND LIBRARY RESOURCES FOR CURRICULUM WORKERS IN NEW YORK CITY, 1961, 61pp. \$.50.** 5224  
*New York City Board of Education*  
 A directory to help curriculum workers locate available resources in New York City.
- FREE LIBRARY ARMED FORCES TESTING PROGRAM, 1964, unpagd.** 5225  
*Philadelphia Free Library*  
 Description of a program to help young men pass the intelligence test for admission to the armed forces.

**"LIBRARIES: ACTIVE AGENTS IN ADULT READING IMPROVEMENT,"** ALA Bulletin (May 1963), 416-420. 5226

Robinson H. Alan

A valuable feature of this article is the author's "Stairway of Reading Literacy" which is helpful in conceptualizing the various stages of reading development. Another important aspect is the author's suggestion of ways in which the public library can participate in literacy and reading improvement programs.

**PIONEER LIBRARY SYSTEM, 2 Parts.** 5227  
*Rochester (New York) Public Library*

A library service program for the disadvantaged. Contains descriptions of the project, programs planned, and a progress report dated June 30, 1965, which includes sources of materials and information and a list of inner city personal contacts.

**" A TIME FOR SELF-RENEWAL",** reprinted from the January 1966 School Library Journal. 1966, pp. 21-58 5228

Bowker, R.R.

*School Library Journal*

This issue of the Journal is devoted to the antipoverty program and contains articles about a wide variety of successful programs including work with the underprivileged and undereducated, work with migrants and Head Start, among others.

**"LIBRARY TRUSTEES AND THE LITERATE SOCIETY".** ALA Bulletin, 60:942-6, October 1966.5228-1  
Senft, C.T.

**LIBRARIES AND YOU, 1964, 72pp. \$3.25.** 5229

Shor, P.

*Prentice-Hall.*

A guidebook to the use of libraries written on an elementary grade level.

**A LITERACY PROGRAM FOR LIBRARIES; WITH SPECIAL REFERENCE TO THE ADULT READING CENTER, 1964.** 5230

Simpson, Martha

*Kalamazoo Public Library.*

Written by a student in the Department of Librarianship, Western Michigan University, on adult education methods in libraries.

**ADULT EDUCATION ACTIVITIES IN PUBLIC LIBRARIES, 1964, 96pp.** 5231

Smith, Helen Lyman

*American Library Association.*

A report of the ALA survey of Adult education activities in public libraries and state library extension agencies of the United States.

**THE LIBRARY – LIFELONG UNIVERSITY, n.d., 32pp. \$.10.** 5232

Spiegler, Charles G.

*Reader's Digest*

A brief introduction to the use of the library. Contains an annotated suggested book list.

**LIBRARIES ADULT EDUCATION ACTIVITIES IN PUBLIC LIBRARIES IN GERMANY, DENMARK, AND ENGLAND.** Reprinted from the *ALA Bulletin*, July-August, 1963. 5233  
Stevenson, Grace T.

Report of a visit by the author to libraries in these countries.

**THE LIBRARY AND ADULT ILLITERACY.** Reprinted from September 1965 *Wilson Library Bulletin*, American Library Association, pp. 41-83. 5234  
*Wilson Library Bulletin*

A special issue of the bulletin covering the library's role in combating adult illiteracy, explaining a number of teaching methods, listing books for beginning adult readers, and telling of successful library programs.

**LIBRARY EDUCATION DIRECTORY, 1962-63.** 31pp. \$.30. 5235  
*U.S. Department of Health, Education and Welfare.*

Information about courses in library education in colleges and universities in the United States.

**STATE LIBRARY EXTENSION SERVICES, 1960,** 54pp. \$.45 5236  
*U.S. Department of Health, Education and Welfare*

A survey of resources and activities of state library administrative agencies: 1955-56.

**SCHOOL LIBRARY SERVICES FOR THE CULTURALLY DEPRIVED CHILD, 1963,** 4pp. 5237  
*U.S. Department of Health, Education and Welfare*

A reprint from *School Life*, October, 1963. Indicates that school libraries are not at present meeting the needs of the culturally deprived child.

**STATE PLANS UNDER THE LIBRARY SERVICES ACT: Supplement 3, 1963,** 186pp. \$.75. 5238  
*U.S. Department of Health, Education and Welfare*

A progress report: the first five years, fiscal years 1967-61. Includes summaries and statistics of plans and programs of states and territories as regional statistics.

**THE PUBLIC LIBRARY FOR LIFELONG LEARNING, 1963,** 36pp. \$.20 5239  
Wessells, Helen E.  
*U.S. Office of Education*

A booklet showing a number of the services and resources provided by public libraries in the United States Illustrated.

**"LIBRARY AND ADULT ILLITERACY: SYMPOSIUM".** *Wilson Library Bulletin*, 40:40-83, September 1965. 5240



## POVERTY, UNEMPLOYMENT AND DISADVANTAGED ADULTS

**EDUCATION, AN ANTIDOTE TO POVERTY (AAUW Program Topic for 1965-67), 57pp. 5301**  
*American Association of University Women*

This study discussion kit includes definitions and program plans, an annotated list of films, and annotated bibliographies on Adult basic literacy. Testing the disadvantaged, Teachers for the deprived, Preschool education, Legislation, and general works.

**IN AID OF THE UNEMPLOYED, 1965, 317pp. \$8.95 5302**  
**Becker, Joseph M.**  
*Johns Hopkins Press*

A collection of essays covering many aspects of unemployment, including a description of the unemployed, a history of aid to the unemployed, and an examination of the ways in which our society helps the unemployed worker at the present time.

**COMPENSATORY EDUCATION FOR CULTURAL DEPRIVATION, 1965, 179pp. \$1.75 5303**  
**Bloom, Benjamin S. and others**  
*Holt, Rinehart and Winston*

Based on working papers contributed by participants in the Research Conference on Education and Cultural Deprivation. Contains a list of references and an annotated bibliography.

**THE CHRISTIAN CASE AGAINST POVERTY, 1965, 126pp. \$.75 5304**  
**Clark, Henry**  
*Association Press*

A study of the problem of poverty and suggestions for alleviating it, written from a Christian point of view.

**"WAR ON POVERTY". Adult Leadership, 14:105-6, September 1965, January 1966. 5304-1**  
**Crabtree, A.P.**

**THE AGONY OF THE INNER CITY, WHAT CAN CONTINUING EDUCATION DO? 1967, 36pp. \$1.44 5305**  
**Drazek, Stanley J.,**  
*University of Maryland*

The report of a panel program by the Council on Extension at the eighty-first national conference of the National Association of State Universities and Land-Grant Colleges in November, 1967, featured urban and university leaders representing Detroit, Milwaukee, Newark, and Watts. The first address compared the plight of American inner city Negro ghettos with that of Eastern European Jewry. The second described University of Wisconsin extension efforts to promote employment, better housing, consumer education, health, education, and improved race relations and human relations in the Milwaukee inner city. The third, which cited Rutgers University extension programs, urged broader university extension programs of training and education.

**POVERTY IN AMERICA, 1965, 532pp. \$9.00 5306**  
**Ferman, L.A. and others**  
*University of Michigan Press*

A collection of over forty readings covering the many aspects of the problems of poverty in the United States.

**SCHOOL-HOME PARTNERSHIP IN DEPRESSED URBAN NEIGHBORHOODS, 1967, 74pp., \$ .40 5307**  
**Fusco, Gene C.**  
*U.S. Department of Health, Education, and Welfare*

Discusses practices used to provide services to culturally deprived adults and children in five large urban school districts.

**THE PROBLEM OF POVERTY IN AMERICA, 1964, 84pp., 5308**  
**Johnson, Lyndon B.**  
*U.S. Government Printing Office*

This is a reprint from "Economic report of the President, January 1964". Supplementary tables relating to poverty are included.

**POVERTY PROGRAMS, August 1965. 5309**  
*Library Journal*

A report of an ALA division meeting in Detroit at which there was much discussion of poverty programs.

**"HALF MILLION CANADIAN WORKERS ARE FUNCTIONALLY ILLITERATE". Canadian Vocational Journal, 4:10-13, Spring 1969. 5309-1**  
**McIntosh, C.M.**

**SO WHO NEEDS MONEY TO FIGHT POVERTY? A Collection of No-Cost, Low-Cost Ideas. April 1967, 51pp., MF-\$0.25 HC-\$2.12. ED 022 117. 5309-2**  
*New Jersey Community Action Training Institute.*

One of a series that can be used by New Jersey community action workers, this training manual for anti-poverty work is a collection of low-cost, no-cost programs focusing on consumer education and assistance, fund raising, employment and education (including creative writing and teacher aide training), youth services, and recreation. Examples of community action programs outside New Jersey are also included, together with a checklist and advice on program planning.

**USE A SURVEY TO FIGHT POVERTY. January 1967, 46pp., MF-\$0.25 HC-\$1.92. ED 022 115. 5309-3**  
*New Jersey Community Action Training Institute.*

This handbook is designed to help persons or groups to plan, organize, and conduct efficient antipoverty action surveys. It shows how to use surveys to identify a specific problem in a slum neighborhood; measure the opinions, attitudes, and needs of the people involved; establish target areas; pinpoint problems needing immediate attention; decide where and what kinds of opportunities are wanted and needed to solve a problem; plan an effective attack; and conduct evaluations and followups.

**EDUCATION OF THE DISADVANTAGED: A Book of Readings, 1967, 512pp. \$9.85. 5309-4**  
**Passow, Harry; Goldberg, Miriam and Tennenbaum, Abraham**  
*Holt, Rinehart and Winston, Inc.*

A significant book of readings that includes writings of some of the most distinguished authorities in this area. Helpful summaries and essays are included. The cumulative effect is to acquaint the reader with the general direction of educational research and practice in this new sub-specialization within the profession. Articles range from empirical investigations to theoretical analysis reprinted from publications as widely varied as the Saturday Review and professional journals.

**QUICK FACTS ABOUT THE WAR ON POVERTY**, Pennsylvania Bureau of Community Development, 2pp.  
*Pennsylvania Department of Commerce* 5310

A list and description of ten programs combating poverty problems. Includes such programs as Job Corps, VISTA, and Work-Study Program

**LIFE AND POVERTY IN THE MARITIMES**. March 1968, 246pp., MF-\$1.00 HC-\$12.40. ED 025 354.  
Pépin, Pierre-Yves. 5310-1  
*Canada Department of Forestry and Rural Development*.

Five areas in the Maritime Provinces of Canada were subjected to intensive geographical, economic, and sociological surveys in an attempt to determine and define poverty illustratively rather than statistically. Information was obtained by in-residence researchers on bio-physical setting, settlement, population, labor and economic activity, fisheries, rural milieu and agriculture, mining, and forestry. Although it was concluded that a precise definition could not be drawn from the survey, the results were presented as being an aid to the understanding of certain geographic areas in relation to poverty.

**"WAR ON POVERTY": BOOK PUBLISHING'S ROLE IN ADULT EDUCATION JOB TRAINING.** 1964  
*Publishers Weekly* 5311

Publishers Weekly (1964) reported the findings of a U.S. Office of Education Task force in a review and appraisal of existing instructional materials for adult literacy education. The task force found 'a serious shortage of materials for teaching basic reading skills, especially word recognition skills.' Most materials stressed a suggested basic vocabulary instead of recognizing the vocabulary already possessed by adults. The materials were not aimed toward the sophistication and interests of the intended reader, nor were they written on a functional level to aid in teaching the skills of practical grammar, letter writing, and good speech.

**"MANPOWER DEVELOPMENT AND TRAINING PROGRAM IN THE WAR ON POVERTY IN NEW YORK CITY"**. *Adult Leadership*, 14:223-4+, January 1966. 5311-1  
Sussman, E.K.; Kressel, H.A.

**EDUCATIONALLY DEFICIENT ADULTS; THEIR EDUCATION AND TRAINING NEEDS**, 60pp., \$.40  
*Department of Health, Education and Welfare* 5312

Report of a survey. Among the subjects covered are characteristics of educationally deficient adults, job and training opportunities available, recruitment, screening, and testing, programs being offered, counseling, and community involvement.

**COUNTING THE POOR: ANOTHER LOOK AT THE POVERTY PROFILE, 1965**, 29pp. 5313  
*U.S. Department of Health, Education and Welfare*

Reprinted from the Social Security Bulletin, January, 1965. Discusses standards for determining who the poor are.

**WHO'S WHO AMONG THE POOR; A DEMOGRAPHIC VIEW OF POVERTY, 1965**, 12pp. 5314  
*U.S. Department of Health, Education and Welfare*

Reprinted from the Social Security Bulletin, July, 1965. Gives statistics according to age, race, sex and employment of those classified as poor.



## PROGRAMS AND CURRICULUM DEVELOPMENT

### **ABSTRACT OF A CONCEPTUAL MODEL OF AN ADULT BASIC EDUCATION EVALUATION SYSTEM** 5400

*U.S. Department of Health, Education and Welfare*

This system is devised to handle the increased flow of information as the program expands in size and complexity. The Report provides considerable information about the program and serves as a guide for evaluation that may be adapted for use at State and local levels.

**"IN ADULT BASIC READING PROGRAMS, ARE WE TEACHING STUDENTS OR SYSTEMS? ". Adult Leadership, 16:179-81, November 1967. 5400-1**  
Anderson, C.A.

**A DESCRIPTION AND JUSTIFICATION FOR A SPECIAL CURRICULUM GUIDE FOR ADULT BASIC EDUCATION BASED ON THE INDIVIDUAL NEEDS OF THE ADULT LEARNER, Adult Basic Education Council for Spanish Speaking, May 1967, 33pp. 5401**  
Aqua, Helen B.

The needs of disadvantaged adults should be identified and a flexible, individualized curriculum, and specially prepared materials,utilized in the basic education programs. Special attention should be given to non-English speaking adults. A review of adult basic education history and bibliography have been included in the document.

**THE ARGO-MIND STUDY: A REPORT AND EVALUATION OF AN INDUSTRIAL PROGRAM OF BASIC ADULT EDUCATION, 1967. 5402**

**Ball, Samuel**  
*Columbia University*

At the Chicago Argo Plan of Corn Products, the Methods of Intellectual Development (MIND) project of the National Association of Manufacturers instituted a course in basic education. Corn Products paid full cost of the training and students attended on their own time either before or after their shift. The purpose was to increase the reading, spelling, and arithmetic attainments of the participants by 4 grade levels over a program period of 160 hours.

Preliminary screening was conducted by use of the Gray Oral Reading Test. The results of this test were not used for evaluative purposes, but to allow the volunteers to get used to the testers and the test situation. A later battery of tests, The Stanford Achievement Intermediate Subtests in Word Meaning, Spelling, and Arithmetic Computations, were used to indicate the men's educational levels. The final group of 38 students were, on the average, 42 years of age, had 8 years of schooling, had worked at Argo for 15 years, and had 4th to 5th grade reading and arithmetic skills.

**ADULT BASIC EDUCATION; A SUMMARY OF ACTIVITIES, JULY 1, 1967 – JUNE 1, 1968. n.d. 5402-1**  
59pp., MF-\$0.50 HC-\$2.44. ED 022 137.

**Brady, Henry G., Jr.**  
*University of Florida*

The population dealt with in this report comprises educationally disadvantaged people 18 years of age or over, who have not completed eight years of formal schooling. These fall in the following categories: illiterate, semi-illiterate, unemployed, and underemployed. The summary of the work done by the Department of Adult Education of Florida State University (July 1, 1967 – June 1, 1968) reflects the theoretical principles set out in *The Adult Basic Education Curriculum and its Development*, published by the same institution. Consequently, the emphasis is on literacy training as well as preparation of the individual for playing his many roles (parent, consumer, worker, citizen) in adult life. In this process, the training institute concentrated on the development of awareness of, and sensitivity toward,

under-educated adults; development of individual kits by teachers; and attention to problems such as recruiting, retention, testing, evaluation, curriculum, and development. (An extensive bibliography for directed individual study in adult basic education is included.)

**CURRICULUM DEVELOPMENT IN ADULT BASIC EDUCATION. 1967, 47pp., ED 023 023. 5402-2**  
**Boone, Edgar J.; Quinn, Emily H.**  
*Follett Publishing Co.*

Curriculum development for adult basic education requires the formulation of functional and meaningful educational objectives, the selection and organization of appropriate learning experiences and the evaluation of educational outcomes. The statement of an objective should identify the learner, the content area, and the desired behavior change, and should be based on studies of undereducated adults and their environment and needs.

**TEACHING ADULTS THE LITERACY SKILLS, 112pp., \$1.00. 5403**  
**Brice, Edward W. et al**  
*General Federation of Women's Clubs*

A manual for those interested in planning and carrying out literacy programs.

**CURRICULUM GUIDE TO ADULT BASIC EDUCATION, BEGINNING LEVEL, 352pp. GPO. 5404**  
*Bureau of Adult and Vocational Education*

**DEVELOPMENT OF A PLAN FOR A PILOT PROGRAM TO MEET VOCATIONAL EDUCATION NEEDS OF CITIZENS OF A LOW-INCOME COMMUNITY OF APPALACHIA. 5405**  
**Butler, R.C.**  
*West Virginia University.*

A comprehensive program will be planned to meet the vocational education needs of unemployed or underemployed persons in a typical low-income area of Appalachia (Taylor County, West Virginia).

**PERSPECTIVES IN ADULT BASIC EDUCATION FOR ADMINISTRATORS, 1967. 5406**  
**Goering, O.H. and Stotts, M.J.**  
*North Illinois University*

Proceedings of the adult basic education administrators workshop at North Illinois University in co-operation with the National University Extension Association.

**A PRELIMINARY OVERVIEW OF METHODS AND TECHNIQUES IN ADULT LITERACY AND ADULT BASIC EDUCATION. 1967, 19pp., MF-\$0.25 HC-\$0.84. ED 021 158. 5406-1**  
**Hand, S.E.; Pruder, William H.**  
*University of Florida*

Several methods and techniques proven successful in literacy and adult basic education are discussed. The Laubach method does not depend on a plot but uses a chart which pictures an English phrase, letter, word, and stylized representation of the first letter of the word. The Gouin Theree Method is Gestalt in approach: entire sentences are linked to others and form a story. The Community Approach Method structures lessons around daily happenings familiar to adult students. The Basic English Method provides an 850 word basic vocabulary for foreign-born illiterates. A four step experience is used in the Direct Method, consisting of: filmstrips of whole stories expressed in underlined sentences; duplication of the story through use of flash cards and other teaching materials; phonetic attack on words; and comprehension. A sixth method adds television teaching in the Laubach Method. Establishment of good rapport and permissive classroom climate are essential to the nondirective approach in the Lark Method. Techniques discussed include global (sight reading), synthetic, analytic-synthetic, eclectic, Bloomfield, and Gray. (Footnotes and a bibliography are included.)

**CURRICULUM GUIDE TO ADULT BASIC EDUCATION, INTERMEDIATE LEVEL, 1966, 236pp., MF-\$1.00 HC-\$9.52 5407**

**Hollis, Jennie-Clyde**

*U.S. Department of Health, Education and Welfare*

To meet the needs of the undereducated whose skills approximate grades 4-8 reading level and those for whom learning English as a new language is the first step in job training, 20 occupationally-oriented units of instruction in reading and related skills and a section on teaching the course are outlined. Units, planned for 20 40-hour weeks, are represented sequentially in graded order, and in each one the previous unit is reviewed as the basis of new learning. Primary emphasis is on reading, but arithmetic, speech, handwriting, social studies, and science are presented concurrently, making each unit and each day's instruction an interrelated whole. Suggestions on teacher preparation, teaching aids, and methodology are built into the units. These are reinforced by the second part of the guide — teaching the course — which includes a daily schedule, a sample unit plan, suggestions for drills, exercises, testing, and using visual aids, and guides to related subjects. Appendices are — a word list, evaluating instructions material, English as a second language, readable writing, and simplified plan for screening prospective students.

**THE ADULT BASIC EDUCATION CURRICULUM AND ITS DEVELOPMENT. May 1968, 170pp., MF-\$0.75 HC-\$6.88. ED 021 203. 5407-1**

**Jahns, Irwin R., Ed.; Brady, Henry C., Jr., Ed.**

*University of Florida*

The report of the highlights of the southeastern Adult Basic Education Teacher Training Institute, July 10-28, 1967, presents financial changes in the State and Federal support of basic adult education; pinpoints the essential psychological, physiological, and emotional aspects of adult learning; and attempts to relate teaching techniques to these. There is a suggestion for the maintenance of communication among Local, State, and Federal authorities. Included also is the urging of adult educators to be aware of the interrelationships of the adult's needs as a worker, consumer, and user of leisure, and to recognize the need for the adaptation of curriculum and method to the adult. Reference is made to such societal forces as increased numbers in need of training, job obsolescence, knowledge explosion accompanied by technological revolution, the relationship between the actions of the militant minority groups and the awakening of social conscience, and the concept of life-long training.

**ADULT BASIC EDUCATION FOR THE DISADVANTAGED; Procedures Used to Raise the Basic Educational Level. December 6, 1966, 12pp., MF-\$0.25 HC-\$0.70. ED 023 978. 5407-2**

**McKee, John M.**

In working with a disadvantaged population, such as the young adult prisoners at Draper Correctional Center, one of the first considerations in motivating them to acquire academic skills is to aid them in establishing reasonable and attainable educational goals. After a meaningful goal has been accepted, the learner's specific deficiencies must be established; then remedial work must be prescribed on an individual basis. Materials must be specifically related to vocational need, which should be determined through a task analysis. Prompt and frequent feedback, such as provided in programmed instruction, is an essential motivational device. A study of contingency management (proper management of reinforcers) in which a written performance contract was used showed that students had completed nearly twice as many frames in half the time and, although there was no change in pass/fail, they took more tests.

**ADULT BASIC EDUCATION PROGRAM; CURRICULUM GUIDE. 1966, 21pp., MF-\$0.25 HC-\$1.15. ED 027 465. 5407-3**

*Memphis City School System.*

Instruction at three levels is outlined in this public school adult basic education curriculum guide. Development of reading, writing, oral communication, and arithmetic is stressed at Level I (grades 1-3). Mathematics, reading (with attention to phonics and word structure), and English are enlarged upon in

Level II (grades 4-6). Level III (grades 7 and 8), which covers language arts, reading for pleasure and information, social studies, general science, and mathematical concepts and skills, is intended to improve and extend education and social skills. Suggestions are set forth on counseling, adult teaching, testing and placement, scheduling, lesson planning, program evaluation, and professional reading. Memphis and Shelby County, Tennessee, curriculum materials for 1966-67 are indicated for each level.

**THE ADMINISTRATION OF ADULT BASIC EDUCATION, A MANUAL OF TRAINING MATERIALS, 1967, 45pp., \$1.80** 5408  
*U.S. Department of Health, Education and Welfare*

Training materials, developed for the 1967 summer institutes for administrators of adult basic education programs, are presented in two parts – (1) case studies developed around events commonly occurring in the administration of adult basic education programs, and (2) program guidelines meant to suggest approaches to handling specific situations. Through analysis and discussion of the case studies, participants in administrative institutes can arrive deductively at guidelines of their own that are applicable to their programs and communities. Discussion and analysis of pre-existing guidelines may assist participants in comparing their own experiences with commonly accepted principles of administrative practice. Case study topics are—bringing about a change in hierarchy, educational technology, inter-agency cooperation, and comprehensive educational planning. Guidelines are—the development of an advisory council, effective administration of adult basic education programs, the use of paraprofessional personnel, and the use of community resources.

**ADULT EDUCATION PROMOTION PACKET, \$1.00.** 5409  
*National Association of Public School Adult Educators*

This packet includes a large assortment of materials for those interested in planning or administering an adult education program.

**IT CAN BE DONE, 1964, 56pp. \$1.00** 5410  
*National Association for Public School Adult Education*

A booklet containing suggestions for setting up a new program for adults, extending an already existing program, and enriching all programs.

**"MATERIALS SYSTEMS FOR ADULT BASIC EDUCATION"** Audiovisual instruction 11(4): 246-248, Apr. 1966. 5411  
Neff, M.C.

Recently materials systems have been developed to aid in the job of adult basic education. A materials system or learning system in adult basic education is a curriculum that integrates various disciplines into a sequential program of instruction, beginning with grade one and continuing through grade eight. At present every system (and 15 are listed in this article) must be supplemented.

**HANDBOOK OF PROCEDURES FOR TEACHERS OF ADULTS, 1954, 42PP. \$.25.** 5412  
*New York City Board of Education*

A curriculum bulletin giving procedures used by teachers in the evening schools of New York. Contains general material and also specific techniques in teaching various courses.

**CURRICULUM GUIDE FOR ADULT BASIC EDUCATION, 1966, 20pp.** 5413  
Nix, Jack  
*Georgia State Dept. of Education*

Suggestions for courses at 3 skills levels are given for language arts, mathematics, social sciences, and health and science education. There are outlines for personal and vocational guidance counseling.



**THE UNIVERSITY OF MISSOURI ADULT BASIC EDUCATION SYSTEM, 1969** 5413-1  
Macker, D.W.; Veri, C.C.  
*University of Missouri*

This system outline includes, inter alia, a program model (teaching – learning, testing, counselling etc.) and curriculum (reading, language, math, social studies, counseling workshop curriculum).

**“GUIDELINES FOR TAXONOMIC APPRAISAL OF AN ADULT BASIC EDUCATION PROGRAM”.**  
Adult Leadership, 16:363-6, April 1968. 5413-2  
Pattison, R.M.

**CURRICULUM MATERIALS FOR ADULT BASIC EDUCATION, 1967, 7pp. \$0.36.** 5414  
Prouty, Robert

The author proposes that – (1) an adult education curriculum should be based on specific needs, interests, abilities, and goals, (2) specifications for curriculum materials to be used should be established by the project staff, and (3) there is little or no commercially available material that will meet the above criteria. Guidelines by which curriculum materials may be evaluated include – (1) the material must relate to the goal of the lesson and the learning process, (2) the material must be at the proper level of difficulty to insure success, and must progress in difficulty at a challenging pace, (3) the interest levels must be appropriate, (4) the material must offer a variety of presentations, a range of practice opportunities, and have a generalization capability, and (5) the material must be readily available.

**SYLLABUS FOR ADULT EDUCATION PROGRAMS FOR TEACHERS OF DISADVANTAGED, 1966,**  
69pp. \$2.84. 5415  
Richardson, W., Shelton, D.  
*Oregon College of Education*

Broad topics covered in the syllabus for teachers of adult basic education are—the introduction to the course, definition of the disadvantaged population (conditions and problems of minority groups and their characteristics), adult learning process (motivation, objectives, types of teachers needed, teaching techniques), counseling and guidance (basic principles, responsibility of staff members for counseling, testing), adult education development and history, adult education program (types of programs, legislation, migrant adult education), introduction to adult basic education curriculum (development of basic and intermediate skills), vocational education (types of programs and materials used), and general educational development testing program and certificate of equivalency (uses and preparation for tests) including future trends in adult education. The extensive bibliography includes teacher materials, student materials and films and filmstrips.

**“EVALUATION OF THE EXPERIMENTAL LITERACY PROGRAM”.** Convergence, 1:74-9, September 1968. 5415-1  
Saksena, H.P.

**CURRICULUM GUIDE FOR ADULT BASIC EDUCATION. January 1969, 127pp., MF-\$0.50 HC-\$6.45.**  
ED 028 360. 5415-2  
Sibilsky, Jessie.  
*Ypsilanti Public Schools.*

This curriculum guide offers suggestions and guidelines for teaching adults reading, writing, spelling, and arithmetic, together with vocational skills, basic citizenship and social studies, and other skills and attitudes to help disadvantaged adults live and function more successfully. Specific subject matter, desired skills and concepts, and teaching procedures are indicated for three achievement levels: beginning (grades 0-3); intermediate (4-6); and junior high (7-9). Provisions for student recruitment, counseling, and evaluation, and for teaching English to the foreign born, are also suggested. Bibliographies of instructional materials and professional reading are included.

**CURRICULUM GUIDE FOR ADULT EDUCATION, 1967, 42pp. \$1.68.**

5416

*South Carolina State Dept. of Education*

The State Department of Education in South Carolina prepared this curriculum guide for adult education supported by public funds. Objectives and curriculum outlines for adult basic education are given to cover Levels I (Grades 1 to 3), II (Grades 4 to 6), and III (Grades 7 and 8). The outlines cover courses in reading, basic language arts and skills, arithmetic, the general knowledge areas of social studies, everyday science, family and community living, and occupational attitudes and concepts.

**PUBLIC SCHOOL ADULT EDUCATION, A GUIDE FOR ADMINISTRATORS, National Association of Public School Adult Educators, 1963, 211 pp. 5417**

**Thatcher, John H.**

An all-embracing book of suggestions for setting up an adult evening school. Literacy education is treated directly but briefly (pp. 69-71), but many topics of interest to literacy educators are treated, e.g. Discovering and Selecting Teachers (Chapter VII), Adults and Adult Psychology (Chapter IX), Counseling Adult Students (Chapter X), and Evaluation (Chapter XIII). Treatment of these topics is extensive in scope, but there is not much depth of penetration of the problems posed. It can serve as a valuable checklist for all matters of concern to the administrator of an adult literacy program.

**PERSONAL AND FAMILY DEVELOPMENT IN ADULT BASIC EDUCATION, CURRICULUM GUIDE AND RESOURCE UNITS (Preliminary draft) June 1967, 156pp. \$6.24 5418**

*U.S. Department of Health, Education and Welfare*

Adult basic education has the underlying goal of strengthening individuals, families, and communities and the immediate task of helping the under-educated attain skill in speaking, listening, reading, writing, and arithmetic so he can be trained or retrained for a job. The Curriculum Guide was prepared for the use of adult basic education teachers, counselors, teacher-trainers, curriculum consultants, and administrators, and to encourage student participation. Units cover the areas of health and safety, money management, adult and childhood growth and development, homemaking skills, family relationships, and the family in the community.

**RECREATION IN THE SENIOR YEARS, 1962, 252pp. \$4.95. 5419**

**Williams, Arthur**

*Association Press*

A National Recreation Association guidebook covering many varieties of program activities for older adults, written for leaders in this field.

**CURRICULUM GUIDE TO ADULT BASIC EDUCATION, BEGINNING LEVEL. 1966, 352pp., \$2.25. ED 017 774. 5419-1**

*U.S. Department of Health, Education and Welfare*

This curriculum guide has been prepared for use by teachers, supervisors and administrators in initiating or developing adult basic education programs. It is not a national curriculum. It includes a suggested basic course in reading, writing, spelling, listening, speaking, and arithmetic, and enrichment materials in the areas of everyday science, social living, and the arts. Sections are: the need for adult basic education; general characteristics of adult learners; socio-psychological aspects of the undereducated; program development for diverse groups; counseling and individual evaluation; administration of adult basic education programs; planning and implementing the classroom program; and using the curriculum guide. (See also 5407).

**“PRINCIPLES AND PRACTICES IN COMPENSATORY EDUCATION; INSTRUCTION OF ILLITERATE AND NON-ENGLISH-SPEAKING MEN DURING WORLD WAR II”**. National Society for the Study of Education Yearbook, 1:72-82, 1967. 5419-2  
Witty, P.A.



## PROGRAMS (SPECIFIC)

### **AN ANALYSIS OF THE SOCIO-ECONOMIC STATUS OF SELECTED FUNCTIONAL ILLITERATES IN MACON COUNTY, ALABAMA.** 5500

DeVeaux, Stanley  
*Tuskegee Institute*

Specifically, the purpose of this study will be to: assess the relationship between family size and income of heads of households; assess the land tenure situation of functional illiterate heads of households; appraise the inventory of major items of equipment and machinery; analyze mobility of heads of households in relation to occupational distribution; ascertain the relationship of education attainment of members of the household to marital status and income.

### **DEMONSTRATIONAL FEATURES OF THE TUSKEGEE INSTITUTE RETRAINING PROJECT, VOLUME 1, September 1, 1965, 148pp., MF-\$0.75 HC-\$6.00. ED 022 083.** 5500-1

*Tuskegee Institute*

This 52-week Tuskegee Institute project, undertaken in 1964 to train a sample of culturally deprived male heads of households in Alabama included vocational skills (brickmasonry, carpentry, farm machinery, and meat processing); academic skills (mathematics, English, and remedial reading); group, individual and family counseling; medical care and job development; placement and follow-up services.

### **THE TUSKEGEE EXPERIMENT IN ADULT TRAINING, in Adult Leadership, 15(3): 83-96, September 1966. Torrence, Preston E.** 5501

Tuskegee Institute, supported by the U.S. Department of Labor's Office of Manpower and the Department of Health, Education and Welfare, initiated an experimental program in Rural Adult Education.

### **RESULTS OF AN EXPLORATORY STUDY OF FUNCTIONAL ILLITERATES IN MACON COUNTY, ALABAMA. CHAPTER 7, SUMMARY OF MAJOR FINDINGS AND RECOMMENDATIONS, 1966, 76pp.** 5502

Pinnock, T. James, et al

*Tuskegee Institute*

Tuskegee Institute conducted a study of needs and methods of education for illiterates in Macon County, Alabama, using a sample of 658 Negro and Caucasian adults. Experimental teaching and testing was carried out with 118 functional illiterates, whose class attendance was unexpectedly high. The Gray Oral Reading Test showed an average gain in reading grade equivalent of 1.3 years. An experiment was designed to find out whether persons under 40 years old could learn more in 2 weekly meetings than those over 40, who met 3 times weekly, and to determine whether a small competitive cash incentive would affect the learning of the older group. An effort was made to keep classroom conditions constant for the 2 groups. The older group showed an average increase of 1.5 grade equivalent years, the younger group, 0.7. The use of two variables left the investigators uncertain as to the cause of this difference, but they felt it was the cash incentive. The Wechsler Adult Intelligence Scale showed significant increase in IQ for most students. Participants and teachers were enthusiastic about the program.

### **THE ARDA PROGRAMMES ON COMMUNITY DEVELOPMENT (Background paper, Institute on Community Development in Canada, National Committee of the Canadian School of Social Work, Toronto, Nov. 25-28) 1965, 55pp. Appendices. \$2.00.** 5503

Lancôt, Jean B.

Department of Forestry and Rural Development

This background paper describes the purposes of the Canadian Agricultural Rehabilitation and Development Act (ARDA) as expressed in the Federal-provincial Rural Development Agreement for

1965-70. The ARDA programs, intended mainly to improve rural income and employment opportunities, include research, land use and farm adjustment, rehabilitation, rural development staff and training services, special assistance to rural development areas, comprehensive development of specially designated areas, soil and water conservation and public information services.

**A STUDY OF CATEGORY IV PERSONNEL IN BASIC TRAINING, 1966.** 5504  
Goffard, S. James et al.  
*U.S. Dept. of the Army*

In anticipation of the Army's projected Special Training and Enlistment Program to upgrade the capabilities of marginal personnel, this study was made of the nature and problems of these men. It examined men in Mental Category IV on the Armed Forces Qualification Test during basic combat training, and compared them with those in other categories, in terms of background, experiences, and achievement. Samples of men were matched on the basis of their Army competence.

**AN EXPERIMENTAL EVALUATION OF A BASIC EDUCATION PROGRAM IN THE ARMY (Monograph) 1956.** 5505  
Goffard, S. James  
*George Washington University*

This research was designed to evaluate experimentally the effects of a brief period (usually three weeks) of special prebasic training on the potential military usefulness of marginally literate men.

**CLASSROOMS IN THE MILITARY, 1964, 154pp. \$3.95.** 5506  
Clark, Harold F. and Sloan, Harold S.  
*Columbia University*

An account of education in the Armed Forces of the United States, both on-duty and off-duty.

**REPORT AND COURSE OUTLINE, 1964, 30pp.** 5507  
*Dysart Adult Education*

This is a report on a pilot program for training semi-literates under the manpower development and training act, at a school 20 miles north-west of Phoenix, Arizona. Both academic and vocational skills are included.

**"CANADA'S MANPOWER TRAINING AND EDUCATION: FEDERAL POLICY AND PROGRAMS".**  
(address) *Canadian Education and Research Digest*, 7:283-98, December 1967. 5507-2  
Page, G.T.

**"CANADA'S MANPOWER TRAINING AND EDUCATION: A VIEW FROM ONTARIO".** (address)  
*Canadian Education and Research Digest*, 7:299-304, December 1967. 5507-3  
Sisco, N.A.

**"A REPORT TO THE CANADIAN PEOPLE ON MANPOWER DEVELOPMENT FROM THE CANADIAN ASSOCIATION FOR ADULT EDUCATION".** *Continuous Learning*, 6:242-53, November-December 1967. 5507-4

**THE CANADA NEWSTART PROGRAM, 1967, 21pp. \$0.92. ED 013 404.** 5508  
*Canada Department of Forestry and Rural Development*

The Canada Newstart Program aims to develop, through action research, programs applicable throughout the nation, for motivating and training unemployed and underemployed adults. Pilot projects will be conducted by corporations which are to be chartered by the provinces and funded by the federal

government. The areas selected for study will be among those designated by the Area Development Act as providing a potential for intensive study of problems of industrial growth or decline or mixes of farm and non-farm population. The study will include — job opportunities, methods of recruitment and counseling, new curriculums, methods, and materials, and ways of developing behavior patterns for employment.

Programs will include prevocational, vocational, and business education, and on-the-job training. Some experimentation with training allowances will be made. Administrative planning and support will be provided by the Technical Support Centre. Reports at the conclusion of the project should include the history of the project, problems, experimental analysis, a data bank, and cost benefit analyses.

**“OPERATION NEWSTART; A PERMANENT INVENTORY OF THE HUMAN AND PHYSICAL RESOURCES OF EACH REGION”.** Education Weekly, 4:200, December 23,1967. 5508-1

**ADULT BASIC EDUCATION IN CALIFORNIA, PROGRESS REPORT, 1967.** 5509  
Steves, Roy W.  
*Bureau of Adult Education, Los Angeles.*

This report is an overview of the Adult Basic Education Programs in California funded by the Economic Opportunity Act of 1964 and the Adult Education Act of 1966.

**BASIC EDUCATION FOR ADULTS, August, 1965, 84pp.** 5510  
**California State Committee on Basic Education**  
*Bureau of Adult Education.*

This report is designed to assist in the development of methods and materials appropriate for older youth and adults in elementary education, high school subjects, and with minor adaptations, in Citizenship, and English as a second language, and also to afford an opportunity for school districts to evaluate the counseling and guidance services essential to those with special educational handicaps, who are not easily measured on available testing instruments.

**ADULT BASIC EDUCATION, Evaluation through research. Stanislaus County Multi-Occupational Adult Training Project, General research findings, Report 5, 1966, 11pp. \$0.44.** 5511  
**Pearce, Frank C.**  
*Modesto Junior College.*

This is an evaluation report of the effectiveness of the adult basic education programs at the New Hope School initiated by Modesto Junior College under the auspices of the Manpower Development and Training Act. Evaluation measures are academic achievement (tested academic progress through various educational tests), attitude modification relative to involvement, dropouts, follow-up study of those trainees who become employed and stayed on the job, student characteristics, teacher characteristics and effectiveness of teaching. The findings indicate that the Modesto adult training programs are effective and progress is being made through the adult basic program.

**REVIEW OF STANISLAUS COUNTY MULTI-OCCUPATIONAL VOCATIONAL TRAINING PROJECT, 1964-1965, September 1965, 71pp. \$2.84.** 5512  
*Modesto Junior College*

This report outlines problems encountered and progress made in the Stanislaus County, California, Training project.

**THE EOA BASIC EDUCATION COMMUNITY IN JOHN ADAMS ADULT SCHOOL, 1965-1966.** 5513  
*San Francisco Unified School District*

An adult basic education program is described on the basis of observation, testing, questionnaires, and

interviews. Data is presented with little attempt to interpret or analyse it. The core study group, based on social service referrals, was 90% of all the students referred to the EOA (Economic Opportunity Act) Adult Basic Education program in San Francisco.

**OAK GLEN, A TRAINING CAMP FOR UNEMPLOYED YOUTH (Manpower/automation research monograph, 5), May 66. 69pp. 5514**

Chapman, Jane R.  
*U.S. Dept. of Labour*

This study investigated to what extent the Oak Glen, California, work camp program was providing the training, experience, and personal traits which would enable participants to find and hold employment.

**EVALUATION OF THE EOA BASIC EDUCATION PROGRAM, 1965-1966, 47pp. \$1.96. ED 012 856. 5515**

*Oakland Unified School District*

Classes in basic education and English for foreign-speaking persons, funded by the Economic Opportunity Act (EOA) were begun in January 1965 in adult day schools in Oakland, California, for men and AFDA mothers, who tested at less than 8th-grade level. Welfare payments were continued and cash reimbursements and child care provided for mothers. Remedial pre-vocational classes in pre-nursing pre-housekeeping, pre-clerical, or pre-technical areas were provided.

**COMMUNITY EDUCATION PROJECT. A report to the Rosenberg Foundation. June, 1966, 58pp. \$2.32 Reppell, Helen M. 5516**

A 3-year community education project undertaken in south-east San Diego, was characterized by a large minority group population, low incomes, high unemployment, and junior school educational median.

**LITERACY TRAINING AND UPWARD MOBILITY IN COMMUNITY ACTION, a Report on the Literacy Instructor Project. 1966, 233pp., MF-\$1.00 HC-\$9.40. ED 022 108. 5516-1**

Woolman, Myron; Carey, Gordon R.  
*Institute of Educational Research.*

This 1965-66 study was made for the Office of Economic Opportunity under subcontract to the United Planning Organization, Washington, D.C. Its aim was to develop and test a combined literacy and job skill program for functionally illiterate dropouts in the District of Columbia. Only 54 such trainees were secured; the remainder (315) were male and female inmates at the Lorton, Virginia, prison complex. The Accelerated Progressive Choice Reading Program was used to develop literacy skills, provide experiences in goal achievement, and impart subprofessional literacy instructor skills to the trainees. Dropouts and inmates both showed gains in literacy scores and in measured intelligence, with literacy gain scores strongly favoring the inmates, and most instruction was ultimately trainee led. The benefit/cost ratio at Lorton was extremely favorable. Conclusions on program support, incentives, and correctional literacy education were offered. (The document includes tables and charts, bibliographies, and numerous appendices relating to the planning and operation of the project.)

**THE EVALUATION OF PROJECT ENABLE. July 1967, 272pp., Ph. D. Thesis, MF \$0.65 HC \$3.00. ED 023 008. 5516-2**

*Simulmatics Corp.*

In this evaluation study of Project ENABLE, the basic question was whether low-income parents can be reached by family life education discussion groups.

Available from Clearinghouse for Federal Scientific & Technical Information, Springfield, Va. 22151.



**LEADERSHIP TRAINING INSTITUTE FOR PUBLIC SCHOOL ADULT BASIC EDUCATION, October 1965, 135 pp. 5517**  
**Hand, Sam E. (ed.)**  
*University of Florida*

This leadership training institute for adult basic education covered content, purposes, and objectives of adult basic education, characteristics of undereducated adults, and ways of identifying, reaching, and involving potential students. Social, occupational, and civic competence, and inculcation of desirable health practices and ethical values, were discussed both as goals and as criteria for evaluation.

**ADULT BASIC EDUCATION, JUNCTION CITY PROJECT. Final report. 1966, 23pp. 5518**  
**Kitchens, John E.**  
*University of Kansas*

This report on a pilot project in adult basic education conducted by the Junction City public schools in 1966 was organized around the following headings—administration, students, counseling services, teaching methods and materials, and evaluation and recommendations.

**KANSAS STATE PLAN FOR ADULT BASIC EDUCATION, October 1965, 63pp. \$2.52. 5519**  
*Kansas State Dept. of Public Instruction*

The Kansas Plan is designed to help establish new local adult basic education programs, and to expand and improve existing ones. Instructional content will include reading and writing, speaking and listening skills, citizenship, consumer education, human relations, and family life education.

**EDUCATIONAL REHABILITATION: AN EVALUATION OF THE ADULT BASIC EDUCATION PROGRAM OF THE STATE OF ILLINOIS, 1965. 5520**  
*Greenleigh Associates, Inc.*

The State of Illinois offers the most extensive state-wide education programs for adult illiterates in the United States. Greenleigh Associates conducted an evaluative study of these adult basic education programs during July through December 1964. Five counties were included: Cook, Jackson, Saline, St. Clair and Williamson. Depth interviews and questionnaires were administered to both students and teachers. Caseworkers, principals and head teachers related to adult basic education programs were also interviewed. Recommendations are made concerning legislation, funding, local and state-wide administrative procedures, bus service, child care, and other rehabilitative resources. The appendix contains an evaluation of the teaching materials used in the various Illinois adult basic education programs. The basic conclusion is that the most effective method of rehabilitation available for the disadvantaged population is education.

**THE BLACKBOARD CURTAIN, 1963, 167pp. 5521**  
**Brooks, Deton J.**  
*Science Research Associates*

A report of a study made by the Cook County Department of Public Aid to determine the literacy level of able-bodied persons receiving public assistance.

**"MASSIVE ATTACK ON ILLITERACY: THE COOK COUNTY EXPERIENCE", The American Library Association Bulletin 57:1034-38, December, 1963. 5522**  
**Hilliard, R.M.**

This article is adapted from a larger paper on the Cook County Department of Public Aid program for welfare recipients. A study was conducted on the actual literacy levels of all able-bodied persons not in school who were receiving public assistance. A program for the educational, cultural and social uplift of people on relief in Chicago was formulated. Emphasis was on literacy training which began on March 14,

1962. Individuals receiving assistance were required to participate or forfeit their relief grants. By December 1963 roughly 7,000 adults were enrolled in the program.

The biggest problem was freeing women with child care problems. Day care centers were lacking and shared baby-sitting between mothers was most frequently used, especially in housing projects. Attendance was excellent. Greater success occurred when the recipients were in groups among themselves instead of in regular classes. Different educational methods for disadvantaged adults were needed and new literacy materials were being developed.

**“LITERACY TRAINING AND JOB PLACEMENT OF HARD-CORE UNEMPLOYED NEGROES IN DETROIT”**, *Journal of Human Resources*, 3(1), Winter 1968. 5523  
Patten, T.H. and Clark G.E.

In this article there is, inter alia, a good comparison of the I.T.A. and T.O. methods of teaching reading.

**PROGRESS REPORTS.** 5524

*Michigan Catholic Conference Job Training Center*

A series of progress reports covering the work of the center from February, 1964, through September, 1965. This center works with those with little formal education to give them both the academic and vocational training necessary to become employable.

**WHAT’S GOING ON IN FLINT TONIGHT?** , Mott Program, 1965, unpagged, free. 5525  
*Flint, Michigan, Board of Education*

Description of adult education program in Flint, Michigan. Illustrated with photographs.

**OCCUPATIONAL EDUCATION NEEDS IN KALAMAZOO COUNTY, MICHIGAN**, The W.E. Upjohn Institute for Employment Research, 49pp. Free 5526  
Smith, Harold T. and Thole, Henry C.

A report which covers present facilities for occupational education in the area, as well as occupational requirements and needs, and concludes with a summary of findings and recommendations. Although prepared for local residents, this report should prove useful to other communities as well.

**“ADULT BASIC EDUCATION – A SUCCESS STORY”**, *Adult Leadership*, 16(5), November 1967. 5527  
Roberts, L.F.

An account of the Savannah-Chatham County Adult Basic Education program established under the E.O. Act of 1964.

**ANTIPOVERTY WORK AND TRAINING EFFORTS: GOALS AND REALITY**, *Policy Papers in Human Resources and Industrial Relations* NO. 3. 1967, 121pp., MF-\$0.50 HC-\$6.15. 5527-1  
Levitan, Sar A.  
*University of Michigan*

This review of the Job Corps, the Neighborhood Youth Corps, and the Work Experience and Training Programs, all established under the Economic Opportunity Act of 1964, was part of National Manpower Policy Task Force report requested by the Senate Subcommittee on Employment, Manpower and Poverty. It was believed appropriate to examine, after nearly 3 years and a commitment of 4 billion dollars, the extent to which the Act had been implemented. Job creation and training were to be the principal means through which the three programs would help economically disadvantaged youth and adults achieve economic independence. A variety of published and unpublished materials were used in this assessment. In the process of critical evaluation, separate discussions are devoted to the enabling legislation, administration, needs and characteristics of clients, and resource utilization of each program.

**CENTER FOR CONTINUING EDUCATION RESEARCH REPORT ON BASIC ADULT EDUCATION PROGRAM, October 1965.** 5528

Hardwick, Dean C.T.

*Wayne County Bureau of Social Aid*

The Basic Education Demonstration Program which was conducted in Wayne County, Michigan, is evaluated. This was an exploratory project in which the teachers were given latitude to adjust their methods to the needs of illiterate and functionally illiterate adults. Of the 61 male married adults who were pretested by the Wayne County Bureau of Social Aid, 48 completed the course. Their median age was 44 years old. Two techniques were compared -- traditional orthography (t.o.) and the initial teaching alphabet (i/t/a). Arithmetic skills were also introduced. On the basis of pretesting, five level groups were set up consisting of 8-11 students each. The most basic level group consisted of those found to be seriously handicapped by either eye, ear, or severe bi-lingual problems. A separate analysis for this group is presented in the Appendix.

**TRAINING DISADVANTAGED GROUPS UNDER THE MANPOWER DEVELOPMENT AND TRAINING ACT, 1964, 23pp.** 5529

*U.S. Office of Manpower, Automation and Training.*

This is "Manpower Evaluation report, No. 1, November, 1963" the first of a series of evaluation and progress reports on programs carried out under the MDTA Act of 1962.

**MDTA ADULT BASIC EDUCATION PROGRAM.** 5530

*Skills Center*

A program developed to help unemployed adults to meet academic requirements of Manpower Development Training programs. Several leaflets have been printed to explain the program and to give suggestions for teaching and discussion.

**AN ANALYSIS OF ADULT BASIC EDUCATION IN MISSOURI. January 1968, 106pp. Ed. D. Thesis, MF-\$3.00 Xerography \$5.40. ED 027 446.** 5530-1

Kirk, William Donald.

*University of Arkansas*

A study was made of the expenditure of Federal funds in Missouri schools under the Adult Education Act of 1966; involvement by state public education agencies in adult basic education programs according to such selected factors as school size, assessed valuation, classification, and geographical location; and major characteristics of the adult students.

**SELECTION AND EVALUATION OF TRAINEES IN A BASIC EDUCATION EXPERIENCE UNDER THE MANPOWER DEVELOPMENT AND TRAINING ACT, June 1965, 24pp.** 5531

Whittemore, R. G., Echeverria, B.P.

*Nevada Dept. of Education*

This study was developed to examine the utility of 10 measurement instruments as applied to MDTA basic education classes, the instrument to be used for grouping in classes, for mathematics and reading levels, and for personality dynamics.

**STATE PLAN FOR THE ADULT BASIC EDUCATION PROGRAM UNDER THE ADULT EDUCATION ACT OF 1966. April 28, 1967, 28pp., MF-\$0.25 HC-\$1.50. ED 022 992.** 5531-1

*Nevada State Dept. of Education.*

The Nevada State Plan for an adult basic education program provides the legal basis for qualifying for Federal funds under the Adult Education Act of 1966. The State Board of Education will administer the program as an integral part of the State System of Public School Adult and Vocational Education,

but other agencies (Federal, State, municipal and private) will be asked to cooperate. Duties and qualifications of personnel are listed. Vocational-Technical Adult advisory councils will serve at state and local levels.

**HEAD START PARENTS' ADULT BASIC EDUCATION PROJECT, NEW YORK CITY. FINAL REPORT.** March 1968, 57pp., MF-\$0.25 HC-\$2.36. ED 018 761. 5531-2  
*New York State Education Dept.*

A 100-hour education project attempted to raise the educational level of parents of Head Start children in New York City during July and August 1967. None of the 1,448 registrants read beyond eighth grade level, most were not English speaking, and 38 per cent were native born. The Staff (Director, Guidance and Curriculum Supervisors, ten teachers-in-charge, 90 teachers, and ten guidance counselors) had a short inservice training program. Social living (parent-child relationship, health, money management, home safety, nutrition, and civic responsibility) and communication skills were taught through films and teacher-prepared and commercial materials. A pilot study in which a bilingual teacher taught reading simultaneously in English and Spanish seemed to facilitate learning and improve aural discrimination and accent elimination. Guidance stressed helping the parent to help her child. The gains in reading and arithmetic, measured by pre and post test, were estimated at two school months. Teacher noted improved behavior of children whose parents attended the classes. The program was evaluated by teacher and student surveys and by two outside educators. Document includes the outside evaluation including results and interpretation of tests, teachers' and consultants' ratings, questionnaires, budget, and suggestions for future programs.

**ADULT BASIC EDUCATION, NEW YORK STATE; A TWO YEAR STUDY, 1965-67. 1968, 76pp., MF-\$0.50 HC-\$3.90. ED 027 463.** 5531-3  
*New York State Education Department.*

The New York State adult basic education program (funded under Title III, P.L. 89-750) was studied during 1965-67 to ascertain whether the target population was being reached; compare effectiveness of different programs; estimate time expectancies needed by individuals to attain functional literacy; learn if sociological and physical variables of students affect academic growth; and determine operating costs through cost analysis.

**A LITERACY PROGRAM FOR ADULT CITY CORE ILLITERATES: AN INVESTIGATION OF EXPERIENTIAL FACTORS...; AND A STUDY OF THE INITIAL TEACHING ALPHABET... FINAL REPORT.** October 1968, 199pp. MF-\$1.00 HC-\$10.05. ED 026 619. 5531-4  
**Brown, Don A., Newman, Anabel P.**  
*U.S. Department of Health, Education and Welfare.*

This study involving 207 adult city-core illiterates from Buffalo and Niagara Falls, New York, reading below third grade level, examined (a) educational characteristics and abilities of adult illiterates important to the improvement of reading materials and programs; (b) a study of the use of i.t.a. with adult-centered materials paced to adult learning rates and providing training for teachers; and (c) identification of variables predictive of reading gain. Standardized tests and tests of potential which were used showed that the subjects lacked a number of skills helpful to efficient and effective test taking. They usually had a low level of general information, as well as low skills level. Visual acuity was often inadequate. Gains by the experimental group were not significantly greater than those of the control group; however, the child-oriented standardized testing instruments were considered inadequate. A relatively higher level of communication in the background and reading oriented present family situations were the most valuable predictive variables.

**"THE NORFOLK STATE COLLEGE EXPERIMENT IN TRAINING THE HARD-CORE UNEMPLOYED"**, Phi Delta Kappan, 46:111-116, November, 1964. 5532

Brooks, Lyman B.

The purpose of this project was to train the hard-core unemployed unskilled worker, and to send him back into the job market, able to support his family at a decent standard of living. Both vocational and general education were designed as part of the training program.

**"ADULT BASIC EDUCATION IN NORTH CAROLINA"**. Adult Leadership, 13:277-8+, March 1965. 5532-1  
Neff, M.C.

**"NOVA SCOTIA NEWSTART"**. Adult Education Nova Scotia, 7:1-3, June 1969. 5532-2

**"IMPATIENCE AND THE PRESSURE OF TIME: CLEVELAND'S READING CENTERS PROJECT"**. Ohio Library Association Bulletin, June 1966. 5533

Long, Fern

A description of the organization, personnel, materials and methods used in conducting Cleveland's Reading Centers Project, and a candid appraisal of things accomplished and learned after one year operation.

**"JOB CORPS, A DIRECT APPROACH TO BASIC EDUCATION: GARY JOB CORPS TRAINING CENTER, SAN MARCOS"**. The Texas Outlook, 50:32-3, September 1966. 5533-1  
Durgan, J.P.

**"JOB: GARY JOB CORPS TRAINING CENTER AT SAN MARCOS, TEXAS"**. American Education, 2:28-32, November 1966. 5533-2  
Carleton, C.S.

**STUDY OF ILLITERACY IN TEXAS AS RELATED TO VOCATIONAL EDUCATION. 1964, 84pp.** \$3.36. ED 010 792 5534

Adair, J.B.

*Texas Education Agency.*

Because of the large educationally deficient segment of the Texas population, a study was authorized to relate illiteracy to adult vocational education. The study was based on the assumption that there is a significant relationship between illiteracy and (1) membership in an ethnic group, (2) low socioeconomic status, (3) crime, and (4) unemployment and ability to pursue vocational training. The report is divided into five sections – (1) development of literacy programs in Texas, (2) distribution of illiteracy in Texas, (3) illiteracy in relation to crime, (4) economic status and illiteracy, and (5) unemployment among illiterates. Little organized effort had been made from 1942 to 1957 to combat illiteracy. The Texas literacy council was organized in 1959 and has 25 affiliated councils, with all teaching done by voluntary teachers. Illiteracy among Latin Americans and nonwhites was almost four times that of the Anglo population. About one-fourth of the illiterate population was located in areas of high concentration of migrant workers. One of the eight recommendations was that the Texas Education Agency should assume responsibility for initiating a program of basic and vocational education.

**"MANPOWER TRAINING IN TORONTO"**. United Steel Workers of America, 16124-7, August 1968. 5534-1

**GENERAL EDUCATION IN MANPOWER RETRAINING PROGRAMS**, Virginia State College, in cooperation with the U.S. Office of Education and the Office of Manpower, Automation and Training, U.S. Department of Labor. 5535

Brazziel, William F.

Report on the results of a retraining project at the Norfolk Division of Virginia State College directed toward raising basic skills levels along with retraining and technical skills.

**TRAINING THE HARD-CORE UNEMPLOYED: A DEMONSTRATION-RESEARCH PROJECT AT VIRGINIA STATE COLLEGE, NORFOLK DIVISION (An Interim Report) U.S. Department of Health, Education, and Welfare, Office of Education, 1964, 101pp. 5536**  
Cooper, William M.

The interim report of the Norfolk experiment directed by Cooper (1964) relates the use of team teaching with four closely matched groups of "hard-core unemployed" the majority of whom did not pass the General Aptitude Test Battery. The main experimental group was given intensive instruction both in general education and in technical training; the subsidiary experimental group received only technical training. The main control group was tested only at the beginning and end of the project, while the subsidiary control group received guidance and occupational information on a bi-monthly basis to test the Hawthorne effect. The intermediate results reported by Brooks (1964) showed that 90 of the 100 men in the two experimental groups graduated, and all of the graduates were placed in jobs, most in their respective fields.

**A LITERACY PROGRAM FOR ADULT ILLITERATES, 5537**  
Brown, D.A.  
*State University of New York.*

A literacy program will (1) investigate experiential and performance factors pertinent to the improvement of instructional programs for adult city hardcore illiterates, (2) investigate the use of the initial teaching alphabet in teaching these adults to read, and (3) develop an instrument to predict gain in reading ability of these adults. A three-part study will (1) investigate the background characteristics common to this group (an experience inventory will be administered to each individual to obtain this information); (2) investigate the use of the initial teaching alphabet as a method of instruction (gains in reading achievement will be measured by means of the Stanford Achievement Test, reading pre- and post-tests, and compared with the gains made by students matched with the experimental groups. Two hundred hours of reading instruction will be given to the experimental groups. Three psychological instruments will be administered to measure general academic potential. A multiple correlation will be run to discover the cluster of variables most highly predictive of reading success, and tried out in a validation study); (3) develop an instrument for predicting success in learning to read.

**NO LONGER SUPERFLUOUS, THE EDUCATIONAL REHABILITATION OF THE HARD-CORE UNEMPLOYED. FINAL REPORT, June, 1965, 66pp. \$2.72. ED 015 328 5538**  
Pallone, N.J.  
*South Bend Community School Corp.*

The South Bend Project on the educational rehabilitation of the hard-core unemployed was designed to provide training in basic educational skills for 100 hard-core unemployed and assist them in developing favorable work attitudes to equip them for vocational training, determine the educational and vocational characteristics of the group, and to explore instructional techniques and curricular provisions. Of the 160 eligible for enrollment, 108 enrolled in the project, though 14 terminated, usually to accept employment, in the first weeks. The program consisted of training in language arts and arithmetic and group guidance activities. At the end of 20 weeks, the trainees were tested and on the basis of results entered vocational training or continued training for another 16 weeks. Some findings were – (1) a large majority of hard-core unemployed were educationally rather than mentally retarded, (2) it is highly likely that such instruments as the California Test of Mental Maturity and the G Score (Learning ability) of the General Aptitude Test Battery are inadequate to measure the learning ability of the hard-core unemployed, (3) sex differences seemed more profound than race differences in the underlying social-psychological-educational-economic dynamics, (4) the undereducated hard-core unemployed compensated for educational deficiency of from 1 to 3 years in a 20-week period, and (5) the instructional experiences were associated with increases in both educational aptitudes and inventoried mental ability and with changes in social behavior traits in more mature, more socialized directions.

**COMPREHENSIVE GUIDE FOR IMPLEMENTATION OF THE USAFI CORE-GED (GENERAL EDUCATIONAL DEVELOPMENT) PROGRAM.** 5538-1

*U.S. Department of Defence*

A Systems approach to Education in the U.S. Armed Forces Institute.

**AN INVITATION TO HELP HEAD START, 64pp.** 5539

*U.S. Office of Economic Opportunity*

A description of the Head Start Program, suggestions for organizing a local program, and a list of available resources.

**COOPERATIVE PROJECT IN ADULT BASIC EDUCATION FOR WYOMING, 1968-69. 1969, 40pp., MF-\$0.25 HC-\$2.10. ED 028 385.** 5539-1

**Jensen, Glenn and others.**

*University of Wyoming*

Major elements of this cooperative training project by the University of Wyoming will be a Federally funded 1969 summer institute (the third in a series) for 35 administrators of adult basic education (ABE) in Wyoming, Colorado, Utah, Montana, and Idaho; a year-round demonstration library and center for ABE materials and equipment; a regional system of two-day inservice training seminars for ABE teachers and administrators; with national, state, and local involvement by interested parties, and program evaluation using pretests and post-tests of attitudes on principles of adult learning and teaching, a 50 item questionnaire, and the Kropp-Verner Attitude Scale.





## PROGRAMS (GENERAL)

**"BASIC EDUCATION IN MANPOWER RETRAINING PROGRAMS"**. *Adult Leadership*, 13:145-6, November 1964. 5600  
Brazziel, W.F.

**PROGRAMS FOR COMBATING ADULT ILLITERACY IN THE UNITED STATES** (unpublished Master's thesis) 1964, 70pp. 5600-1  
Crossett, Virginia R.  
*University of Illinois*

An overview of current programs in adult literacy under way in Alabama, Texas, and Illinois as of the summer of 1964. The author discusses the principal methods and materials in use and makes several pertinent suggestions for overall improvement in three major areas: teacher preparation, research, and materials. This thesis could serve as a good introduction to the problems and prospects of literacy education in the United States today.

**"FEDERAL AID FOR THE ILLITERATE"**. *Wilson Library Bulletin*, 38:884+, June 1964. 5600-1  
Minnis, R.B.

**NATIONAL TEACHER TRAINING ADULT BASIC EDUCATION PROGRAM, FUNDED UNDER THE ADULT EDUCATION ACT OF 1966. Third Progress report (Extended and revised)**, U.S. Office of Education, 1967, 41pp. \$1.64. 5601  
*National University Extension Association*

As a continuation of 1966 project, National University Extension Association (NUEA), under a grant from the U.S. Office of Education (USOE), conducted 20 regional adult basic education training institutes in the summer of 1967.

**ADULT EDUCATION ASSOCIATION OF THE U.S.A.; ADULT BASIC EDUCATION STUDY 1965-66. 1966, 412 pp., MF-\$1.75 HC-\$20.70. ED 023 032** 5601-1  
Firoza, Ahmed, ED.  
*Adult Education Association of U.S.A.*

The adult basic education (ABE) programs currently conducted by non-governmental organizations in the United States are reviewed in this document.

**"ADULT BASIC EDUCATION PROGRAMS AND THE LIBERAL ARTS APPROACH"**. *Adult Leadership*, 17:417-19, April 1969. 5601-2  
Ohliger, J.

**INVENTORY OF FEDERALLY SUPPORTED EXTENSION AND CONTINUING EDUCATION PROGRAMS, PART 1. REPORT AND RECOMMENDATIONS, PART 2. PROGRAM ABSTRACTS AND INDEXES** (Report to the President's National Advisory Council on Extension and Continuing Education). U.S. Office of Education, 373pp. \$14.92. 5602  
*Greenleigh Associates, Inc.*

One of the first concerns of the President's Advisory Council after it was appointed under Title I of the Higher Education Act of 1965, was to identify and evaluate all federally-supported extension and continuing education programs, including community service programs, to eliminate duplication and effect coordination. Nineteen agencies or independent commissions identified 132 separate programs in response to the questionnaire developed and circulated by Greenleigh Associates, and 16 offices reported they had no programs in this area. The responses created the most extensive listing extant of such programs, along with more abundant information on individual programs. The abstract of each program includes the title, administering agency, purpose, eligibility, number of colleges and universities involved, legislative

authorization, facilities, problems, funding, jurisdiction, communication to the national council, and publications. Programs are indexed by title, agency, area of major emphasis (urban or rural), type of training provided, popular sector served, and programs providing continuing education for government employees. It is recommended that the inventory be revised annually. Document includes tables and the questionnaire.

**ADULT BASIC EDUCATION—MEETING THE CHALLENGE OF THE 1970's. First Annual Report of the National Advisory Committee on Adult Basic Education to the President of the United States and Secretary of Health, Education, and Welfare, August 27, 1968, 70 pp., MF-\$0.50 HC-\$3.60 ED 023 054.**

5602-2

*U.S. Department of Health, Education and Welfare*

Recommendations and supporting information for the Federal Adult Basic Education (ABE) Program through the fiscal year 1972 include increasing appropriations and enrollment each year from 1970-72 to focus on civic participation, jobs, home and family life; study to develop a 10-year national plan to coordinate all Federal ABE programs; strengthening the National Advisory Committee on ABE to play a leadership role; training programs for ABE personnel; special research projects; and the extension of the ABE program beyond eighth grade level. As a result of the ABE Program from 1965-68, some students left welfare rolls, obtained jobs, and received raises and promotions; many enrolled in vocational training and high school programs, while others passed high school equivalency tests. Changes in attitudes and behavior of these people show efforts to break out of poverty. Efforts at training people to meet the shortage of ABE teaching manpower include use of institutes, state agencies, and local education facilities. A major problem of the ABE program is the dropout rate (19% in 1966). A list of 10 Federal agencies having ABE programs, a summary of nationwide data on ABE students, a table of state funds and enrollments, and various other presentations of pertinent information are included.

**ADULT BASIC EDUCATION, PROGRAM SUMMARY, Division of Adult Education Programs. ABE-1, March 1967, 21pp. \$0.84.**

5603

*U. S. Department of Health, Education and Welfare*

A brief description is given of the Federal adult basic education program, under the Adult Education Act of 1966, at the national and state levels (including Puerto Rico, Guam, American Samoa, and the Virgin Islands) as provided by State education agencies. Statistics for fiscal years 1965 and 1966, and estimates for fiscal year 1967, indicate annual participation and program funding.

**A COMPREHENSIVE PLAN FOR SOLUTION OF THE FUNCTIONALLY ILLITERATE PROBLEM, A REPORT ON THE PRESENT, A PLAN FOR THE FUTURE. March 1968, 46 pp., MF-\$0.25 HC-\$1.92. ED 019 603.**

5604

**Venn, Grant and others.**

*U.S. Department of Health, Education and Welfare*

The educationally disadvantaged population (EDP), defined as those persons 18 years of age or over who have not completed eight years of formal schooling, contained at least 24 million people in 1960. Alternate plans have been developed for a voluntary adult basic education program for the EDP, using a time span of 20 years and a method for entering equal increments of the EDP groups.

## PSYCHOLOGICAL ASPECTS OF TEACHER AND STUDENT

**"MODEL FOR THE ANALYSIS OF MOTIVATION".** *Adult Education*, 16:24-33, Autumn 1965. 5700  
Boyd, R.D.

**"SELF-PERCEIVED EDUCATIONAL NEEDS OF ADULTS"** (*Adult Education*, 16 (2): 92-100 Winter 1966). 5700-1  
Dobbs, Ralph C.

A survey of the expressed educational needs of a sample group of 100 adults, evenly divided between a declining and a non-declining neighborhood in Indianapolis, Indiana, ascertained predominant aims (largely economic), aspirations, major problems and ways seen to solve them, and specific educational interests. Interest in further training was expressed by 80 percent. Findings on both groups and the total, including educational background and socioeconomic data, indicate considerable need for evening programs of vocational training (mainly mechanics and business), adult basic education, and high school certification courses. Document includes 8 tables.

**PERSONALITY FACTORS WHICH MAY INTERFERE WITH THE LEARNING OF ADULT BASIC EDUCATION STUDENTS**, 29pp. \$1.24. 5701  
Hand, S.E. and Puder, W.H.  
*Florida State University*

To understand better the learning characteristics of culturally disadvantaged adults and to study the emotional factors commonly observed among this population which appear to inhibit participation in organized educational activities and learning, the literature in several areas of psychological research was surveyed.

**SIGNIFICANT ASSETS OF EFFECTIVE TEACHERS OF ADULT READING.** April 1968, 12 pp., MF-\$0.25 HC-\$0.70. ED 025 374. 5701-1  
Hasting, Dorothy M.H.

A basic consideration in selecting teachers of adult nonreaders should be the characteristics of the adult nonreader. While training and experience are essential, the most desirable characteristics of the effective teacher do not necessarily require degrees, certificates, or coursework. An awareness of the adult nonreader's attitudes, potentialities, and ultimate goals should enable the teacher to cope with the student's needs. This should be strengthened by the teacher's personal qualities: a genuine appreciation of the student's interests, needs, and accomplishments; a wide range of interests; compassion and empathy; and fairness to all students. The greatest potential, however, could be the former students of adult education classes who succeeded while retaining an insight into the problems and hopes of functional illiterates.

**"ATTITUDE CHANGES AMONG LITERACY TEACHERS COINCIDENT WITH TRAINING AND EXPERIENCE"**, *Adult Education Journal*, 18(2): 71-80, 1968. 5702  
Johnson, R.L., Cortright, R.W. and Cooper J.V.

The effects of a short-term training course in changing the attitudes of teachers toward illiterate adults was evaluated by administering an attitude survey at three different times. The magnitude of attitude change was then compared. It was found that the greater shift in attitude coincided with the period of actual teaching rather than the training course. These results indicated that a short-term course is not effective in inducing long-term changes in teacher attitudes. This conclusion is a qualified one, however, because: (1) the course may have had a selective "sleeper effect" on some attitudes wherein the occurrence of observable change was delayed, and (2) it may be feasible to moderate negative or unfavorable attitudes toward illiterate adults during the time available in a short-term course.

**MEASUREMENT AND CLASSIFICATION OF TEACHER ATTITUDES TOWARD ADULT ILLITERATES. \$0.44. 5703**

Johnson, Raymond L. et al

As a first step in a study of the role of attitude and attitude change as a variable in the interaction between basic literacy teachers and their adult students, a general procedure for the classification of attitudes by detecting "attitude clusters" was developed. This report demonstrated how the member components of clusters may be represented as a simple closed structure called a circumplex.

**AN ANALYSIS OF THE CHARACTERISTICS OF THE UNEMPLOYED AND UNDER-EDUCATED AS THEY RELATE TO PROGRAM PLANNING FOR CONTINUING EDUCATION IN MODESTO. Revised Adult Education Program Plan. December 1963, 77 pp., MF-\$0.50 HC-\$3.16. 5703-1**

*Modesto Junior College.*

In this revised report, characteristics of low income groups in the Modesto, California area are described, and an educational program based on immediate educational attack on the problem is assessed; a projected adult education program for the south and east Modesto areas is developed; and efforts to carry out earlier proposals are described. Such socio-economic data as seasonal versus full-time employment, the extent of agricultural and other employment, wage and employment potential, family and individual income, patterns of welfare aid, rates of unemployment, ethnic and age groups and housing are given for Modesto and for Stanislaus County.

**CHARACTERISTICS OF TEACHERS AND METHODOLOGY IN ADULT BASIC EDUCATION, Stanislaus County Multi-Occupational Adult Retraining Project, research topic 4, 1966, 52pp. 5704**  
Pearce, Frank C.

This study was made to determine the desired characteristics of a teacher of adult basic education, the background experiences which contribute to these characteristics, and ways of identifying them in interviews with potential teachers. The ideal characteristics cited by the respondents (85 trainees, 7 teachers and 2 administrators) tend to be similar despite differences in emphasis and terminology.

**"BASIC EDUCATION TEACHERS: SEVEN NEEDED QUALITIES". Adult Leadership, 16:255-8+, January 1968. 5704-1**  
Pearce, F.C.

**BASIC EDUCATION TEACHERS? SEVEN NEEDED QUALITIES, Stanislaus County Multi-Occupational Adult Training Project, Teacher Characteristics, Report 4.1 Modesto Junior College, Sept. 1966, 18pp. \$0.72. 5705**  
Pearce, Frank C.

A study was made by Modesto Junior College at the New Hope Adult Retraining Center, part of the Modesto Multi-Occupational Project under the Manpower Development and Training Act, in which trainees, teachers, and administrators identified characteristics of an effective adult basic education teacher.

**"PERSONALITY FACTORS WHICH MAY INTERFERE WITH THE LEARNING OF ADULT BASIC EDUCATION STUDENTS". Adult Education, 18:81-93, Winter 1968. 5705-1**  
Puder, W.H.; Hand, S.E.

**FIELD STUDY OF THE PERCEPTIONS OF DIRECTORS' LEADER BEHAVIOR IN ILLINOIS BASIC EDUCATION CENTERS' 5705-2**  
Scotts, Michael J.

*Illinois State Office of the Superintendent of Public Instruction*

This statewide study involving 11 adult basic education centers in Illinois sought new information on the behavior of full time directors of adult basic education.

## READING CONFERENCES

**"LITERACY AND THE SPECTRUM OF DIALECTS"**. Claremont Reading Conference, Yearbook, 30:48-55, 1966. 5800  
Brownell, J.A.

**"PROMOTING LITERACY"** Reading and Inquiry. Conference proceedings of the International Reading Association, 10/430-443, 1965. 5800-1  
Figurel, J. Allen, ed.

Six papers read at the 1965 Annual Conference of the International Reading Association dealt with promoting literacy—evaluation of adult basic education materials, requirements of Federally-funded adult literacy programs, the planning of programs for semi-illiterate adults, preschool diagnosis and intervention to prevent illiteracy, literacy activities for adults and correction of adult socioeconomic deficiencies through literacy education.

**CHALLENGE AND EXPERIMENT IN READING, 1962, 258pp. \$2.50. 5801**  
*International Reading Association*

Proceedings of the seventh annual conference of the International Reading Association. The papers cover a wide range of topics on the subject of reading instruction, including discussion and evaluation of research and experimental methods.

**READING IN ACTION, 1957, 176pp. \$2.00. 5802**  
*International Reading Association*

Report on the second annual conference of the International Reading Association. Some of the topics covered are methods of developing interest in reading, building more effective reading skills, and teaching remedial reading.

**READING IN A CHANGING SOCIETY, 1959, 264pp. \$2.00. 5803**  
*International Reading Association*

Report of the fourth annual conference of the International Reading Association. Contains papers on present practices in reading instruction, and on future trends and experimental practices.

**READING AS AN INTELLECTUAL ACTIVITY, 1963, 280pp. \$2.50. 5804**  
*International Reading Association*

Proceedings of the 1963 conference of the International Reading Association. Discusses reading of all age groups, research in reading, and developing lifetime reading habits, among other topics.

**IMPROVEMENT OF READING THROUGH CLASSROOM PRACTICE, 1964, 331pp. \$3.00. 5805**  
*International Reading Association*

Report of the 1964 convention of the International Reading Association. Contains sections on current concerns in reading, on different phases of reading instruction, and on reading in other countries.

**"MEETING CURRENT READING NEEDS; IN ADULT LITERACY PROGRAMS"**. Conference on Reading, University of Chicago, 27:20-3, 1965 5805-1  
Lupton, D.E.

**BASIC EDUCATION FOR ADULTS; ARE SPECIAL TOOLS AND TECHNIQUES NEEDED? PANEL AND WORKSHOP VI (In proceedings of the national conference on manpower training and the older worker, Washington, January 17-19, 1966/305-366) 65pp. \$2.60. 5806**  
McCalley, H., et al

Literacy programs require appropriate materials, adequate testing of achievement, and careful selection and training of teachers. Publishers are now providing comprehensive learning systems of realistic materials, including the initial teaching alphabet, words in color, and audio tapes. In order to implement an adult basic education program, North Carolina set up 24 teacher training institutes providing 16 hours of intensive instruction by specialists. University extension personnel were invited to attend and expected to provide future workshops. In Detroit, the Public School Adult Basic Education Project set up a one-year MDTA multi-occupational program for the functionally illiterate.

**"NEW DEVELOPMENT IN ADULT EDUCATION". Conference on Reading. University of Pittsburgh. Report, 22:152-61, 1966. 5807-1**  
Naas, N.

**"CULTURAL STYLES AND THE ACHIEVEMENT OF LITERACY". Claremont Reading Conference Yearbook, 31:27-33, 1967. 5807-2**  
Park, G.

**RECENT DEVELOPMENTS IN READING: PROCEEDINGS OF THE ANNUAL CONFERENCE ON READING, HELD AT THE UNIVERSITY OF CHICAGO, 1965. 5807**  
Robinson, H. Alan  
*University of Chicago Press*

An excellent introduction to the current picture. Specialists in the field point out the significance of reading in society today and review approaches and new materials.

**THE UNDERACHIEVER IN READING, 1962, 198pp. \$3.50. 5808**  
Robinson, H. Alan  
*University of Chicago Press*

Proceedings of the annual conference on reading held at the University of Chicago in 1962. Among other topics discussed are testing and teaching the retarded reader, stimulating the reluctant reader, and corrective and remedial classes.

**DIMENSIONS OF CRITICAL READING, 1964, 169pp. \$3.00. 5809**  
Stauffer, R.G.  
*University of Delaware Press*

Proceedings of the annual Education and Reading Conferences of 1963 and 1964.

## GENERAL ADULT BASIC EDUCATION RESEARCH

**ADULT EDUCATION AND THE DISADVANTAGED ADULT.** April 1969, 111pp., MF-\$0.50 HC-\$6.65.  
Ed 029 160. 5900

**Anderson, Darrell; Niemi, John A.**

*ERIC Clearinghouse on Adult Education.*

The concern of this study was to examine the role of education in altering the social and personal characteristics of disadvantaged adults. Data were collected through a review of the literature and have been limited mainly to research reports on remedial adult education programs. Findings showed that the disadvantaged, who are hampered by psychological disabilities, have the lowest income, the largest families, the poorest education, the highest incidence of ill health, the least chance of employment, and little promise of a better future. Largely because of discrimination, the poverty subculture is compelled to evolve its own way of life, and programs of change seem doomed if they adhere to established patterns of contact. These programs should cope with the fundamental problem of overcoming the resistance of the disadvantaged to education. Specific details of education planning to solve the problems inherent in programs designed for such adults are unavailable because of the scarcity of research. (Included are test instruments, an analysis of the programs, an extensive bibliography, instructions on ordering ERIC publications, and a list of other ERIC/AE publications.)

**ANALYTICAL REVIEW OF REMEDIAL EDUCATIONAL PROGRAMS FOR SOCIALLY AND ECONOMICALLY DISADVANTAGED ADULTS (M.A. Thesis), 1968** 5900-1

**Anderson, D.V.**

*University of British Columbia*

The principal concern of this descriptive study was to examine the role of education in altering the personal and social characteristics of the disadvantaged adult and to select information of functional value to program design for those educators or agencies contemplating remedial educational programs with disadvantaged adults.

Characteristics of the disadvantaged were outlined, and the relationship of this sub-culture and the middle class considered. In both, a depressing picture emerged; it was seen that the disadvantaged not only suffer severe socio-economic handicaps, but also are strongly discriminated against.

The remedial programs used with this group were described and evaluated.

**EXPERIMENTAL EXPLORATIONS IN PROGRAMMED INSTRUCTION AND OBJECTIVE TESTING MEASURES, REPORT OF THE "VARIABLES INFLUENCING BEHAVIOR" PROJECT, Paper 2,** August 1966, 45pp. \$1.88. ED 014 662. 5900-2

**Berman, Mark L.**

*Arizona State University,*

As one phase of research in applied anthropology, Yaqui Indian and Mexican men in Arizona have participated for three years in experimental programmed courses in basic English and arithmetic. The students had previously had an average of five years' formal schooling. A battery of standard objective tests were given to measure IQ, and ability to read and comprehend English. A first series of tests was administered with specified time limits observed. A second series was given also with the time limits. Then students were allowed to complete the tests. The concession of time to work to completion changed IQ percentile ranks from 11 or 1 to 66, 77.5 and 63. Various tests of reading, vocabulary, and other skills yielded highly inconsistent evaluation of the students' abilities. A third series of tests was based on a novel experimental approach to programmed learning. An adjusting schedule of reinforcement for meeting time and error criteria was put in force. This involved raising or lowering requirements for reinforcement using the student's own performance as a measure. Results indicated that both speed and accuracy can be controlled by reinforcement contingencies.

**THE BLACKBOARD CURTAIN: A STUDY TO DETERMINE THE LITERACY LEVEL OF ABLE-BODIED PERSONS RECEIVING PUBLIC ASSISTANCE, 1963, 167 pp.** 5901

**Brooks, Deton, J., Jr.**

*Science Research Associates*

Brooks (1963) directed a study to determine the literacy level of people receiving public aid even though physically able to work. The sample consisted of 680 adults on relief, most of whom were Negro women from broken homes with a median grade completion of 9.5 years. Only 6.6 percent had not completed five years of schooling. However, when a standardized test was administered to each and the scores were compiled, 50.7 percent of the total sample scored below or at the functionally literate level (fifth grade reading ability).

**A COMPARATIVE ANALYSIS OF EDUCATIONAL FACTORS CHARACTERIZING FUNCTIONAL ILLITERACY IN MACON COUNTY, ALABAMA.** 5902

**Clifton, Ivery D.**

*Tuskegee Institute*

1. To obtain the professed level of educational attainment of functional illiterates;
2. To determine the relationship between the professed educational attainment and the equivalent grade received on the Gray Oral Reading Test of a representative sample from the universe under study;
3. To array the educational factors characterizing functional illiteracy from the collected sample for analysis. Econometric techniques will be employed in the analysis, computation, and interpretation of the data. Based upon these findings, meaningful inferences will be drawn that may be useful in planning future programs so as to uplift this population both educationally and economically. Information and data will be secured by personal interview method utilizing a purposely designed instrument to record the data.

**QUANTITATIVE AND QUALITATIVE EFFECTS OF REVISED SELECTION AND TRAINING PROCEDURES IN THE EDUCATION OF TEACHERS OF THE CULTURALLY DISADVANTAGED. FINAL REPORT. December 14, 1968, 110 pp., MF-\$0.50 HC-\$5.60 ED 025 494.** 5900-3

**Bowman, David L.**

*University of Wisconsin*

Report on the initial phase (1967-1968) of a longitudinal study designed to provide more teachers of the disadvantaged by recruiting education students who have withdrawn from college for academic reasons but have greater scholastic potential than they have demonstrated, and modifying teacher education programs to train these individuals as teachers of the culturally disadvantaged.

**THE EFFECTS OF PARTICIPATION TRAINING ON ADULT LITERACY EDUCATION IN A MENTAL HOSPITAL. June 1967, 123 pp., Ph. D. Thesis, MF \$3.00 Xerography \$6.00 ED 023 941.**

**Drane, Richard Stephen.**

5902-1

*University Microfilms*

This study was made to determine whether or not participation training followed by literacy education would be more effective than literacy education alone.

**THE EFFECT OF LITERACY TRAINING ON MODERNIZATION VARIABLES. 1968, 101pp.; Ph. D. Thesis, MF \$3.00 Xerography \$5.20. ED 024 007.** 5902-2

**Herzog, William Adam, Jr.**

*University of Michigan*

The present research was a field experiment exploring the relationship of literacy to certain modernization variables.



**"EDUCATIONAL AND OCCUPATIONAL ASPIRATIONS AMONG RURAL AND URBAN MALE ADOLESCENTS IN ALBERTA".** Alberta Journal of Educational Research, 11:255-62, December 1965.  
Hodgkins, B.J.; Parr, A. 5902-3

**"RESEARCH IN COMPARATIVE EDUCATION; LITERACY AND EDUCATION FOR ADULTS".**  
International Bureau of Education Bulletin, 38 3d quarter: 150-2, 1964. 5902-4

**THE RELATIONSHIP OF GROUP STRUCTURE, TASK PERFORMANCE, AND LEADERSHIP RECOGNITION AMONG ADULT BASIC EDUCATION PARTICIPANTS, (M.S. thesis)** 5903  
King, Gordon A.  
*Florida State University*

The purpose of this study was to determine for adult basic education participants what effect an internal group leader would have on group performance with the same group members or different group members when moving from a structured group, where the members are in a straight line, to an unstructured group, where each position has the same physical relation to the group; or the reverse. The subjects for the study were women who were selected at random from adult basic education classes in Leon County in North Florida. The participants interacted in five member groups on a symbol identification task. The results of this study, as measured by a T-test and Chi-Square, showed there was a relationship between task performance and group structure for this particular population. Leader recognition as a function of group structure, when moving from one group to another group, could not be substantiated. This study was based on the early experimental work in group study, much of which is reviewed by Glanzer and Glase; Psychological Bulletin, Vol. 58, No. 1, January 1961.

**ADULT EDUCATION AND SOCIAL CLASS, 1963.** 5904  
London, Jack, Wenkert, R. and Hagstrom, W.O.  
*University of California*

The purpose of this study was to explore in detail the relationship between social class and participation in adult education. It was conducted in three phases: Preliminary Pilot Survey (Mar. - April 1961); Community Survey (Oct. - Mar. 1962); and Matched Sample Survey (Apr. - Aug. 1962). The participants were located in an open community survey, rather than through educational agencies, in order to avoid serious sampling bias. The multi-stage probability sample was restricted to men aged 20 to 59, who were not full-time students nor institutionalized, and who resided in selected areas of Oakland, California. Only those census tracts (according to the 1960 Census) which were in the middle of the average income distribution (mean monthly rental from \$56 to \$95) were included in the population studied.

**TEACHING THE DISADVANTAGED. WHAT RESEARCH SAYS TO THE TEACHER SERIES, NO. 33. 1967, 36 pp., ED 025 356.** 5904-1  
Noar, Gertrude.  
*National Education Association.*

A survey of current research on disadvantaged students (defined as children of unassimilated lowest class Negroes, Puerto Ricans, American Indians, Mexican Americans, and Caucasians) provides classroom teachers with concise and up-to-date summaries of educational research findings and their implications for teaching. Discussions presented cover who the disadvantaged are, implications of their behavior in school, causes of disadvantage, and factors of special significance in teaching the disadvantaged (such as intelligence and testing, language, girl-oriented schools, and time and fantasy orientations).

**"REMEDIAL ADULT EDUCATION . . . AN ANALYTICAL REVIEW OF EVALUATION RESEARCH".**  
Continuous Learning, 8:90-4, March-April 1969. 5904-2  
Niemi, J.A.; Anderson, D.

**A PROPOSAL FOR A PILOT STUDY TO DEVELOP AND DETERMINE THE FEASIBILITY OF A PACKAGED MATERIALS PROGRAM FOR TEACHING READING AND THE GENERAL DEVELOPMENT AREA OF ADULT BASIC EDUCATION, ED 010 545.**

5905

Smith, Edwin

*Florida State University*

A sample kit of materials will be developed for teaching reading skills and concepts within the general knowledge areas commonly taught in adult basic education classrooms. Materials will be selected to develop learning skills at the same time as facts and concepts basic to social living are acquired in such areas as science, law, home and family life, and occupation orientation. The kit will consist of two packages — one for readability levels one to three, and another for levels four to six. This sample kit will be tried out in adult literacy classes in Florida to ascertain its effectiveness and determine feasibility of developing a more complete package of materials.

**THE DEVELOPMENT OF PREVOCATIONAL EDUCATION LITERACY COURSES FOR USE WITH COMPUTER-ASSISTED INSTRUCTION OF DISADVANTAGED YOUTHS AND ADULTS, ED 010 168**

Smith, T.

5906

*Florida State University*

The objectives are to prepare and empirically evaluate programmed materials for computer-assisted instruction in reading, and numerical skills needed prior to vocational instruction. A literacy training program of reading, writing, and numerical skills appropriate to grade levels two through seven will be developed using vocationally oriented materials. Each segment will be tested in trial sessions with selected functionally illiterate university employees. The final evaluation will involve a comparison of achievement between an experimental group receiving computer-assisted instruction and a control group taught by a classroom teacher using traditional methods. Outside consultants will also be asked to evaluate the program. Student evaluations of the content acceptability will be gathered using questionnaires and/or interviews.

**PUTTING RESEARCH, EXPERIMENTAL, AND DEMONSTRATION FINDINGS TO USE (Report of a multi-agency manpower seminar, Washington, D.C. Nov. 28-29, 1966) (MDTA experimental and demonstration findings, 1), June 1967, 81pp.**

5907

*U.S. Dept. of Labor, Manpower Administration*

The 1966 Washington multi-agency seminar on research utilization was opened with a summary of available studies of the problem. The current activities and objectives of the participating agencies were discussed and two case studies were presented: The Military Volunteer Rejection Project of the National Committee on Children and Youth, and the Greenleigh Associates' Evaluation of Adult Literacy Teachers and Teaching Systems.

**THE NEED FOR ADULT EDUCATION OF MARRIED WOMEN IN THE LOWER SOCIO-ECONOMIC LEVELS IN VANCOUVER (M.A. Thesis), 1968.**

5908

Webster, D.

*University of British Columbia*

This study investigated the needs (for adult education) of disadvantaged married women. More particularly it sought 1) why these women do not participate in adult education, and 2) what their needs are in adult education. Among the main reasons for non-participation were: lack of facilities for child care, tuition fees, transportation, and feelings of inadequacy in meeting the standards of course requirements. Both the sample members and resource personnel expressed need for education in: cultural orientation, family relationship, nutrition and home management, citizenship, and employment. General recommendations were made about program design and implementation in this area.

## READING RESEARCH

**"THE RELATIONSHIP BETWEEN VOCABULARY AND LITERACY WHEN INTELLIGENCE IS HELD CONSTANT"** *Journal of Social Psychology*, May 1950. 6000

Altus, W.D.

Altus (1950) was interested in the relationship between vocabulary and literacy when intelligence is constant. He administered several tests to 156 illiterate soldiers whose mean IQ for all eight reading levels was 77, ranging from 75-79. He found that literacy and vocabulary were somewhat related, "though the effect of one upon the other appears to operate in rather narrow limits".

**"IN ADULT BASIC READING PROGRAMS ARE WE TEACHING STUDENTS OR SYSTEMS?"** *Adult Leadership*, 16, (5), Nov. 1967. 6001

Anderson, C.A.

A good criticism of the "Systems" method based on Greenleigh Associates Inc. results found in "Field Test and Evaluation of Selected Adult Basic Education Systems". "Fundamental key to success in remedial reading is the individualization of instruction".

**"I JUST WANT TO LEARN TO READ"**. *School and Community*, 52:29+, November 1965. 6001-1

Banks, O.E.

**PROJECT LITERACY REPORTS NO. 6** (Report of the research planning conference, 5th, New York, Dec. 10-12, 1965) 52pp. 6002

*Cornell University*

Project Literacy aims to organize in universities, laboratories, and education departments, research which is essential to the understanding of the acquisition of reading skills. In this report, research on reading skills, personality and cognitive development, and language development is included.

**"TEACHING ILLITERATES TO READ: THE ROLE OF LITERISTICS"**, *Journal of Developmental Reading*, 11:3 - 12, Winter 1959. 6003

Cortright, Richard W.

A description of a new sub-specialization encompassing aspects of linguistics, anthropology, sociology, and psychology by the directors of Baylor University Literacy Studies. The history of the development of "literistics" is also treated. An interesting contribution to the professionalization process which literacy teaching has been undergoing in recent years.

**"A STUDY OF THE FACTORS INFLUENCING THE DIFFICULTY OF READING MATERIALS FOR ADULTS OF LIMITED READING ABILITY"**, *Library Quarterly* 4:384-412; July 1934. 6004

Dale, E. and Tyler, R.W.

Dale and Tyler (1934) tried to discover the factors influencing the difficulty of reading materials. They used samples of personal health materials with groups of adults who had low reading ability. The number of different technical words in a selection was found to be the factor most closely associated with difficulty of comprehension. Next in line was the number of nontechnical words in the selection unknown by 19 percent of sixth grade pupils.

**THE FAMILY PHONICS SYSTEM, 1964, 7pp.** 6005

Henney, R. Lee

*Indianapolis Board for Fundamental Education*

Henney (1964a) again tested the Family Phonics System and apparently did not limit it this time to a penal institution setting. The improvement in scores ranged from 3.5 to 7.4 grade levels after 160 hours of

instruction, and he reported a significant difference between the gains in reading ability of the members of the experimental groups and the gains of the control group. The results of this field test can be questioned because of the following limitations: the test instruments, the lack of a description of the control group, the apparent absence of any attempt to select a random sample, and the apparent absence of any effort to match the experimental and control groups.

**READING INSTRUCTION BY A PHONIC METHOD FOR FUNCTIONALLY ILLITERATE ADULTS AT THE INDIANA REFORMATORY. Doctoral thesis, 1964, 197 pp. 6006**

**Henney, R. Lee**

*Indiana University*

A more structured experiment was conducted by Henney (1964b) who used the Family Phonics System with 30 inmates of a penal institution. These subjects were divided into three groups: a control group, an experimental group that received one-to-one tutorial instruction, and an experimental group that received group instruction. He found that 20 one-hour sessions increased reading ability by as much as 2.5 grade levels for the functionally illiterate inmates and that it made little difference whether the teaching-learning situation was on a group or on a one-to-one basis.

**“SIMPLER READING MATERIALS NEEDED FOR 50,000,000 ADULTS”, School Life 32:115-127; May 1950. 6007**

**Kempfer, Homer**

Kempfer (1950) surveyed 56 librarians and evening school principals in the United States, asking them, “At what grade levels of readability is there the greatest shortage of suitable reading materials for adults?” The upper elementary levels were mentioned most frequently. These librarians and principals felt that the areas of citizenship, homemaking, and family life and parent education exhibited the most acute needs. The validity of these results, which are somewhat out of date, depends a great deal upon how closely the librarians and principals worked with adults of low reading ability.

**THE ADULT LITERACY PROJECT, A STUDY OF VARIED EDUCATIONAL AND OPERATIONAL RESEARCH IN THE TRAINING OF FUNCTIONALLY ILLITERATE ADULTS. An interim report (vols. 1 and 2), 1966, 130pp. 6008**

**Krebs, Annette B.**

This is a report on 12 months of action-research in a continuing research and demonstration project in Greater Boston for teaching reading skills to illiterate adults (16 or over), who test at 6th grade level or below on a battery measuring reading and arithmetic achievement, intelligence, and various visual-perceptual skills presumed to be related to reading progress. The student population is widely heterogeneous as to age, previous schooling, occupation, etc. Two reading systems were being evaluated — a programmed system taught in small class groups and an electric system using volunteer tutors in a one-to-one relationship with students.

**A STUDY OF COMMUNICATIONS TO ADULTS OF LIMITED READING ABILITY BY SPECIALLY WRITTEN MATERIALS, (Ph.D. Thesis), 1963, 109pp. \$8.60 6009**

**Laubach, R. S.**

*Syracuse University*

The purpose of this study was to test two hypotheses: that adults considered functionally illiterate (defined as having completed less than five years of schooling) may receive communication by specially written materials, and that these materials may be prepared in various ways which will differentiate in communication conveyed.

**TEAMWORK FOUNDATION STUDENT TEST RESULTS, 1964, 4 pp.**

**6010**

**Levi, Mort.**

*Teamwork Foundation*

To test the basic fundamentals of reading and spelling, Levi (1964) used 204 subjects from Chicago, 128 of whom were adults with an average schooling of 5.8 years. After 99 hours of prescribed instruction, the mean difference between pretest and posttest scores of these adults was 4.6, with a standard deviation of 0.65. These figures must be interpreted cautiously, however, since it is not exactly clear what this gain represents. Two of the tests used had norms based on elementary school populations, and no effort was made to utilize a control group.

**A READABILITY ANALYSIS OF RANDOMLY SELECTED BASIC EDUCATION AND VOCATIONAL EDUCATION CURRICULUM MATERIALS USED AT THE ATTERBURY JOB CORPS CENTER AS MEASURED BY THE GUNNING FOG INDEX, 1967, 27pp. \$1.16. ED 014 628.**

**6011**

**Londoner, Carroll A.**

*Indiana University*

A study was made of the readability levels of curriculum materials used in the basic and the vocational education programs at the Atterbury Job Corps Center in Indiana. The Gunning Fog Index was used to measure style of difficulty as created by lengthy sentences and polysyllabic words. This is highly correlated to the level of school grade attained by the reader. Five job sheets used in the vocational courses in heating and refrigeration installation and random samplings of "success in language/a" and "the money you spend" used in the basic education program were analyzed. The job sheets tested approximately at the fifth grade level. "Success in language/a" tested at the sixth grade level, and "the money you spend" at fourth grade. Corpsmen having attained fifth or sixth grade school levels of reading should be able to handle the material. (Statistical tables and a bibliography are included.)

**IMPROVING THE READING LEVEL OF DISADVANTAGED ADULTS, Rehabilitation Research Foundation, 1967, 26pp. \$1.12. ED 015 117**

**6012**

**McKee, John M., et al**

To help disadvantaged inmates with low reading levels and those considered functionally illiterate, the Draper Correctional Center in Alabama experimented with various reading improvement programs. Most successful was the reading improvement program using the perceptoscope. All applicants who scored below the seventh grade reading level in the Metropolitan Achievement Text took the perceptual development laboratories (PDL) diagnostic reading test and were then enrolled either in the phonics program or in the intermediate reading program. The phonics program helped inmates who could not function at the intermediate level to learn about language sounds and develop the ability to convert sounds into words through the PDL phonics training system. The 40-lesson intermediate reading program used lessons read from the screen with speed controlled by the perceptoscope and lessons to improve comprehension. The whole program was effective in teaching reading skills, particularly comprehension, and in enhancing other language skills. The experimental group gained 2.5 grade levels, the control group had a .7 gain. This report lists other reading programs used at Draper Correction Center.

**AN ANALYSIS OF THE LAUBACH LITERACY METHOD: AN INDIVIDUAL PROJECT FOR A SEMINAR IN ENGLISH, 1963, 47pp.**

**6013**

**Olson, Murial**

**CLINICAL STUDIES IN READING II, WITH EMPHASIS ON VISION PROBLEMS, 1953, 189pp. \$3.75.**

**6015**

**Robinson, Helen M.**

*University of Chicago Press*

Reports on research done at the Reading Clinic of The University of Chicago.

**"DEVELOPING A TOTAL READING PROGRAM FOR ADULTS,"** *Journal of Developmental Reading*  
6:51-56 Autumn, 1962. 6016

Schiavone, James

A plan for developing a total reading program for beginners, right on through the advanced higher-level skills of superior readers for adult students. The author feels that such a program is the most efficient way to teach adults.

**ADULT READING IMPROVEMENT: A 5-Year report, Jan. 1962.** 6017

Siegel, Max

*International Reading Association*

**ENGLISH MORPHOPHONICS: IMPLICATIONS FOR THE TEACHING OF LITERACY. MONOGRAPH NUMBER TEN. 1968, 128pp., ED 024 671.** 6017-1

Smith, Henry Lee, Jr.

*New York State English Council.*

A new fundamental tool of analysis, the morphophone, is presented in this monograph, and some implications of this discovery for the problems involved in the teaching of literacy are considered. The relation of written to spoken English is explored first; experience has shown that the basic problem in becoming literate is gaining the ability of going from written or printed symbol back to oral symbol. The concept of the morphophone — a linguistic unit whose sound varies among dialects but which occurs in the same word for all speakers of English — is then introduced.

**"ADULT BASIC EDUCATION; A NEW DIMENSION IN READING? "** *Adult Leadership*, 15:2-4+,  
May 1966. 6017-2

Summers, E.G.

**BASES FOR EFFECTIVE READING, 1965, 322pp. \$7.50.** 6018

Tinker, Miles A.

*University of Minnesota Press*

A report on research on the reading process. Covers the nature of comprehension, eye movements, scientific typography, visual function and illumination, and appraisal of reading efficiency.

**A STUDY OF TWO TEACHING SCHEDULES FOR TEACHING FUNCTIONALLY ILLITERATE ADULTS TO READ AT THE INDIANA REFORMATORY, 1966.** 6019

Tinkle, Jimmy L.

*Indiana University*

**TO-MORROW'S ILLITERATES: THE STATE OF READING INSTRUCTION TO-DAY, 1961, 168 pp.** 6020

Walrutt, C.C.

*Council for Basic Education*

A diatribe against the look-say "Dick and Jane" method of teaching reading.

**A PILOT STUDY OF THE USE OF AREA OF INTEREST SELF-INSTRUCTIONAL READING COURSES AMONG YOUNG PERSONS CONSIDERED TO BE NEITHER SELF-MOTIVATED NOR SELF-SUPPORTING: FINAL REPORT, June 1966. (Report to Office of Manpower Policy, U.S. Department of Labor).** 6021

Waller, R. E. and Ferguson, L. H.

*U.S. Industries, Inc.*

The object of this research was to test the feasibility of the use of self-instructional devices to teach reading sub-skills to young males considered to be neither self-motivating nor self-supporting.

## ADULT BASIC EDUCATION TEACHER TRAINING

**STRATEGIES OF LEADERSHIP FOR ADULT BASIC EDUCATION.** July 1968, 46pp., MF-\$0.25  
HC-\$2.40. ED 023 043. 6100

Aker, George F.

A nation-wide program in adult basic education requires an organizational structure which will provide a practical and theoretical, centralized and decentralized outlook. This system should include a national commission, state-wide committees, and community councils which would facilitate communication. Leaders must be selected and prepared and educational programs developed and executed.

**STYLE OF ADULT LEADERSHIP AND PERSONAL CHARACTERISTICS DESIRED IN AN ADULT LEADER BY LOW SOCIO-ECONOMIC RURAL YOUTH** (Ph.D. thesis), 1967, 221pp. 6100-1

Apps, J. W.

*Wisconsin University*

The purpose of this study was to determine factors related to the recruitment and training of volunteer adult leadership for work with lower socio-economic rural youth in university extension youth programs. Specifically, the study was concerned with comparing rural youth of different socio-economic statuses as to their perception of personal characteristics in an adult leader, and style of adult leadership desired.

**"ROLE OF THE VOLUNTEER"**. *Adult Leadership*, 16:57+, June 1967. 6100-2

Brain, J.J.

**THE ADULT BASIC EDUCATION TEACHER IN ONTARIO: HIS BACKGROUND, PROBLEMS, AND NEED FOR CONTINUING PROFESSIONAL EDUCATION** (M.A. Thesis), 1968 6100-3

Brooke, W. Michael

*University of Toronto*

Most A.B.E. teacher problems, it was found, relate to lack of resources in the form of people and literature. Few teachers knew where to find new A.B.E. instructional materials or obtain ideas about techniques and methods. The vast majority of teachers expressed the desire and need for some form of continuing professional education program; very few had experienced one, and the majority felt their professional growth was limited because of this void.

**SPEAKING ABOUT ADULTS AND THE CONTINUING EDUCATIONAL PROCESS. PROCEEDINGS OF THE ADULT BASIC EDUCATION WORKSHOP (NORTHERN ILLINOIS UNIVERSITY, JUNE 13-24, 1966).** February 1967, 159pp., MF-\$0.75 HC-\$8.05. ED 028 329. 6100-4

Carter, R. Phillip, Ed. Short, Verl M., Ed.

*Northern Illinois University Press*

The papers in this document were presented during the Workshop for Teachers on Adult Basic Education, which sought to provide participants with an understanding of the adult learner, insights regarding program planning, and techniques and procedures for effective teaching.

**SURVEY OF SUMMER INSTITUTE PARTICIPANTS.** 1968 17pp., MF-\$0.25 HC-\$0.95. ED 029 204.1 6100-5

*University of Colorado*

A survey of the participants in the National Summer Institutes for Teacher Trainers in Adult Basic Education held at the University of Colorado in 1966 and 1967, aimed at determining the extent to which institute participants were being employed to provide instructional leadership in local programs.

**"PROFESSIONAL PREPARATION IN LITERACY EDUCATION"** (*Journal of Teacher Education*, 290-293, September 1965), 4pp. 6101  
Cortright, Richard W.

College training programs for specialists in literacy education are reviewed. The Syracuse University graduate program in literacy journalism, the Baylor University undergraduate curriculum in literacy studies, writing for new literates, linguistics and the teaching of English as a foreign language, and the American University graduate program in literacy education are described. The twelve other education institutions that have offered at least one literacy education course are listed. There is a brief summary of the work conference sponsored by the Center for Applied Linguistics at Airlie House near Washington, D.C. in 1964.

**"A SHORT COURSE FOR TEACHERS OF UNDEREDUCATED ADULTS"**, *Community Development Journal*, 26-29, October 1967" 6102  
Cortright, Richard W., and Gipson, F. P.

A special curriculum was developed to train 24 teachers of adults at District of Columbia Teachers College for the adult basic education program in District of Columbia Public Schools. Special approaches involved use of tape recordings of training and resource specialists, and utilization of continuous feedback. The six training sessions are outlined and discussed, and include background information, teaching practice and evaluation of the undereducated adult problems, and basic education course content.

**STATEMENT OF COUNCIL OF STATE DIRECTORS OF ADULT EDUCATION TO USOE RE TEACHER-TRAINING, 1967, 7pp.** 6103  
*Council of State Directors of Adult Education*

The Council of State Directors of Adult Education, as representatives of the governmental units designated by Congress to administer Title III programs at the state and local level, make these suggestions to the USOE staff. It should re-assess training needs and redesign strategies for meeting them. It should invite top level personnel from major agencies for ABE to a national seminar to work out such matters as a policy definition of ABE, guidelines for recruitment and instruction, decisions as to which nationally-funded programs should be given priority.

**"SOCIOLOGY OF EXCLUSION: IMPLICATIONS FOR TEACHING ADULT ILLITERATES"**. *Adult Education*, 17:3-11, Autumn 1966. 6103-1  
Derbyshire, R.L.

**AIDES FOR ADULT EDUCATION, A TRAINING PROGRAM FUNDED BY THE OHIO BOARD OF REGENTS UNDER TITLE 1 OF THE HIGHER EDUCATION ACT. Final Report, 1967, 18pp. \$0.80** 6104  
ED 014 664  
Edwards, William L., Cohen, Edmund D.  
*Western Reserve University*

The Aides for Adult Education Workshop (February 10 – May 20, 1967) was held in Cleveland, Ohio, by Cleveland College and the Public School System to develop better classroom communication and a more intensive learning situation for disadvantaged adult students. Twenty welfare recipients, almost all Negro women, were selected for aide training on the basis of verbal ability, reading comprehension, interpersonal attitudes, and attitudes toward educational institutions and community organization. Experienced teachers in public school adult education were chosen for the project according to successful classroom performance, interest in a training project, and a felt need for the help of an aide. Workshop activities were designed to give both aides and teachers an overview of adult basic education, curriculum materials, classroom organization, and procedure. An evaluation of classes with and without aides showed that with aides more individual help is given, and teachers lecture more and answer questions less. The teachers themselves felt that they could effectively handle larger classes with aides. (The document includes appendices and workshop statistics.)



**ADULT BASIC EDUCATION NATIONAL TEACHER TRAINER INSTITUTE, 1967, 63pp. \$2.60.**  
**ED 012 878. 6106**

**Fitzgerald, Hunter**  
*California University*

The 1967 Western Region Teacher Training institute at California Polytechnic State College was designed to provide training for administrators and teachers of adult basic education (ABE) programs in six states. The institute focused on five broad areas – understanding the ABE student, methods of training ABE instructors, administration, program evaluation, and ABE curriculum. The Teacher Institute, subdivided into interest groups on elementary education, or English as a second language, featured lecture-discussions and small group activities in which instructional methods and materials, educational technology, guidance and counseling techniques, and methods of evaluation and measurement were studied. In the Administrative Institute, divided into nine project groups, each participant developed a project to be used in his community. Four evenings a week participants in both Institutes observed and taught in ABE classes in Los Angeles. Recommendations for future workshops were: conduct separate workshops for rural and metropolitan ABE programs; provide for a more consistent method of participant selection; select staff associates from previous institute participants; and separate administrator and teacher institutes.

**COUNSELING EDUCATIONALLY DISADVANTAGED ADULTS. PROCEEDINGS OF INSTITUTE SERIES. 1968, 158pp. MF-\$0.75 HC-\$8.00. ED023 015. 6106-3**

**Pattison, Rose Mary, Ed.**  
*Indiana State Department of Public Instruction.*

In 1967, several two-day institutes were held in Indiana for counselors of adult basic education students, and, in addition, a one-week residential institute for selected counselors who had attended a spring institute. Primary emphasis was on awareness of responsibility and understanding of the under-educated adult. Situational and Q-Sort tests were used to determine participant's perception of the role of counselors of educationally disadvantaged adults. Participants entered with a high degree of skill and knowledge about adult counseling which was maintained, but not significantly increased, by the programs.

**FACTORS RELATED TO THE EFFECTIVENESS OF TEACHERS OF SHORT-TERM ADULT VOCATIONAL COURSES, (Ed. D. thesis), 20 Apr. 1967, 179pp. 6108**

**Jones, Charles I.**  
*Florida State University*

The correlation between selected characteristics of teachers of short-term vocational courses and changes in the behavior of the participants was studied.

**TEACHER ATTITUDE ASSESSMENT MODEL FOR ADULT LITERACY TRAINERS, Start Date 06-01-67, End Date 05-31-68. ED 010 860 6109**

**Laubach, Robert S.**  
*Laubach Literacy Inc.*

A reappraisal of the relevance of teacher-training techniques and materials for adult basic education training will be made in the light of the increasing use of nonprofessional teachers.

**A MEASUREMENT OF THE EDUCATIONAL RELEVANCE OF A SHORT-TERM TRAINING PROGRAM FOR ADULT LITERACY TEACHERS, 1968 E D 027 512 6110**

**Laubach, R.S. and Cortright, R.W.**

An attitude and opinion survey of true-or-false items based on adult basic education course content regarding student characteristics and capabilities will be constructed and given three different times to groups of non-professional volunteer teachers. A control group of volunteers will also be given the survey, but will not participate in teaching prior to the administration of the survey a third time. Course content

will be defined as a relevant if the changes in attitude and opinion which are induced by the course content persist after the teacher has completed the training and has accumulated personal experience with students in the teaching situation. The procedure will contribute to the repertoire of techniques useful in program planning in adult education training programs.

**"RESPONSIBILITY OF THE TEACHING PROFESSION FOR THE REDUCTION OF MASS ILLITERACY".** *Reading Teacher*, 19:14-17, October 1965. 6110-1  
Luke, R.A.

**"PROBLEMS OF ADULT BASIC EDUCATION TEACHERS",** *ADULT LEADERSHIP*, 16(2), June 1967. 6111  
Marshall, J.C. and Copley, P.O.

A questionnaire study was conducted to determine the problems of Adult Basic Education teachers. The sample consisted of 15 teachers teaching in the University of Missouri at St. Louis Adult Basic Education program. The major problems seen by the ABE teachers were those of fitting education to the needs of the adult student; finding a suitable curriculum; fitting the instruction to the background of the student; and finding time in the school day to work on curriculum development, diagnosis, and prescription. Many of these can be effectively dealt with in teacher reorientation workshops. According to analysis based on the Kurskal-Wallis One-Way Analysis of Variance by Ranks, no significant differences were found. This indicates that the ABE teachers see the problem areas as equally important.

**ADULT LEARNING, ADULT BASIC EDUCATION PRE-INSTITUTE SEMINAR (WAYNE STATE UNIVERSITY, MAY 1967).** 1967, 94pp., MF-\$0.50 HC-\$0.84. ED 019 604. 6111-1  
*National University Extension Association.*

A pre-institute seminar, financed by a grant from the Adult Education division of the Office of Education to the National University Extension Association and held at Wayne State University in May 1967, focused on plans for the 20 adult basic education teacher training institutes held during the summer of 1967. Leaders in adult basic education and related disciplines joined with institute program directors and staff to share information gained from ongoing programs and provide specialized training for adult educators coordinating the institutes. The discussions and demonstrations, reproduced in this document, centered around three main areas of adult basic education development: innovations in curriculum; technology; and management. Topics covered included programmed instruction, teaching adults to read, the Michigan Language Program, hardware such as video tape recorders, skill training at Michigan Bell, the educational development laboratories learning system, Federal Government role in adult education, the Draper rehabilitation projects, counselling adults, and effective small group instruction.

**THE NATIONAL ADULT BASIC EDUCATION TEACHER TRAINING PROGRAM FOR SUMMER 1966. FIRST PROGRESS REPORT.** June 30, 1966, 65pp., MF-\$0.50 HC-\$3.35. ED 022 996. 6111-2  
*National University Extension Association.*

The National University Extension Association planned to conduct nine regional training institutes of four weeks each during August 1966, for 1,060 teacher trainers in adult basic education programs. The institutes were to be operated under Title II B of the Economic Opportunity Act. In this first progress report, information is provided on program objectives, administration, participating universities, problems, and future plans for evaluation and follow-up study. The proposal, grant terms and conditions for the national training program are included in the appendix. A map shows the nine regions where participating universities are located. Also included are the core curriculum for the program, and a suggested four week schedule, practicum design, and design of syllabus.

**"ESOL AND THE ABE TEACHER". Adult Leadership, 18:57-8+, June 1969. 6111-4**  
Regan, T.F.

**THE TEACHER AIDE, 22pp. 6111-5**  
Sayer, and Axford, R.W.  
*University of Maine*

This is a basic handbook and report on the use of teacher aides.

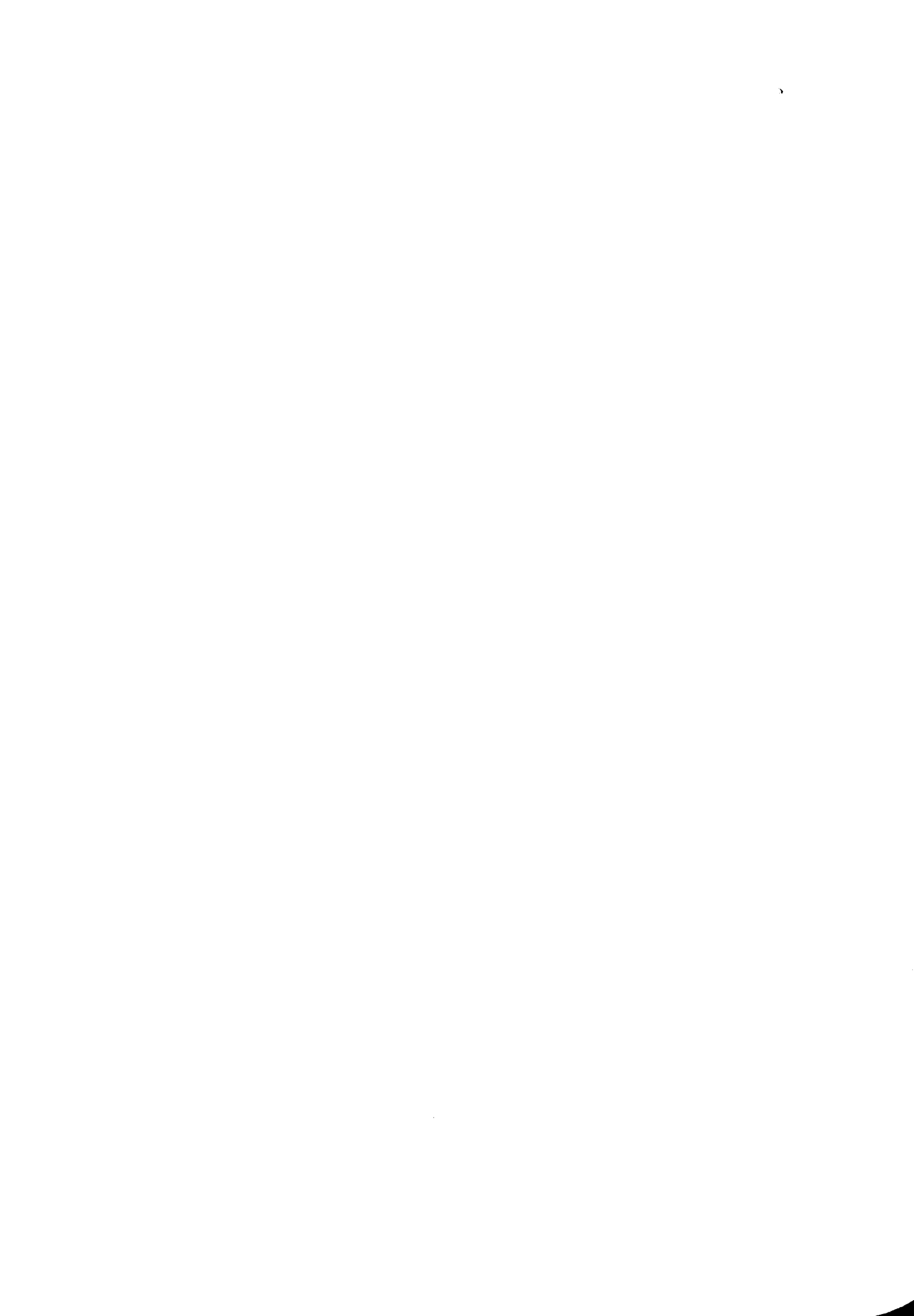
**"TOMORROW'S TEACHER - - - MORE THAN A CRAFTSMAN", (excerpts of address) Manitoba 6111-6**  
Teacher, 45:9-11, March-April 1967.  
Shack, S.F.

**"READING SPECIALISTS IN AN OCCUPATIONAL TRAINING PROGRAM", The Reading Teacher, 6112**  
March 1967  
Stauffer, R.G. Cramer, R.L.

This 1964-65 language arts program at the Manpower Development Training School MDT in Wilmington, Delaware, was set up to train teachers in language arts methods, techniques, and materials, with emphasis on reading, and to develop an instructional program for MDT trainees in basic spelling, writing, and reading skills.

**"TEACHER TRAINING FOR FUNDAMENTAL ADULT EDUCATION PROGRAM", ADULT EDUCA- 6113**  
TION, 13(3), Spring 1963.  
Sussman, E.K. and Lipman M.H.

A summary of a training course for adult basic education instructors put on by the New York Board of Education.



## TESTS & TESTING

**DOREN DIAGNOSTIC READING TEST OF WORD RECOGNITION SKILL, 1956** **6200**  
*American Guidance Service, Inc.*

This is a group test for analysis of specific word recognition skills. The test is composed of eleven units. They are divided into the basic techniques of word recognition pertinent to their areas of development in the reading program. Each unit is divided into components of the unit skill, and arranged in an order of graduated difficulty.

Range	Time	Forms
1 – 9	No Time Limit.	One

An examiner's manual is available.

**HIGH SCHOOL EQUIVALENCY DIPLOMA TESTS, 1965. \$4.00.** **6200-1**  
*Arco Publishing Co.*

Contains general suggestions for taking tests, sample questions, and material for study in the fields covered by the tests.

**GRAY ORAL READING TEST, 1963** **6200-2**  
*Bobbs-Merrill*

An individual test consisting of thirteen paragraphs arranged in order of increasing difficulty with four literal comprehension questions. Yields one grade level score based on a combination of rate and accuracy. Accuracy is determined by avoidance of errors in pronunciation, omissions, insertions, repetitions, substitutions, and inversions.

Range	Forms	Time
1 – College	A, B, C, and D	15 – 20 Minutes

The test is useful in assessing oral reading skill, in suggesting difficulties requiring further analysis, and in giving insight in word perception skills. With four forms available which are equivalent in content, the tests can be used for pre-testing and post-testing in remedial work. Examiner's manual is available.

**BOTEL WORD RECOGNITION TESTS AND SCORING SHEETS, 1961. \$4.20 (pk of 100).** **6201**  
**Botel, Morton**  
*Follett Publishing Co.*

Test for the beginning through the intermediate states of word recognition.

**THE ROLE OF EVALUATION IN ADULT BASIC EDUCATION.** **6203**  
**Burrell, L.E.**  
*Harcourt, Brace and World*

One of the few papers on Evaluation: clearly written and useful.

**CALIFORNIA ACHIEVEMENT TESTS, 1963** **6203-1**  
*California Test Bureau*

The Reading Vocabulary Test is subdivided into four sections:

- (1) Mathematics
- (2) Science

- (3) Social Science
- (4) General

Reading Time  
60 Minutes

The Language Section is a series of group achievement tests. The mechanics of the English Section is subdivided into three sections:

- (1) Capitalization
- (2) Punctuation
- (3) Word Usage

Language Time  
29 Minutes

The final section is Spelling.

Test	Range
Lower Primary	1 – 2
Upper Primary	3 – 4
Elementary	4 – 6
Junior	7 – 9
Advanced	9 – 14

These tests are urban oriented. Specific skills appear in sequence. Examiner's manual included.

**TESTS OF ADULT BASIC EDUCATION (TABE). 6204**  
California Test Bureau

This is a complete system for measuring adult achievement in the basic skills: reading, arithmetic, and language. There are two alternate forms for each level. The especially developed Practice Exercises and a Locator Test form an integral part of the TABE system. The Locator Test helps determine which level – difficult, medium, or easy – to administer.

Level D (difficult) and Level M (medium) are adaptations of the Junior High and Elementary Levels of the California Achievement Test, respectively. The essential feature of these adaptations is the replacement of concepts oriented towards school children with adult-oriented concepts.

TABE Level E (easy) is intended for adults with severe educational limitations, and those of culturally disadvantaged backgrounds. Only reading and arithmetic achievement are tested at this level. Language skills are omitted. Level E is aimed at the upper primary (Grade 2) level through beginning Grade 4.

**GATES BASIC READING TESTS. 6205**  
*Teacher's College, Columbia University*

These tests have several strong points, but need some important improvements. The use of the reading grades and reading ages is of doubtful value for higher grades and older ages. Normalizing basis – school children.

**GATES PRIMARY READING TESTS. 6206**  
*Teacher's College, Columbia University*

This timed test will serve to discriminate for those deficient in sight word vocabulary and sentence and paragraph reading. However, it is probably valid only for grades 1.5-2.5. – basis – school children.

**GATES READING SURVEY.**

6207

*Teacher's College, Columbia University*

Developed to measure vocabulary, level of comprehension, speed and accuracy, this test has received a favorable reaction. It is untimed except, of course, for the speed and accuracy sub-test. The scoring method should be improved. Normalizing basis – school children.

Grade Range	Forms	Time
3.5 – 10	3	50-60 minutes

**HARRIS GRADED WORD LIST**

6207-1

**Division of Special Services, Bureau of Community Education**

This test can be given individually in one minute for a quick estimate of the students initial reading level. If there is a decision as to which level to assign the student, place him at the lower level to insure instant success.

Range	Time	Form
Primer to 6	one minute	One

If a student scores above 2.0, administer the Informal Textbook Test (ITT) individually or in a group situation.

**HARRIS INFORMAL TEXTBOOK TEST**

6207-2

*Division of Special Services, Bureau of Community Education.*

Each level contains one page to be read silently with four questions for comprehension at the end of each level.

Range	Time
2 – 8 levels	No limit

This test can be corrected in 3 seconds. An examiner's manual is available.

**ADULT LITERACY PROGRAM ACHIEVEMENT TEST (INTERMEDIATE LEVEL), Office of Adult Education, 8pp.**

6208

**Danbury Public Schools**

This test contains problems in addition, subtraction and multiplication, questions on punctuation and parts of speech, and reading passages (fakes and swindles in the health field, and a five-point buying guide for consumers) accompanied by true-false and completion questions and spelling words.

**TESTS AND DRILLS IN ENGLISH GRAMMAR, 1957, 191pp. \$1.50.****Dixson, R.J.**

6209

*Latin American Institute Press*

Tests and drills for the foreign born who are learning the English Language.

**ADULT BASIC EDUCATION STUDENT SURVEY, 1966**

6209-1

*Follet Publishing co*

Provides individual or group testing designed to measure comprehension, word recognition, and arithmetic. Designed specifically as an instrument to screen prospective adult illiterates whose communication and computational skills are below fourth grade level.

Range 1.0 – 8.0	Time No Limit	Skills Tested Communication Computation	Form A (only at present)
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Examiner's Manual included.

**CONSIDERATIONS IN CONSTRUCTING A BASIC READING PROGRAM FOR FUNCTIONALLY ILLITERATE ADULTS, (Adult Leadership 13:7-9, May 1964).** 6210

Fox, Esther

Contains some interesting suggestions on locating non-literate adults and on both diagnostic and achievement testing.

**DEVELOPMENTAL TEST OF VISUAL PERCEPTION, 1961-64. \$5.00 for set.** 6211

Frostig, Marianne

*Consulting Psychologists Press*

The set consists of a monograph with the 1963 standardization and administration and scoring manual, a test booklet and eleven demonstration cards and three transparent scoring tissues.

**DOLCH BASIC SIGHT WORD TEST, 1942.** 6211-1

*Garrard Publishing Co.*

A group test to determine an individual's knowledge of the 220 Dolch Basic Sight Words and the 95 Most Common Nouns. This word list could be used with adults in grades 0 – 3, if handled correctly. This is a good "quickie review" of the basic sight words.

Range	Time	Forms
None suggested, but words should be known by end of Grade 2.	None suggested	One

No examiner's manual is included.

**READING PLACEMENT, Educator's Washington Dispatch, 1949, 4pp. \$0.25.** 6212

Griffin, Ella W.

A reading placement test to be used with adults who are functionally illiterate. Another in the Home and Family Life series.

**WIDE RANGE ACHIEVEMENT TEST, 1965** 6212-1

*Guidance Associates*

Levels	Forms	Range	Time
I	One	Pre school to 5th	20-45 Minutes
II		6th to college	

In the Spelling Section of each level, the student writes single words that are dictated by the examiner. There are 75 words of graduated difficulty. This is an auditory test to determine the students symbolic understanding of the language.

The Reading Section is an informal inventory to check word recognition, phonic mastery in oral reading, and lists of words and word elements. It has correlation with comprehension, especially if the student has knowledge of prefixes and suffixes.



The Arithmetic Test for both levels consists of computation of varying degrees of difficulty. No reading is involved.

This is a very good test to gauge a student's basic skill knowledge in the areas of reading and arithmetic. It is also good for evaluating degrees of literacy and achievement of adults in vocational rehabilitation and job placement. It can be administered individually or in a group. An examiner's manual is available.

**ABLE TESTS (Adult Basic Learning Examinations).** 6213  
*Harcourt, Brace & World*

Two Batteries are available:  
 Level I (Grades 1-4)  
 Level II (Grades 5-8)

Tests cover vocabulary, reading, spelling, arithmetic. Written especially for adults.

**METROPOLITAN ACHIEVEMENT TEST.** 6214  
*Harcourt, Brace & World*

This test is commendable for its expansion of the test manual as an aid to users, thorough and expert standardization of the tests, and its provision of varied norms. However, it is rigid in its tendency towards old subject matter, its content emphasizes facts instead of understanding and application, and some of the test may be speeded, though substantial data is not available. The reading tests at the elementary level are less satisfactory than at the primary level.

**OTIS QUICK SCORING MENTAL ABILITY TESTS (ALPHA FORM).** 6215  
*Harcourt, Brace & World*

These picture tests can be given orally or written, therefore successful use of these tests does not depend on the reading ability of the examinee. Normalizing basis – school children.

**STANFORD-BINET SCALE (Revised).** 6216  
*Houghton Mifflin*

As one of the oldest tests in popular use, the Stanford-Binet still is good and is especially useful in long-term studies. It is the best available for adequately measuring intellectual abilities of adults with mental ages below 6 or 7 years. Normalizing basis – school children.

**DEVELOPMENTAL READING TESTS, PRIMARY READING, 1959** 6216-1  
*Lyons & Carnahan*

Range	Form	Time
Grade 1 through first half of 2	Lower Primary Reading L – 1	10 – 15 minutes each part
Middle Grade 2 through Grade 3	Upper Primary Reading U – 1	
Intermediate Grades 4, 5,6	IR – B	

Lower and Upper Primary tests include:  
 Part I – Basic Vocabulary  
 Part II – General Comprehension  
 Part III – Specific Comprehension

Intermediate Reading test includes:

- Part I – Basic Vocabulary
- Part II – Factual Reading
- Part III – Reading to Organize
- Part IV – Reading to Evaluate and Interpret
- Part V – Reading to Appreciate

Child oriented. Examiner's manual available.

**VERBAL LANGUAGE DEVELOPMENT SCALE 1958. Manual, per copy, \$.50; Score Sheets, per package of 25, \$1.30; Specimen Set, postpaid \$.55. 6217**

**Meecham, Merlin J.**

*American Guidance Service*

A method of testing to determine language age.

**TESTING IN ADULT BASIC EDUCATION PROGRAMS CATERING TO SEASONAL AND MIGRANT FARMERS, 1967 8pp. \$.40 ED 013 692. 6218**

**Pinnock, Theodore J.**

The purpose of testing in seasonal and migrant farmers' educational programs is not for measurement but for diagnosis of the degree and intensity of help needed. Tests should be administered by the teacher two or three weeks after class begins when possible. They should be scored carefully, and the results analysed and interpreted. The author recommends that the results should serve the following purposes: diagnose participants' needs, either individual or as a group; determine the initial placement of the participants; help measure achievement and progress within the group; help discover what changes should be made in the teaching program of teaching methods; and determine the eligibility of the student for an elementary or secondary diploma.

**PINTNER NON-LANGUAGE TEST. 6219**

This test is generally recommended. Normalizing basis – school children.

**ARTHUR POINT SCALE OF PERFORMANCE TESTS. 6220**

*Psychological Corp.*

This non-verbal test does not include the complex, speeded, form boards that were a part of previous performance tests. Still, time is a factor – in some subtests the best time of three trials is recorded, in others there is a time limit, though the subject is told it is not a speed test. The administrator must be trained and experienced with this particular test to use it effectively. Normalizing basis – school children.

**PERSONNEL TESTS FOR INDUSTRY. 6221**

*Psychological Corp.*

This low-level intelligence battery is composed of three subtests, which can be used individually or together. Normalizing basis – semiliterate adults.

a) Langmuir Oral Directions Test

Reported to be of excellent quality and workable in group situations, this 15-minute mental ability test is available on either a record or tape, making it paced rather than timed. It is simple to administer, has quite a range of coverage, and is easy to score. Valuable in obtaining a rough estimate of the intelligence of semiliterates, it does not seem quite so valid for those with higher education.

b) Wesman Verbal Test

This test shows enough promise to justify further experiments on a low level, but it is not likely to discriminate among high school graduates. It is supposed to be a power test, not a speed test but only 5 minutes are allowed to answer 50 questions.

c) Doppelt Numerical Test.

Further experiments would also be justified with this 20 minute test.

**WECHSLER ADULT INTELLIGENCE SCALE.** 6222  
*Psychological Corp.*

The WAIS stands alone as a measuring device of adult intelligence for 16-year-olds and over. The norms are based on a representative sample of the entire U.S. population. However, it does not discriminate at the extremes of intelligence as well as the Stanford-Binet.

**WECHSLER INTELLIGENCE SCALE FOR CHILDREN.** 6223  
*Psychological Corp.*

Though it has been used for adult illiterates, the WISC was designed for ages 5-15 and, therefore, does not seem appropriate for adults.

**RAVEN'S PROGRESSIVE MATRICES: A PERCEPTUAL TEST OF INTELLIGENCE.** 6224

Though this test attempts to measure general intelligence through a single modality of performance, it fills a critical gap for a discriminatory, nonverbal and culture-free test of general intelligence. All in all, it shows much promise, having applicability to testing groups or individuals without a time limit. It was designed to measure the intelligence of people from age six through adulthood, but it does not discriminate as well as it should at the adult level.

**BASIC READING INVENTORY, 1966** 6224-1  
*Scholastic Testing Services, Inc.*

The B.R.I. is a "placement indicator test" for functional illiterates or adolescents. It provides individual or group testing in five areas:

- (1) Sight Vocabulary
- (2) Sound and Letter Discrimination
- (3) Word Meaning (Reading)
- (4) Word Meaning (Listening)
- (5) Context Reading

Examiner's manual included.

**READING & ARITHMETIC INDEX,** 6224-2  
*Science Research Associates*

This is a new placement test now being tried out in Canada. It is not a wide range test, as it covers only the elementary levels from about Grade 2 to Grade 7 or 8. However, it is convenient to use and score. The test was designed for use in job placement, and gives examples of the kinds of work that might be suitable for people who function in reading and arithmetic at the various levels represented by the test. This could no doubt be translated into terms of "grades" or "levels" for placement in training. Being a group test, with multiple choice responses, it does not test the student's ability to write, but of course this could be done separately.

The five levels for reading are: picture-word association; word decoding; phrase comprehension; sentence comprehension; paragraph comprehension.

The four levels in arithmetic are: addition and subtraction of whole numbers; multiplication and division of whole numbers; addition, subtraction, multiplication and division involving fractions and fractional mixed numbers; and decimals and percentages. There are no word-problems.

Canada Manpower Centres have been invited by another Branch of the Department to try using this test if they so desire.

**SRA ACHIEVEMENT SERIES.**

6225

*Science Research Associates*

This series is commendable for its highly reliable part-scores, well described and generally sound developmental procedures, appropriate scope and content, and the inclusion of a "language perception" test at grade levels 2-4, though its general ability to measure poor learners at this level is dependent upon chance scores and thus unsatisfactory. The tests are unspedded.

**SLOSSON ORAL READING TEST, 1963**

6225-1

*Slosson Education Publications*

An individual test consisting of graded words on different levels. There are 10 columns, each containing 20 words of varying difficulty.

Range	Form	Time
Primary -- High School	One (2 pages)	No Limit

A functional instructional reading level can be obtained by taking half the raw score. This test can be given and scored in three minutes. There is no manual. Test and examiner's directions and norms are on a single sheet.

**YOU READ BUT HOW WELL? , 1958, 32pp. \$0.75.**

6226

**Sheldon, William D., and Braam, Leonard S.**

*Syracuse University Press*

A test for determining reading efficiency.

**THE GRAY-VOTAW-ROGERS GENERAL ACHIEVEMENT TESTS.**

6227

*The Steck Co.*

Comparing favorably with similar tests in the field, the 1948-1951 version of the Gray-Votaw-Rogers is commendable for its clear format, unambiguously stated questions, and balanced coverage of the total curriculum. It can be adversely criticized for the inadequacy of the norms sample (school children) and/or its description, the low reliabilities of the separate part scores, and the unnecessarily complicated statistical methods. Spelling seems to be the only test not speeded at any of the levels.

**"CAN WE USE EXISTING TESTS FOR ADULT BASIC EDUCATION?" *Adult Education* 17 (1) Autumn 1966.**

6228

**Wittemore, R.G., et al**

An account of the tests that are being used in adult basic education, their limitations and value.

**SRA PRIMARY MENTAL ABILITIES ADULT REVIEW SET, 1965.** 6229  
Thurstone, T.G.  
*Science Research Associates.*

The set includes the examiner's manual (7-1864), answer sheet (7-1872), and Primary Mental Abilities Test for adults (7-1871).

**"CAN WE USE EXISTING TESTS FOR ADULT BASIC EDUCATION? ".** *Adult Education*, 17:19-29, Autumn 1966. 6229-1  
Whittemore, R.G., et al.

**GILMORE ORAL READING TEST.** 6230  
*World Book Co.*

This test is recommended for its "obvious" validity (though not proven) and its well-constructed record book, but it is especially recommended because no special training is needed to administer it satisfactorily and it can be scored in an objective fashion. It was designed for use in grades 1-8 to test accuracy, comprehension, and rate. However, there is a lower reliability for comprehension and rate score; this reliability is particularly low for older adult groups. There is no time limit, but the amount of time required to read the given paragraphs is recorded to compute the rate score. Normalizing basis – school children.

**STANFORD ACHIEVEMENT TEST: READING.** 6231  
*World Book Co.*

As a separate or integral part of the Stanford Achievement Test, this test is among the best of its kind because of its format, standardization and norms, ease of scoring, and the availability of off-year printings of the test. However, the test has to be closely timed, there are more accurate reading-comprehension tests available, and it requires written answers, enhancing validity at the second level. Also, there could have been better selection of content, and its full and proper use is difficult except for those experienced with tests. Normalizing basis – high school students.

**STANFORD ACHIEVEMENT TEST (1953) Revision.** 6232  
*World Book Co.*

In general, the Stanford received favorable reviews as a valuable test if it is interpreted intelligently. Its testing techniques are more "lifelike" than some, but the validity of the subject-matter areas is dependent upon the curriculum. The time limit seems ample, and speed should be a factor only with the extremely slow. Normalizing basis – school children.



## UNESCO PUBLICATIONS

**SUGGESTIONS FOR THE PREPARATION OF READING MATTER. OCCASIONAL PAPERS IN EDUCATION, No. 2, 1949, 29 pp. 6300**

**Bou, I. Rodriguez**

This paper is based on the results of research conducted by the author in Puerto Rico. The conclusion is that reading materials for adults should be designed to meet their interests, needs, and problems. The known postulates of adult psychology and the reading process are also examined. One of the most valuable sections is devoted to developing norms for the evaluation of reading materials. Extensive bibliographies on adult education and the reading process are included.

**A.B.C. of Literacy, 1965. 6301**

**Burnet, M.**

The purpose of this booklet is to acquaint the general public with the problem of illiteracy and the efforts being made to deal with it.

**"LITERACY AROUND THE WORLD". Canadian National Commission for UNESCO Bulletin, 10:1-3, October 1967. 6301-1**

**Kidd, J.R.**

**"EXPERIMENTAL PROJECTS SPONSORED BY UNESCO AND THE REVOLUTIONARY ELEMENT IN LITERACY". Convergence, 1:31-6, September 1968. 6301-2**

**Lorenzetto, A.**

**MANUALS ON ADULT AND YOUTH EDUCATION. 6302**

**Neijs, K.**

Part I. FILMSTRIPS: USE, EVALUATION AND PRODUCTION, 1959.

Part II. LITERACY PRIMERS: CONSTRUCTION, EVALUATION AND USE, 1961.

Part III. SIMPLE READING MATERIALS FOR ADULTS; ITS PREPARATION AND USE, 1963.

Part IV. THE PLANNING AND ORGANIZATION OF ADULT LITERACY PROGRAMS IN AFRICA, 1966.

Part V. SCHOOL-TEACHERS AND THE EDUCATION OF ADULTS, UNESCO, 1966.

**TELEVISION AND THE SOCIAL EDUCATION OF WOMEN. A first report on the Unesco-Senegal pilot project at Dakar. (Reports and papers on mass communication, 50) 1967, 60pp. 6303**

**Fougeyrollas, Pierre**

In the 1965-66 UNESCO-Senegal pilot project, a preliminary, and a followup, survey were made to assess the effectiveness of educational television (ETV) in imparting vital health information and constructively changing attitudes and behavior. The project included regular weekly programs in the Wolof language for about 500 women in 10 television clubs throughout greater Dakar, Senegal.

**THE TEACHING OF READING AND WRITING: AN INTERNATIONAL SURVEY, 1956, 284pp. 6304**

**Gray, W.S.**

This volume was commissioned by UNESCO and consists of a review of prevailing practices, evaluation of the efficacy of methods being used throughout the world, and the results of pertinent research. This could be most valuable as a text for literacy teacher-training programs. Of particular interest is the material on the nature and aims of adult literacy programs (Chapter I, VIII, and XII), literacy skills (Chapter IV), and writing instruction (Chapter IX and XI). This is one of the most comprehensive works on the subject reviewed.

**SCHOOL TEACHERS AND THE EDUCATION OF ADULTS. (Manuals on adult and youth education. 5) 1966, 50pp. \$2.00. 6305**

Hely, Arnold S.M.

Experiences of Jordan, Thailand, Viet-Nam, Ecuador, United Arab Republic, Philippines, Madagascar, Italy, Venezuela, Peru, India, Ghana, and Colombia in their recent experiments in training and employment of school teachers for adult literacy work and community education are analyzed to illustrate the effectiveness of their procedures.

**A STUDY OF CANADA'S CAPACITY TO AID IN THE WORLD LITERACY CAMPAIGN, Ontario Institute for Studies in Education, UNESCO National Commission – Canada, sponsor, May 1967. 6306**  
Kitt, J. R. et al

**"SHAH OF IRAN APPEALS TO UN TO FIGHT ILLITERACY". School and Society, 93:470+, December 11, 1965. 6306-1**

**"UNESCO'S ADULT LITERACY PROGRAM". School and Society, 93:4, January 9, 1965. 6306-2**

**"UNESCO EXPERIMENTAL LITERACY PROJECTS". School and Society, 94:120, March 5, 1966. 6306-3**

**"UNESCO'S PROGRAM". School and Society, 95:480+, December 9, 1967. 6306-4**

**"UNESCO WORLD LITERACY PROGRAM; A NEW STRATEGY THAT MAY WORK". Adult Education, 16:70-84, Winter 1966. 6306-5**  
Spaulding, S.

**ADULT EDUCATION (UNESCO International directories of education, 4). (Text in English and French), 1966, 156pp. 6307**

The purpose of this directory is to facilitate the international exchange of information on adult education and to stimulate closer cooperation between the various centers and organizations concerned. The contents consist of an international chapter, covering the more important non-governmental organizations, and 86 national entries arranged alphabetically which list official, semi-official, and private bodies concerned with adult education.

**FILMSTRIPS: USE, EVALUATION AND PRODUCTION, 1959, 54pp. \$0.65. 6308**

Treats the use of filmstrips for adults in out-of-school education.

**"ILLITERACY – THE NEW FRONTIER". Canadian National Commission for UNESCO Bulletin, 9:1-4, December 1966. 6308-1**

**ILLITERACY AND HUMAN RIGHTS; published on the occasion of the International Year for Human Rights, 1968. 1968, 18pp. ED 023 988 6308-2**  
*United Nations Educational, Scientific, and Cultural Organization.*

Contained in this document are: extracts from an address by the Director-General of the United Nations Educational, Scientific, and Cultural Organization at the International conference on Human Rights organized at Teheran by the United Nations; a paper presented at the World Assembly for Human Rights (Montreal, 22-27 March 1968); and the text of resolution IV adopted by the Second Committee of the International Conference on Human Rights (Teheran 22 April – 13 May 1968). Illiteracy is viewed as a major obstacle to the effective enjoyment of such human rights as the equality of marriage partners, participation in government and in cultural life, and economic security and opportunity.



**INTERNATIONAL CONSULTATIVE LIAISON COMMITTEE FOR LITERACY (Second Session, Paris, 3-6 September 1968) FINAL REPORT.** 1968, 14pp. MF-\$0.25 HC-\$0.80. ED 028 367. 6308-3  
*United Nations Educational, Scientific, and Cultural Organization.*

The report of the International Consultative Liaison Committee for Literacy deals with the implementation of its recommendations, reviews experimental literacy programs and activities of non-governmental organizations, and makes further recommendations.

**LITERACY, 1965-1967.** 1968, 68pp., MF-\$0.20 HC-\$2.80. ED 018 722. 6308-4  
*United Nations Educational, Scientific and Cultural Organization.*

The first section of this progress report contains a statement by the Director General of the United Nations Educational, Scientific, and Cultural Organization; an appeal to UNESCO Member States by the International Consultative Liaison Committee for Literacy; and messages from 13 Member States, Mauritius, the Vatican, and other sources, on the occasion of International Literacy Day. Largely based on information furnished by over 80 member states and associate members and by various international nongovernmental bodies, the second section reviews national endeavors and forms of international cooperation in support of literacy since the Teheran Congress of 1965.

**LITERACY AND EDUCATION FOR ADULTS, INTERNATIONAL CONFERENCE ON PUBLIC EDUCATION (27th GENEVA, 1961).** 1964, 245pp., \$3.25. ED 021 169. 6308-5  
*United Nations Educational, Scientific, and Cultural Organization.*

This study, based on statistical and other data reported by 88 nations, reviews the nature and extent of organized efforts to promote the spread of adult literacy and to provide elementary and secondary education for adults.

**LITERACY AS A FACTOR IN DEVELOPMENT; WORLD CONGRESS OF MINISTERS OF EDUCATION ON THE ERADICATION OF ILLITERACY (TEHERAN, SEPTEMBER 8-19, 1965).** July 30, 1965, 40pp., ED 022 124. 6308-6  
*United Nations Educational, Scientific, and Cultural Organization.*

Prepared in connection with the World Congress of Ministers of Education on the Eradication of Illiteracy (Teheran, September 8-19, 1965), this UNESCO report on literacy as a factor in development focuses on worldwide literacy education and the dimensions of illiteracy; the role of literacy in economic and technological development and in social change and development planning; program costs and financial support; the aims, organization, and methods of literacy work; bilateral aid and other forms of international cooperation; and the influence of illiterates and other segments of society on program success. Alternative approaches and new strategies, links between literacy and other kinds of education, and typical operational problems (adult teaching, staffing, language of instruction, textbooks and supporting materials, audiovisual aids, and evaluation) are also considered. In addition, a tentative assessment is made of past successes and failures in mass literacy campaigns.

**MEDIA, MATERIALS AND STRATEGIES, 1963,** 12pp. 6309

**NEW TRENDS IN YOUTH ORGANIZATIONS,** UNESCO Publications Center, 1960, 63pp. 6310

A study of youth movements and youth organizations throughout the world.

**THE POSITION AS REGARDS FUNCTIONAL LITERACY PILOT PROJECTS. SUMMARY.** September 12, 1968, 11pp.; Item 21.3 of the provisional agenda of the fifteenth Session of the General Conference (15 Oct. – 20 Nov. 1968) MF-\$0.25. ED 029 192. 6310-1  
*United Nations Education, Scientific, and Cultural Organization.*

A comparative analysis was made of Experimental World Literacy Program projects in 17 nations.

**THE PROVISION OF POPULAR READING MATERIALS, 1959. 6311**

A systematic attempt to cover all aspects of the problems involved in making available to new literates readable books and periodicals. Of special interest to those charged with the production or selection of literacy materials are the chapters devoted to research on communication through printed materials (Chapter VIII), factors influencing effectiveness of fundamental educational reading materials (Chapter IX), problems of illustrations (Chapter X), and word counts (Chapter XI).

**RADIO AND TELEVISION IN THE SERVICE OF EDUCATION AND DEVELOPMENT IN ASIA. (Reports and papers on mass communication, 49), 1967, 60pp. 6312**

Educational broadcasting in Asia not only serves the pressing needs of primary, secondary, and higher education, but also provides for popularization of knowledge, literacy education, civic education, training and guidance of educators, rural and urban youth programs, and vocational guidance and education. A particular need is seen for national and regional training in techniques of educational broadcasting, organization and planning of programs, and program utilization by adult education leaders and other teachers.

**SECOND WORLD CONFERENCE ON ADULT EDUCATION, 1963, 48pp. \$0.50. 6313**

A report on the conference, resolutions adopted, and an analysis of reports.

**SIMPLE READING MATERIAL FOR ADULTS: ITS PREPARATION AND USE, 1963, 100pp. 6314**

This book would be helpful for anyone who decides to produce his own materials. Of particular interest is the chapter devoted to testing the value of adult literacy materials while they are in preparation (a task seldom attempted in the past). This booklet also covers the choice of subject matter, vocabulary and style, illustrations, and a step-by-step procedure for seeing the book through the stages from manuscript to finished product.

**SOME IMPORTANT QUESTIONS CONCERNING LITERACY, 1964, 50pp. 6315**

**SUGGESTIONS FOR RESEARCH IN ADULT LITERACY; MEETING OF EXPERTS ON RESEARCH IN LITERACY. 1968, 12pp. MF-\$0.25. ED 029 191. 6316**

*United Nations Educational, Scientific and Cultural Organization.*

Functional literacy as an approach to literacy education is now widely accepted; the Experts on Research in Literacy, meeting at Unesco House in July, 1968, felt that, because of the relative novelty of functional literacy, research was needed as part of training programs, and on specific topics. The groups agreed that research, in most cases, would require the cooperation of several disciplines and professional fields. A number of research projects were suggested.

**THE UNITED NATIONS IN ACTION. A Structured Reader; 1969 \$2.50. 6317**

**Withers, Sara**  
*Thomas Crowell Co.*

This is a structured reader which is particularly appropriate for adult learners of English as a foreign language at an intermediate level.

**"WORLD LITERACY CONGRESS – TEHERAN". Canadian National Commission for UNESCO Bulletin, 8:7, February 1966. 6318**

## ENGLISH AS A SECOND LANGUAGE LITERATURE

**TENES, A SURVEY OF THE TEACHING OF ENGLISH TO NON-ENGLISH SPEAKERS IN THE UNITED STATES, Final Report, National Council of Teachers of English, 1966, 166pp. 6400**

**Allen, Harold B.**

*U.S. Office of Education*

A national survey sought to gather data on the teaching of English as a second language to children and adults. Because many state and local school officials seemed unaware of the problem and did not think of such teaching as a unique discipline, data was difficult to obtain. Of the 1,683 questionnaires mailed to administrators in colleges, schools, and other agencies, a 48 percent return yielded only 510, or 30 percent, usable forms. Data was sought on: personnel in formal English instruction to students having a language other than English; policies followed in employing prospective teachers; preparation of teachers currently in the system; curriculum, number and language background of students; teaching aids available; use of commercial texts and tests; and identification of problems and needs. Appendices include a report of the subsequent University of Minnesota TENES Conference in February 1966, several descriptive studies of language programs, and the questionnaires used in the survey.

**ADULT BASIC EDUCATION COUNCIL FOR SPANISH SPEAKING, (progress report, from December 19, 1966 to April 30, 1967). Adult Basic Education Council for Spanish Speaking, June 1967, 20pp. 6401**

**Aqua, Helena**

The report deals with the background of the El Centro's Adult Basic Education Program, their instructional staff, in-service seminars, student-teacher relationship, statistical data of the Program, etc.

**THE CALIFORNIA MIGRANT FARM WORKER, HIS FAMILY, AND THE RURAL COMMUNITY. April 1967, 47pp., MF-\$0.25 HC-\$2.45. ED 023 507. 6401-1**

**Barnes, Robert F. and others.**

*University of California*

The provision of housing facilities and child day-care centers for migrant workers has in many cases produced problems among migrant workers and the communities concerned.

**THE PSYCHOLOGY OF TEACHING FOREIGN LANGUAGES, 1964, \$9.35. 6401-2**

**Belyayev, Boris V.**

*Pergamon*

An excellent research book especially suited to the teacher interested in the psychology and theories of teaching foreign languages. Although based on a study of Soviet schools, it would be valuable wherever languages are taught.

**TEACHING YOUNG STUDENTS ENGLISH AS A FOREIGN LANGUAGE, 1963, \$2.95. 6401-3**

**Bumpass, Faye L.**

*American Book Co.*

Written in non-technical language, this book outlines procedures, techniques and special devices for teaching English as a foreign language at the elementary level.

**THE STUDY OF LANGUAGE, 1953, \$5.00 6401-4**

**Carroll, John B.**

*Harvard University Press*

This book reviews the study of language in America. It examines approaches that have been developed in linguistics, sociology, anthropology, philosophy, and education. The major part of the book is devoted to linguistic science.

**TEACHING ENGLISH TO IMMIGRANTS. EDUCATION TODAY: LANGUAGE TEACHING. 1966, 256pp., ED 022 121. 6401-5**

**Derrick, June.**

*Longmans, Green*

Based largely on instructional methods and techniques for school age pupils, but also amenable to use with adults, this book is designed for persons teaching English to immigrants in Britain.

**ENGLISH AS A SECOND LANGUAGE; FROM THEORY TO PRACTICE, 1964, \$2.25. 6401-6**

**Finocchiaro, Mary**

*Regents*

The author discusses some of the minimum essentials of second language teaching including the sound system; the development of language skills; materials and techniques of instruction; and testing and evaluation. Suggests other sources of information.

**TEACHING ENGLISH AS A SECOND LANGUAGE. (1958) 2nd edn., \$7.95 6401-7**

**Finocchiaro, Mary**

*Harper and Row*

A most comprehensive account of the subject with sections on practical suggestions, and theoretical background covering almost all aspects of the language programme.

**TEACHING AND LEARNING ENGLISH AS A FOREIGN LANGUAGE, 1945, \$2.20. 6401-8**

**Fries, Charles C.**

*University of Michigan Press.*

A classic on the subject and capable of general application even though it is oriented toward teaching English to Spanish-speaking people.

**AN INTRODUCTION TO DESCRIPTIVE LINGUISTICS (rev. ed.) 1961, \$10.45 6401-9**

**Gleason, Henry A., Jr.**

*Holt, Rinehart & Winston*

The author suggests that, with supplemental reading assignments, this text is adaptable for a full year course in general linguistics.

**HOW TO TEACH FOREIGN LANGUAGES EFFECTIVELY (rev. ed.) 1965, \$4.75 6401-10**

**Huebener, Theodore**

*New York University Press*

A practical guide to language teaching. The presentation of model lessons, suggested procedures, and audio-visual techniques in both oral and written language, would have wider application for more advanced pupils.

**"A LITERACY PROGRAM FOR NON-ENGLISH SPEAKING FAMILIES". Adult Education, 12(3). 6402 Kavich, L.L.**

**LINGUISTICS ACROSS CULTURES: Applied Linguistics for Language Teachers, 1957, \$3.25. 6402-1**

**Lado, R.**

*University of Michigan Press.*

The plan of the book rests on the assumption that we can predict and describe patterns that will cause difficulty in learning by comparing systematically the language and culture to be learned with the native language and culture of the student.

**LINGUISTICS AND THE TEACHING OF READING, 1964, \$7.50** 6402-2  
**Lefevre, Carl A.**  
*McGraw-Hill*

This book is basically a study of language, with emphasis on the contribution that linguistics can make to the teaching of reading. It emphasizes that reading is a part of language and it should be taught as a meaningful whole rather than as isolated sounds or even isolated words.

**LANGUAGE TEACHING ANALYSIS, 1967, \$10.00.** 6402-3  
**Mackey, W.F.**  
*Longmans Canada*

Treats, in a scholarly manner, the conflicting theories on the nature of language, on linguistic analysis, and on language learning.

**HELP THROUGH LEARNING ENGLISH. December 1965, 149pp., MF-\$0.75 HC-\$6.04. ED 021 650** 6402-4

**Mitchell, Elizabeth.**  
*Home Education Livelihood Program.*

Teaching English as a second language is the purpose of this curriculum guide developed for adult basic literacy classes within the Home Education Livelihood Program in New Mexico. The guide consists of 16 teaching units composed of conversations and exercises with teaching notes. Emphasis is on memorization through oral and written drills. A related document is RC 001 645.

**TEACHING ENGLISH AS A NEW LANGUAGE TO ADULTS. 1964, 188pp., \$1.50. ED 026 561.6402-5**

*New York City Board of Education.*

To furnish a curriculum guide for teachers of English as a second language, this manual explains the principles, sound and structure patterns, the vocabulary range, and the basic cultural and orientation information necessary to teach adults. To aid the teacher, such information as how adults learn, criteria for placing students by grade level, and audiovisual techniques are also included. The aims and content for three grade levels (beginning, intermediate and advanced), comprising four years, are given for the teachers, along with appropriate lesson plans and suggestions for teaching citizenship and social studies, reading, writing, and arithmetic. Bibliographies for each grade level are included.

**TEACHING DIALOGUES; ENGLISH AS A NEW LANGUAGE PROGRAM FOR ADULTS. TEACHER'S GUIDE. 1966, 185pp., \$2.50. ED 026 559.** 6402-6  
*New York City Board of Education.*

To aid in teaching English to adults recently arrived in the United States, a teacher's guide has been prepared, giving extensive sentence and word patterns dealing with common activities the immigrant is likely to face in his daily life. These dialogues are designed to be used in conjunction with tapes, to provide directed oral repetition and drill for accelerated English speaking development, through the simultaneous learning of both structure and intonation patterns.

**TEACHING DIALOGUES; ENGLISH AS A NEW LANGUAGE PROGRAM FOR ADULTS. STUDENT MATERIALS. 1966, 148pp., \$2.50. ED 026 560.** 6402-7  
*New York City Board of Education.*

To aid recent adult immigrants to the United States in learning English, a student guide with the same extensive sentence and word patterns as in the teachers' guide has been prepared to complement oral drill by teachers and tapes. Dialogues dealing with common situations a person meets in daily life have been designed to provide oral repetition and drill to develop English language skills, while learning both structure and intonation.

**TEACHING ENGLISH AS A SECOND LANGUAGE IN ADULT EDUCATION PROGRAMS' – AN ANNOTATED BIBLIOGRAPHY** (preliminary edition), 1966, 14pp. \$1.04. ED 012 907. 6403  
**Ohannessian, S. and Wineberg, R.**  
*Center for Applied Linguistics*

This annotated bibliography is a selected listing of -- (1) background readings in the teaching of English as a second or foreign language, (2) teacher's guides and handbooks, (3) adult education course materials, (4) general course materials, and (5) specialized English language texts and dictionaries.

**FRONTIERS IN ADULT BASIC EDUCATION**, a compilation of selected papers and group reports presented at the Southeastern Region Institute for Teacher-Trainers in Adult Basic Education (Florida State University, August 1-26, 1966). 1966, 159pp., MF-\$0.75 HC-\$6.44. ED 019 575. 6403-1  
**Puder, William H.; Hand, Sam E.**  
*University of Florida Press.*

Selected papers and group reports from a Florida State University Training Institute are presented on psychological and sociological dimensions of poverty and illiteracy, adult basic education methods and objectives, principles of adult learning and behavior change, and related concerns in teacher training and program development.

**ANNUAL REPORT, JULY 1, 1967 – JUNE 30, 1968.** 86pp., MF-\$0.50 HC-\$4.40. ED 023 983. 6403-2  
**Adult Basic Education. Council for Spanish Speaking.**

Geared to the special needs of undereducated Spanish-speaking adults in greater Milwaukee, this adult basic education program incorporates English instruction at the basic, intermediate, or low-advanced level; instruction in establishing an English-speaking atmosphere for children; job seeking skills for obtaining better paid or more suitable work; guidance services in urban living; job placement, health, and sanitation; and basic skills for functioning adequately in society.

**"EDUCATION OF THE ADULT SPANISH-SPEAKING MIGRANT AND EX-MIGRANT WORKER".**  
**Adult Leadership, 15:80-2+, September 1966.** 6403-3  
**Ulibarri, H.**

**MEXICAN-AMERICAN EDUCATION. SPECIAL REPORT.** March 1968, 31pp., MF-\$0.25 HC-\$1.65. ED 023 510. 6403-4  
*U.S. Department of Health, Education and Welfare.*

**CLASSROOM EXPERIMENT TO MEASURE THE RELATIVE EFFICIENCY OF TWO DIFFERENT LINGUISTIC MODELS IN THEIR APPLICATION TO THE TEACHING OF ENGLISH AS A FOREIGN LANGUAGE, 1967, 44pp. \$1.84. ED 013 449. 6405**  
**Wohl, Milton**  
*Michigan University*

Forty-four girls aged twelve to fifteen were divided into a control and an experiment group after being given general intelligence tests and two pretests on English vocabulary and aural comprehension. The instructional materials given to all the students consisted of 42 lessons, each containing a short dialog, vocabulary, and a grammar frame. In addition, the experimental group received a transformational analysis of the grammar presented in the frame. Grammar points from the frames were later tested in four post-tests. Assuming that neither group was innately superior, results showed little or no difference between groups in the early post-tests, but a marked increase in post-test No. 4 in favor of the experimental group.

**ENGLISH AS A SECOND LANGUAGE FOR NAVAJOS, AN OVERVIEW OF CERTAIN CULTURAL AND LINGUISTIC FACTORS.** 1968, 173pp., MF-\$0.75 HC-\$7.00. ED 021 655. 6405-1  
**Young, Robert H.**  
*U.S. Bureau of Indian Affairs.*

## NOTES





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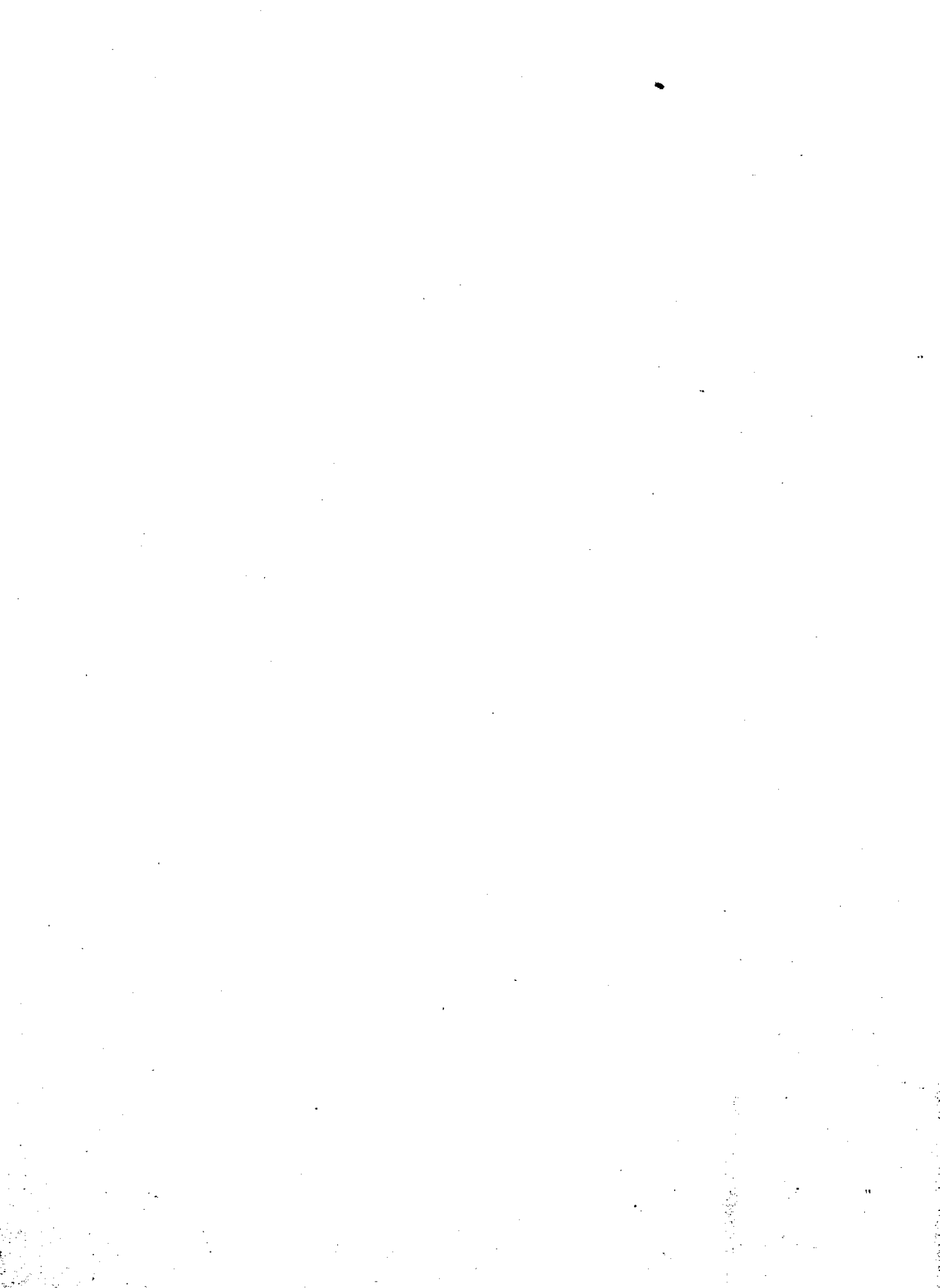
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Audio-Visual Center, University of Michigan, Ann Arbor, Mich.	3310
Audio-Visual Education Co. of America	2802
Barnell Loft Ltd., 111 South Centre Ave., Rockville Centre, New York City, N.Y., 11570.	1103
Council for Basic Education, 725, 15 St., N.W. Washington, D.C. 20005	6020
Basic Systems Inc., 880 Third Ave., New York City, N.Y., 10022.	3202
Baylor Book Store, The Literacy Center, Box 6325, Waco, Texas 76700	1003,4803
Behavioral Research Laboratories, Vroman's, 367 S. Pasadena Ave., Pasadena, Calif., 91105.	1004,1104,2500-1, 2600-4, 2704
Bell & Howell, 1700 Shaw Ave., Cleveland, Ohio, 44112.	3301
Bell Systems A T & T Co., 195 Broadway, New York, N.Y., 10007	3202
Benefic Press, 1099 N. Narrangansett, Chicago, Ill. 60639.	1303,1407,1413

Bennett (C.A.) Co., Inc., 809W Detweiller, Peoria, Ill., 61614.	3202-1
Berkley Publishing Corp., 15E. 26th Street, New York City, N.Y., 10010	5215
Better Reading Program, 230 East Ohio St., Chicago, Ill. 60611.	3302
Birk & Company Inc., 3 West 57th St., New York City, N.Y., 10019.	2705
Bobbs-Merrill Co., Inc., 4300 W. 62nd St., Indianapolis, Indiana, 46268.	1600,2401,6200-2
Boston Public Library, Copley Sq., Boston, Mass. 02116.	4202
Bremner-Davis Phonics, Wilmette, Ill.	3304
Brown, William C. Co., 135 South Locust St., Dubuque, Iowa, 52001	1004-1
Bruce Publishing Co., 393 7th Ave., New York City, N.Y., 10001.	2501
California Bureau of Adult Education, Los Angeles, Calif.	5509,5510
California Migrant Ministry, 3330 West Admas Blvd., Los Angeles, Calif.	1800
California State College 5151 State College Drive, Los Angeles, Calif., 90032.	4241
California State Department of Education, 721 Capitol Mall, Sacramento, Calif. 95814.	4702
California Test Bureau, 916 Williamson St., Madison, Wisconsin, 53704	1108,2604,2605 2608-1,2611,2612, 6203-1,6204

Cambridge University Press, 32E. 57th St., New York City, N.Y., 10022	3203
Department of Forestry and Rural Development Rural Development Branch, 161 Laurier Avenue, W., Ottawa, Ontario.	5310-1
Canadian Association for Adult Education Corbett House, Sultan Street, Toronto 5, Ontario.	4204,4205,4300-2, 4905,4900,4905-1 5105
Canada Department of Regional Economic Expansion Ottawa, Ontario	5508
Canada Dept. of Indian Affairs & Northern Development, Ottawa, Ontario.	3401,3402,3404, 3405,3406,3407, 3408,3409,3410, 3411,3412,3413, 3415,3416,3420,
Canada Dept. of Northern Affairs & Natural Resources, Ottawa, Ontario.	3417
Canadian Ministry of Resources & Development, Ottawa, Ontario.	3419
Career Institute, 501 E. Lange St., Mundelein, Ill. 60060.	1105
Cascade Pacific Books, 5448, 47th Ave S.W., Seattle, Wash.,	1106,1801
Centre for the Study of Liberal Education for Adults, 138 Mountford St., Brookline, Mass. 02416	4917-1
Center for Urban Education, 33 W. 42nd St., New York City, N.Y. 10036.	4402
Central Scientific Co., 1700 Irving Park Rd., Chicago, Ill. 60613.	2613
Chicago Board of Education, 228 North LaSalle St., Chicago, Ill. 60601.	4703
Chicago Public Library, 78 E. Washington St., Chicago, Ill. 60602	4208

Cleveland Public Library, 325 Superior Ave., Cleveland, Ohio 44113.	4209,5211,5218-2
Collier-Macmillan (Canada) Ltd., 132 Water Street South, Galt, Ontario.	1108-1,1432,1601, 1802,2616
Colorado Dept. of Education, 1362 Lincoln St., Denver, Colo., 80203	4704
Columbia University Press, 440 West 110 St., New York City, N.Y., 10025	4003,4305-1
Combined Book Exhibit, Inc., Scarborough Park, Albany Post Rd., Briarcliff Manor, N.Y., 10510.	4211
Community Education – Bureau of – Division of Special Services	6207-1,6207-2
Compton, F.E. Co., 1000 N. Dearborn St., Chicago, Ill. 60610.	2001
Consulting Psychologists Press, 577 College Ave., Palo Alto, Calif. 94306.	6211
Copp Clark Publishing Company, 517 Wellington St. W., Toronto 2B, Ontario.	1004-2
Cornell University, Ithaca, N.Y. 14850.	2707
Cornell University Press, 124 Roberts Pl. Ithaca, N.Y., 14850	6002
Coward McCann Inc., 200, Madison Ave. New York, N.Y., 10016	1435,1602
Craig Research Inc., 3410 South LaCienega Blvd., Los Angeles, Calif. 90016.	3305
Croft Educational Services, 100 Garfield Ave., New London, Conn.	1107,1111,2309, 2609,2610,2708, 3002,4709,4802
Crowell, Thomas Y., Co., 201 Park Ave. S., New York City, N.Y., 10003.	2102,2203
Danbury Public Schools, Danbury, Conn. 06810.	2614,4804,6208

Day, John, Co., 62 West 45th St., New York City, N.Y., 10036.	2615,2803
Detroit Public Schools, Division of School Relations and Special Services, 5057 Woodward, Detroit, Mich. 48202.	1112,1144,4404
District of Columbia Public Library, Washington, D.C.	4210
Doubleday (Tutor Text) Doubleday Publishers, 105 Bond St., Toronto 2, Ontario.	1113,1305,1332, 1434,1436,1452,1603, 1604,1605,1803,2103, 2618,3103,3104
Drexel Institute of Technology, 32nd & Chestnut Street, Philadelphia, Pa., 19104	5210
Dutton, E.P. & Co. Inc., 201 Park Ave. S., New York City, N.Y., 10003.	2804,2805
Dysart (Arizona) Adult Education School	5507
East African Literature Bureau, Box 30022, Nairobi, Kenya.	4615,4618,4709-3
East African Publishing House, Uniafric House, Koinage St., P.O. Box 30571, Nairobi, Kenya.	4620-1
Ed-U-Cards Corp., Carle Place P.O., Long Island, N.Y., 11100	2204,2620
Editors and Engineers Ltd., 4300 W. 62nd St., Indianapolis, Indiana 46268	2735
Educational Developmental Laboratories Inc. (Division of McGraw Hill) 284 Pulaski Rd., Huntington, N.Y., 11743.	1005,1114-1,1115, 2204
Education Aids Pub. Corp., Glen Cove and Voice Rds Carle Place N.Y. 11514	1006,1116
Educators Publishing Service Inc. 301 Vassar St., Cambridge, Mass., 02139.	1117,2403,2404

Educational Service, Benton Harbor, Mich.	1804,2621,2622, 3306
Educator's Washington Dispatch, Washington, D.C.	6212
Elliot Lake Centre for Continuing Education, Elliot Lake, Ontario.	4907-4
Encyclopedia Britannica Press, 151 Bloor St. W., Toronto, Ontario.	1007,2623,2624
English Language Research, Cambridge, Mass.	1807
English Language Services Inc., 1620 Belmont St. N.W., Washington, D.C., 20009.	1805
Equitable Life Assurance of the United States, 1285 Ave. of the Americas, New York City, N.Y. 10019.	2709
E.R.I.C. Clearinghouse on Adult Education, 107 Roney Lane, Syracuse, N.Y., 13210.	4301,4302,4303, 4304,5900
E-Z Sort Systems Ltd., 45, Second St., San Francisco, Calif. 94105.	2619,3305-1
Fearon Publishers, Clark Irwin & Co., Ltd., 791 St. Clair Ave. West, Toronto, Ontario.	2502,2904
Federal Trade Commission, Washington, D.C., 20580	2710
Federation of Women's Clubs 1734 N. St., N.W., Washington, D.C. 20036.	4801,5403
Feil, Edward 1514 Prospect Ave., Cleveland, Ohio, 44115.	2806
Field Enterprises, Educational Corp., 501 Merchandise Mart Plaza, Chicago, Ill., 60654.	2002,3307
Flint Board of Education Flint, Michigan	5525
Florida State Dept. of Education, Knott Building, Tallahassee, Fla., 32304.	3003,4239,4819, 4817-1,4817-2,4818-1



Florida State University Publications  
Tallahassee, Fla. 32306

4103-3,4609-2,4918-1,  
5009,5402-1,5406-1,  
5407-1,5517,5701,  
5903,5905,5906,  
6108,6403-1

Follet Publishing Co.,  
Educational Division  
The Ryerson Press,  
299 Queen Street West,  
Toronto 2B, Ontario.

1008,1009,1118,  
1119,1121,1122,  
1430,1443,1808,  
2625,2626,2905,  
2906,2907,2909,  
3004,3005,3105,  
3204,4215,4705,  
4715,4718,4800,  
5008-1,5402-2,6201,  
6209-1

Free Library of Philadelphia  
Logan Square,  
Philadelphia, Pa., 19103

1153,2639,5209-1  
5225

Free Press,  
c/o Macmillan Co.  
Subsidiary of Crowell Collier & Macmillan,  
866 Third Ave.,  
New York City, N.Y., 10022.

4502-1

Friedrich Ebert Foundation

4601

Friendship Press,  
475 Riverside Drive,  
New York City, N.Y., 10027.

4616

Funk and Wagnalls Co.  
380 Madison Ave.  
New York City, N.Y., 10017.

2910

Gage, W.J. Ltd.,  
1500 Birchmount Road,  
Scarborough, Ontario.

1122-1,1809,1810,  
1811,2002-1,2502-1

Garrard Publishing Co.,  
160 N. Market St.,  
Champaign, Ill., 61820.

1123,1306,1307,  
1400,1402,1422,  
1424,1425,1426,  
1427,1428,1429,  
1429-1,2205,2627,  
2807,4706,4805,  
6211-1

General Education Inc.,  
96 Mt. Auburn St.,  
Cambridge, Mass., 02138.

2628

General Motors Corp.,  
Detroit, Michigan.

3205,3206

George Washington University, 2029 G. St., N.W. Washington, D.C., 20006.	4005
Georgia State Education Dept. 242 State Office Bldg., Atlanta, 30303.	4216,5413
Gifted Teachers Books Inc., Box 83, Flossmoor, Ill. 60422.	1011
Ginn & Co., Staler Bldg., 125, Second Ave., Boston, Mass., 02154	2629
Glasscoff, E. 712 Perry St., Albion, Michigan.	2405
Globe Book Co., Inc., 175 5th Ave., New York City, N.Y., 10010.	1124,4807
Golden Press Inc., 850 Third Avenue, New York City, N.Y., 10023.	2003,2004,2711
Graflex of Canada Ltd., 47 Simcoe Street, Toronto 1, Ontario.	2503
Gray's Publishing Ltd., P.O. Box 718, Sidney, British Columbia.	2503-1
Greenleigh Associates, Inc. New York City, N.Y.,	5003,5520,5602
Grolier Society Ltd., 16 Overlea Boulevard, Toronto 17, Ontario.	1125,1126
Grosset & Dunlap Inc., 51 Madison Avenue, New York City, N.Y., 10010.	1606,2406,2808
Guidance Associates of Pleasantville, (Division of Harcourt Brace & World), Pleasantville, N.Y., 10570.	6212-1
Harcourt Brace & World, Longmans Canada Ltd., School Book Dept., 55 Barber Green Rd., Don Mills, Ontario.	1012,1308,2631, 6203,6213,6214, 6215

Harper and Row Publishers Inc., 2500 Crawford Ave., Evanston, Ill.	1437,1458,1467, 1607,2407,6401-7
Harr Wagner Publishing Co. (Sub. of Field Enterprises Educational Corp.) 609 Mission St., San Francisco, Calif., 94105	1461,4806
Harvard University, Center for Studies in Education and Development, Graduate School of Education, Cambridge, Mass., 02138	4608
Harvard University Press, Kittridge Hall, 79 Garden St., Cambridge, Mass. 02138.	6401-4
Haskell Institute Publications Service, Lawrence, Kansas, 66044.	2712
Hawthorn Books Inc., 70 5th Avenue, New York City, N.Y., 10011.	1608
Heath, D.C. & Co., 285 Columbus Ave., Boston, Mass., 02116.	1127
Heinemann Educational Book Ltd., and William Heinemann Ltd., Kingswood, Tadworth, Surrey, England.	
Holiday House, 8 West 13th Street, New York City, N.Y., 10011.	1403,1405,1406, 1449,1468
Holt, Rinehart & Winston, Inc., 833 Oxford Street, Toronto 18, Ontario.	1013,1014,1015, 1015-1,1128,1129, 1309,1310,1311, 1431,1442,1470, 1845,2006,2006-1 2309-1,2503-2,2503-3 2633,2634,2635, 2713,2714,3006, 4103,4913,5303, 5309-4,6401-9
Honer Products Co., 19 Belmont St., Cambridge, Mass.	2636,3308
Hood, Jack, School Supplies Ltd., 91 Erie St., Stratford, Ontario.	1130

Houghton Mifflin, Thomas Nelson & Sons (Canada) Ltd., 81 Curlew Drive, Don Mills, Ontario.	1469,1609,1812, 2504,2632,4815, 4915,6216
Household Finance Corp., Prudential Plaza, Chicago, Ill. 60601.	2715,2734
Illinois State Library, Publications Unit, Springfield, Ill., 62706.	4248,4249
Imagination Incorporated, 4032 Maryland Ave. N., Minneapolis, Minn., 55427.	2716
Indian Affairs, Bureau of Albuquerque, New Mexico.	6405-1
Indian-Eskimo Association of Canada, 277 Victoria Street, Toronto 200, Ontario.	4115
Indiana State Dept. of Public Instruction, Indianapolis, Indiana, 46206.	6106-3
Indiana University, School of Education, 200 Pine Hall, Bloomington, Indiana, 47401.	4213,4250,4627, 5902-1,6019,6006, 6011
Indianapolis Board of Fundamental Education, Division of Adult and Literacy Education, 146 East Washington St., Indianapolis, Indiana, 46204.	6005
Industrial Union Department, 815 16th St. N.W., Washington, D.C., 2006.	2717
Institute of Education Research, Office of Economic Opportunity, Washington, D.C.	5516-1
Institute of Life Insurance-Educational Division, 277 Park Ave., New York City, N.Y., 10017.	2718
Instructional Materials Laboratory, 18 East 41st St., New York City, N.Y., 10017.	2719
International Reading Association, P.O. Box 119, Newark, Delaware, 19711.	5800,5801,5802, 5803,5804
Iowa State Teachers College Library, Cedar Falls, Iowa.	4214

Johns Hopkins Press Homewood Campus, Baltimore, Maryland, 21218.	5302
Kalamazoo Library System, Publications Dept., 315 Rose St., Kalamazoo, Mich., 49006.	2720,2721,2722, 2723,2809,2911, 5230
Kalamazoo Public Schools, 1220 Howard St., Kalamazoo, Michigan, 49001.	4218
Kansas State University, Manhattan, Kansas.	5518
Kentucky Commission on Children and Youth	4405
Kentucky State Dept. of Education, Frankfort, Kentucky, 40601.	4810
King Company, Publishers, 2414 West Lawrence Ave., Chicago, Ill. 60625.	1131
Knopf, Alfred A. Inc., 501 Madison Ave., New York City, N.Y., 10022.	1610,2912
Koinonia Foundations, Box 5744, Pikesville.	2724,2810,2811
Laidlaw Bros. (Division of Doubleday & Co.) Thatcher and Madison St. River Forest, Ill., 60305.	1132,2725
Language Research, Cambridge, Mass.	3309
Latin American Institute Press Inc., 200 Park Ave. S., New York City, N.Y., 1003.	1133,1813,1814, 1815,1816,1817, 6209
Laubach Literacy Inc., Box 131, Syracuse, N.Y.	4219,4607,5006, 6109
Lippincott, J.B. & Co., E. Washington Sq., Philadelphia, Penn. 19105.	1134,1457
Little Brown & Co., 34 Beacon St., Boston, Mass. 02106.	1433,2727,3207

Longmans Canada Ltd., School Book Dept., 55 Barber Green Rd., Don Mills, Ontario.	1134-1,6402-3
Longmans, Green & Company, Ltd., 48 Grosvenor St., London, W1.	6401-5
Lothrop, Lee & Shepard, 419 Park Ave. S., New York City, N.Y. 10016.	1312,1414,1415, 1416,1417,1451, 1465
Lyons & Carnahan (Educational Div. of Meredith Corp.) 407 E. 25th St., Chicago, Ill.	6216-1
Macmillan Co. of Canada, 70 Bond Street, Toronto 2, Ontario.	1453,1818,2408, 2727-1,2913,3207-1, 6518
MacWilliam Publishers	2008
Madison Research & Development Center for Learning & Re-education, Madison, Wisconsin.	4108
State Dept. of Education, Augusta, Maine, 04330.	6111-5
Maryland University, College Park, Md. 20742.	5305
McCormick-Mathers Publishing Co., Box 2212, Wichita, Kansas, 67201.	1136
McGraw-Hill Company of Canada Ltd., 330 Progress Avenue, Scarborough, Ontario.	1016,1137,1138, 1139,1140,2310, 2637,2728,2729, 2730,2731,2812, 2813,2914,2915, 2916,3007,3008, 3106,4102,4220, 6402-2,
McGuffey Reading Clinic	4201
McKay, David Co., Inc., 750 3rd Ave., New York City, N.Y., 10017.	4917
Melmont Publishers Inc., 1224 W. Van Buren St., Chicago, Ill., 60607.	1141

Merrill, Charles E, Books Ltd., Thomas Nelson & Sons, 81 Curlew Drive, Don Mills, Ontario.	1142,1143
Michigan Catholic Conference Job Training Center,	5524
Michigan Council on Economic Education, 219 Welch Hall, Eastern Michigan University, Ypsilanti, Mich.	4221
Michigan Dept. of Public Instruction, Lansing, Mich.	4223,4406
Michigan State Library, 735 E. Michigan Ave., Lansing, Mich. 48933.	4224,4225
Michigan State University Press Box 550, East Lansing, Mich. 48823.	2733,5527-1,5902-2, 6405
Mid-America Publishing, 360 N. Michigan Ave., Chicago, Ill. 60601.	1313,1314,1444, 1611
Milton Bradley Co., Springfield, Mass.	3303
Missouri State Dept. of Education, Box 480, Jefferson City, Mo., 65102.	4701,4721
Modern Curriculum Press, Berea, Ohio, 44017.	1145
Modesto Junior College, Modesto, Calif.	4409,4410,5511, 5512,5703-1,5704, 5705
Money Management Institute, (see Household Finance)	
Monroe County, New York, Library System	5223
Morrow, William & Co., 425 Park Ave. South, New York City, N.Y., 10016.	2423,2814-3
National Association for Public School & Adult Education (NAPSAE) 1201 Sixteenth St. N.W., Washington, D.C., 20036.	1017,1145-1,4710, 4711,4712,4720-1, 4818,5408,5409, 5410,5417

National Citizen's Committees for Community Education, Washington, D.C.	4501-1
National Council on the Aging 315 Park Ave. South, New York N.Y., 10036.	4502
National Council of Teachers of English, 508 South 6th St., Champaign, Ill. 61820	4307,5000-1,6400
National Education Association of the United States, 1201 16th St. N.W., Washington, D.C., 20036.	4713,5102,5904-1
National Institute of Social Relations	4714
National Safety Council, 425 North Michigan Ave., Chicago, Ill., 60611.	2732
National Scholarship Service & Fund for Negro Students, 6 East 82nd Street, New York City 28, N.Y.	1900
National University Extension Association, 1820 Massachusetts Ave. N.W., Washington, D.C., 20036.	4109,4227,4228, 6111-1,6111-2
Nelson, Thomas & Sons (Canada) Ltd., 81 Curlew Drive, Don Mills, Ontario.	1155,1156,1819, 1820,1821
Nevada Dept. of Education (Vocational- Technical and Adult Education) Carson City, Nevada, 89701.	5531,5531-1
New American Library (Mentor Book) 360 W. 23rd St., New York City, N.Y., 10011.	1473
Newark Board of Education, Newark, N.J.	4201-1
Newark Public Library, Newark, Delaware.	4408
Newark State College, Union, New Jersey.	1019-1 5007-1
New Jersey Community Action- Training Institute, Trenton, New Jersey.	5309-2,5309-3
New Jersey Dept. of Education, Trenton, New Jersey.	4229,4812



New Map of the Week, Chicago, Ill.	1902
New Readers Press (Laubach) Box 131, Syracuse, N.Y., 13210.	1018,1019,1315, 1316,1317,1456, 1612,2736,2737, 2738,3009,3010, 2916-1,4101,4230, 4240,4811,4907
New York City Board of Education, Bureau of Curriculum Development, 110 Livingston Street, Brooklyn 1, N.Y., 11201.	1822,2739,2740, 2917,3011,3107, 3208,4231,4233, 4406-1,4407,4813, 4814,5224,5412, 6402-5,6402-6,6402-7
New York Library Association New York City, N.Y.	4234
New York Public Library, Fifth Avenue and 42nd. St., New York City, N.Y., 10018.	4232,4235
New York State Dept. of Education, Albany, N.Y. 12207.	2740-1,2917-1, 4110, 4203,5531-2,5531-2,
New York State English Council, Syracuse, N.Y.	6017-1
New York Times Co., 229 W 43rd St., New York City, N.Y., 10036.	1903
New York University Press, Washington Square, New York City, N.Y. 10003	6401-9
Niagara Falls (New York) Board of Education Niagara Falls, N.Y.	4247
Noble and Noble, Clark Irwin & Co. Ltd., 791 St. Clair Avenue West, Toronto, Ontario.	1146,1147,1148, 1149,1613,1614, 1823,1824,2009, 2311,2312,2313, 2638,2741,2741-1, 3012,3311,4906
Northern Administrative Branch, Department of Indian Affairs and Northern Development, Ottawa, Ontario.	1020
North Carolina Agricultural Experiment Station, Raleigh, North Carolina.	3108
North Carolina State Board of Education, Raleigh, North Carolina, 27602.	1021

Northern Illinois University Press, DeKalb, Ill., 60115.	6100-4
Norton, W.W. & Co., 55 5th Avenue, New York City, N.Y., 10003.	1826
Oakland Unified School District, Alameda Country, Calif.	5515
Office of the Superintendent of Public Instruction, 316 South Second St., Springfield, Ill. 62706.	5001,5705-2
Ohio State Dept. of Education, Columbus, Ohio, 43214.	4917-4
Ohio State University College of Education, 1945 N. High St., Columbus, Ohio, 43210.	2742,4104,4111,4200,5000
Ontario Citizenship Division, New Canadian Publications, 52 St. Clair Avenue East, Toronto 7, Ontario.	1827
Ontario Institute for Studies in Education, 102 Bloor St. W., Toronto 4, Ontario.	4614
Ontario Government, Toronto. Open Court Publishing Co., Box 402, LaSalle, Ill. 61301	1827 1150,1151,4809
Oregon College of Education	5415
Oxford Book Co. 222 Fifth Avenue, New York City, N.Y., 10003.	1152,1828,2723,3013,4709-1
Pall Mall Press Ltd., 77 Charlotte Street, London, W1.	4613-2
Parents' Magazine Press, 52 Vanderbilt Avenue, New York City, N.Y., 10017.	1615
Pergamon Press Co., 44 21st Street, Long Island City, N.Y., 11101.	6401-2

Peterson Handwriting System, Greensburg, Pa., 15601.	2314,2315
Philippine Islands Bureau of Public Schools, Manila, Philippines.	4020
Phonovisual Products Inc., Box 5625, Washington, D.C., 20016.	2410,2422
Pitman Publishing Corp., Initial Teaching Publishing Co., (Canada) Ltd., 383 Church Street, Toronto 2, Ontario.	3108-1,4500
Pocket Books Inc., 630 5th Avenue, New York City 20, N.Y.	1829
Popular Library Inc., 355 Lexington Ave., New York City, N.Y. 10017.	1454
Prentice-Hall of Canada Ltd., 520 Ellesmere Road, Scarborough, Ontario.	1154,1616,1830,1831,2506, 4716,4103-1,5229
Psychological Corporation 304 E. 45th Street, New York City, N.Y., 10017	6220,6221,6222, 6223
Putnam's, G.P., Sons, 200 Madison Ave., New York City, N.Y., 10016.	2745,3209
Random House School and Library Service, Inc., 457 Madison Ave., New York City, N.Y., 10022.	1318,1617,2918
Rapides Parish School Board, Alexandria, La.	4716-1
Readers' Digest Services, Thomas Nelson & Sons (Canada) Ltd., 81 Curlew Drive, Don Mills, Ontario.	1155,1156,1157,1158, 1159,1320,1462,1463, 1832,4820,5232
Reading-For-You Publications	1474
Regents' Publishing Co., Inc., 200 Park Avenue South, New York City, N.Y., 10003.	1418,1419,1420,1423,1445, 1455,1460,1464,1825,1833, 1834,1835,1836,1837,1838, 1839,1840,1841,1842,1843, 1844,2005,6401-6

Rehabilitation Research Foundation	6012
Revell, F.H. Co., Booker St., Westwood, N.J., 07675.	4916
Richards, Frank E. Publisher, 215 Church St., Phoenix. N.Y., 13135.	2505,2507,2508,2509, 2510,2746,2747,2747-1, 2747-2,3014,3015,3016,
Rinehart & Co. (see Holt)	
Ritchie Publishers Ritchie, Ward Press (Div. of Anderson Ritchie & Simm) 3044 Riverside Dr., L.A. Calif., 90039	1439
Rochester Public Library Rochester, N.Y.	5227
Ryerson Press, 299 Queen Street W., Toronto 2B, Ontario.	2747-3
San Diego City Schools San Diego, Calif.	5516
San Francisco Unified School District, San Francisco, Calif.	5513
Saunders, W.B. & Co. 218 W. Washington Sq. Philadelphia, Penna, 19105.	3109,311
Scarecrow Press Inc., 257 Park Ave. S., New York City, N.Y., 10010.	5212
Scholastic Book Services, 53 West 43rd Street, New York City, 10036.	1319,1401,1404,1409,1411 1412,1438,1618,2010,2011 2208,2641,2748,2749,2750 4806
Scholastic Magazines Inc., 50 West 44th Street, New York City, N.Y., 10036.	1905,2209
Scholastic Publications, 50 West 44th Street, New York City, N.Y., 10036.	1904
Scholastic Testing Services Inc., Bensonville, Ill.	1159-1,6224-1
Science Research Associates, Inc., 44 Prince Andrew Place, Don Mills, Ontario.	1022,1160,1161,1162, 1163,1164,2206,2210, 2642,3019,3312,5521, 5901,6224-2,6225,6229

Scott, Foresman and Co., 433 East Erie Street, Chicago, Ill., 60611.	1164-1,1164-2,1164-3,1164-4, 2012,2211,2640,4808.
Scribner, C. & Son, 597 5th Ave., New York City, 10017.	1441
Seabury Press, 815, 2nd Ave., New York City, N.Y., 10017.	4700
Self-Taught Publications, Bronxville, N.Y.	1165,2212,2643
Silver Burdett, W.J. Gage Ltd., 1500 Birchmount Rd., Scarborough, Ontario.	1023,1166,1166-1,1321,1471, 1472,1846,1847,1906,2316
Simulmatics Corp., Cambridge, Mass.	5516-2
Singer, L.W. Co., 249 W. Erie Blvd., Syracuse, N.Y., 13202.	1165-1,3313
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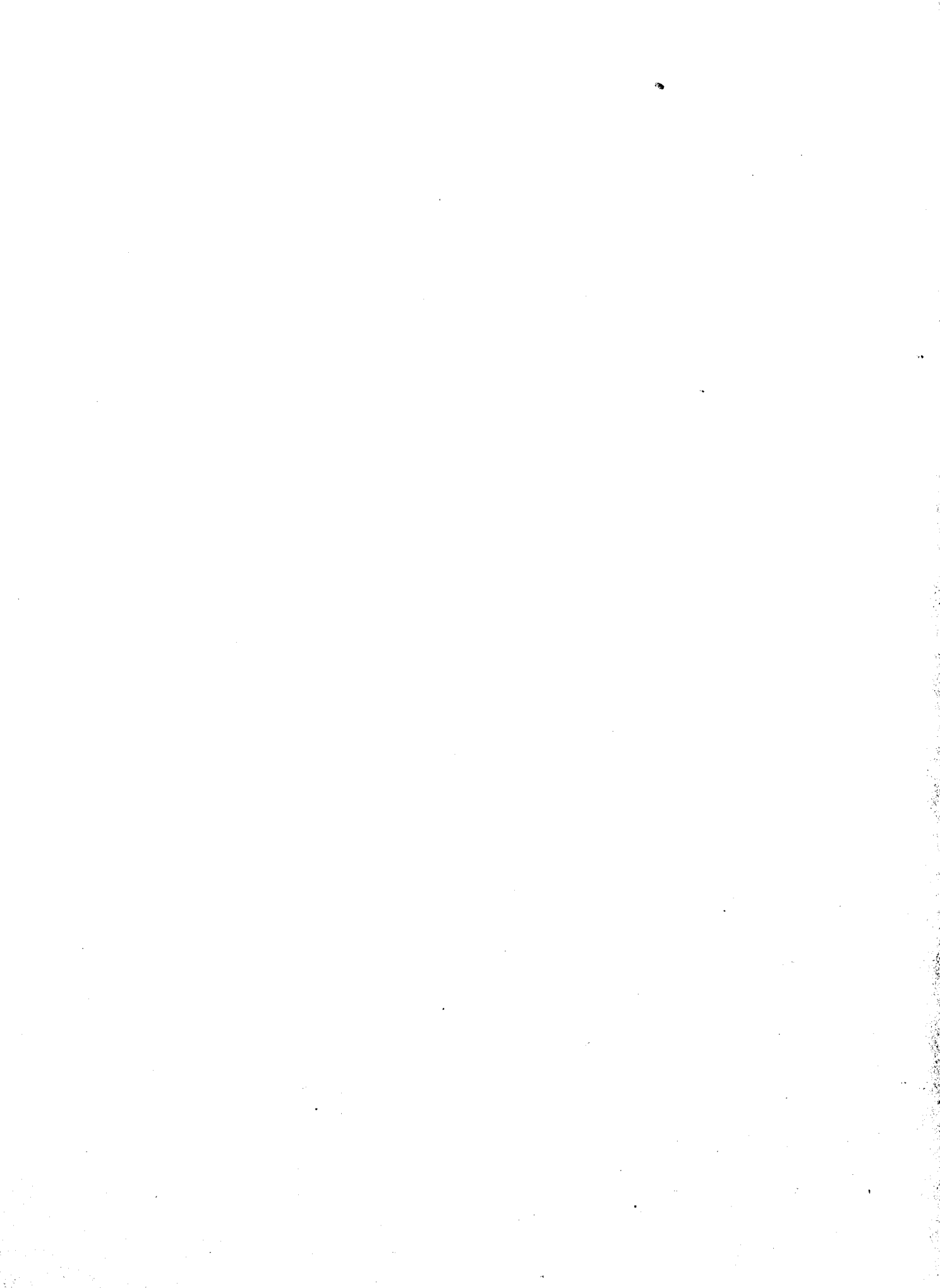
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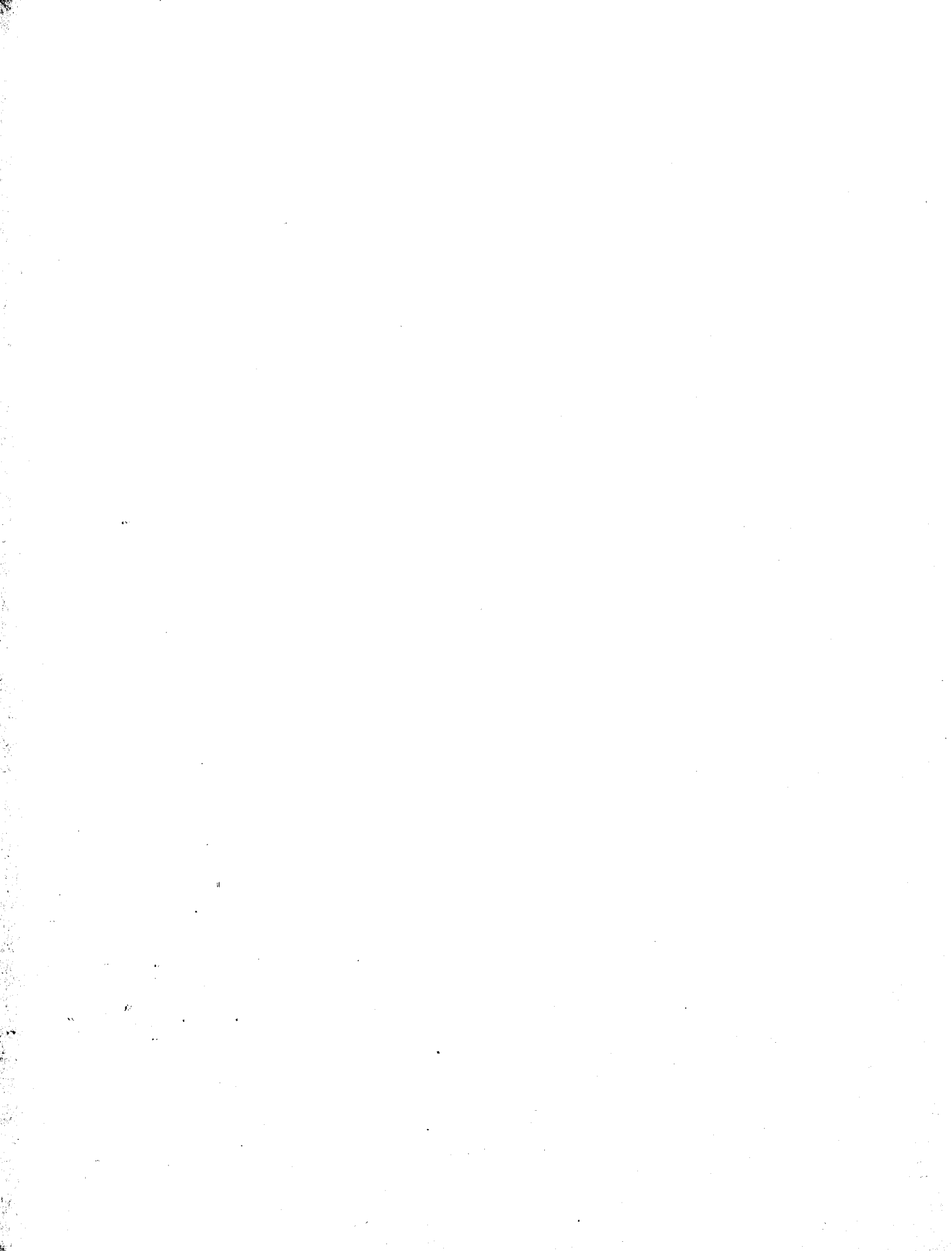
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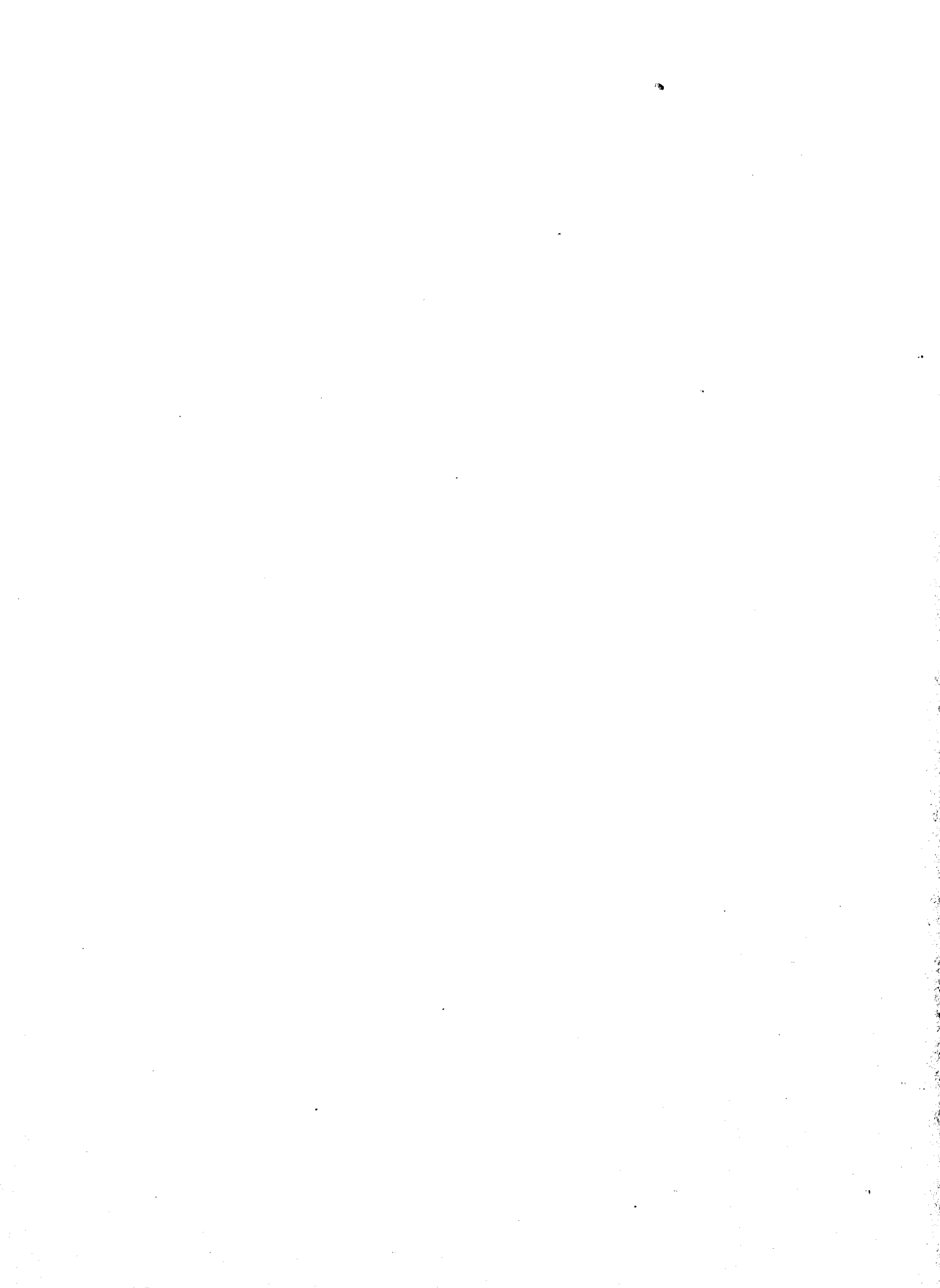
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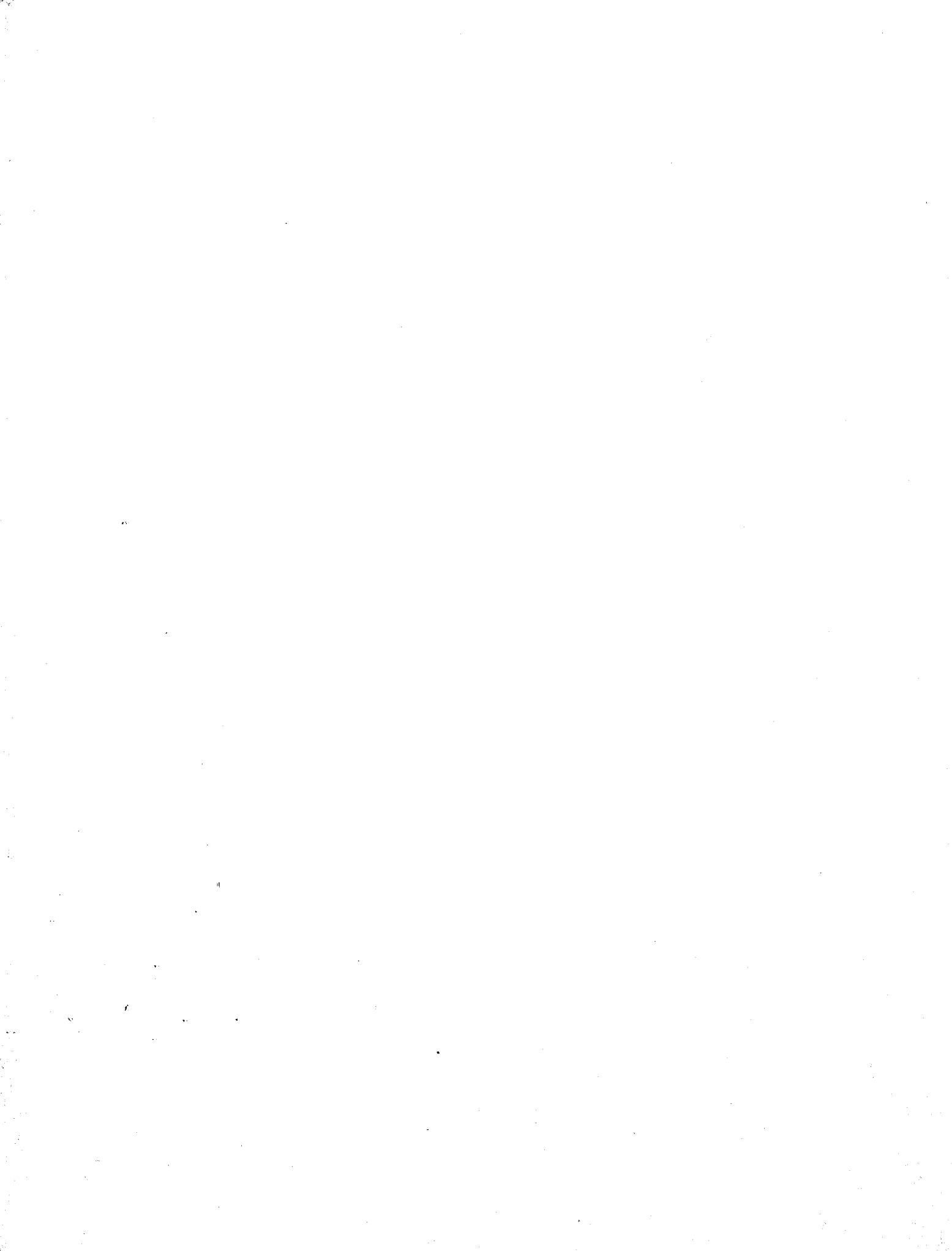
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