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ABSTRACT

The resource manual provides information about more than 80 reading programs and systems issued by 40 publishers. Compiled expressly for adult basic education teachers and administrators involved in correctional institutions, it describes only those reading programs intended for adults. Information is offered about commercial programs, community-based adult basic education programs funded by the Office of Education's Right to Read Branch, and volunteer tutoring programs. Each program description includes the following elements: (1) publisher, (2) title, (3) scope, (4) purpose, (5) entry level, (6) readability, (7) designed for, (8) format, (9) record keeping, (10) remediation, (11) supervision, (12) time to complete, (13) validation, (14) cost, and (15) availability. Programs designated as English as a Second Language are coded to facilitate location and an alphabetical list of publishers and addresses is included. Finally, a partial list of users is presented.  
(MW)

**A  
READING PROGRAM RESOURCE MANUAL  
FOR  
ADULT BASIC EDUCATION**

**Assembled by**

**THE CLEARINGHOUSE FOR  
OFFENDER LITERACY PROGRAMS**

**A Joint Project of:**

**American Bar Association  
Commission on Correctional Facilities and Services**

**American Correctional Association**

**National Association for Public Continuing and Adult Education**



**Washington, D.C.**

**January 1974**

**SCOPE OF INTEREST NOTICE**

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## PREFACE

The project contained herein was carried out pursuant to a grant from the Vocational-Technical Division, Maryland State Department of Education, MD. TAT (R) 3801. This support is the result of an Office of Education grant under Section 231 of the Manpower Development and Training Act for establishment and implementation of the Clearinghouse for Offender Literacy Programs. However, this material does not imply the approval or endorsement of either the Maryland State Department or the U. S. Office of Education.

The Clearinghouse wishes to acknowledge the invaluable assistance of Prudence B. Kestner whose secretarial, make-up, and printing coordination services were essential to the development and publication of this handbook.

Inquiries concerning this project should be addressed to the Clearinghouse for Offender Literacy Programs, the American Bar Association, 1705 DeSales Street, N. W., Washington, D. C. 20036 - 202/223-5686.

John E. Helfrich, Director  
Jane E. Walker, Assistant Director

February, 1974

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## INTRODUCTION

The information contained in this resource manual has been compiled expressly for Adult Basic Education teachers and administrators involved in correctional institutions. The information is not evaluative in any way and has been developed as an information resource which can be used when program change or implementation is being considered.

Over 70 publishers were contacted and invited to submit information about their Adult Basic Education reading programs. An effort was made to eliminate those programs which clearly were not aimed at adults. Those which remain are described in this publication.

We would encourage anyone who is interested in any of the materials contained in this booklet to contact the publishers for more detailed information. Many publishers stated they would conduct in-service training with use of their materials. This aspect should be checked out by prospective users. Prices, too, change and should be verified.

In addition to commercial programs, we have attempted to secure information about community-based Adult Basic Education programs funded by the Office of Education's Right to Read Branch. A list of these projects has been included in case a user would care to communicate directly with a grant recipient.

A third category, Volunteer Tutoring Programs, has also been included. We will attempt to supplement the sparse information in this section as new data are made known to us.

Programs which were designated by publishers as English as a Second Language have been coded by darkening the upper right hand corner of the page. This will facilitate your locating ESL information.

Also, for your convenience an alphabetical list of publishers and their addresses has been pulled together.

Finally, a partial list of users of the publications has been assembled from information sent to the Clearinghouse by publishers. This provides a resource for potential users as they have the opportunity to contact individuals who have first hand knowledge resulting from the use of the materials.

We wish to acknowledge the publication, "Basic Educational Systems", published by the Civil Service Commission, Bureau of Training, Training Systems and Technology Division, March, 1971. This document provided basic format and information which has been updated and supplemented in this publication.

We sincerely hope that the information which is contained in the Resource Manual will be of value to you, the educators, in making education more appropriate for those who have a need to master that most basic of skills -- reading.

## PROGRAM INFORMATION

This main section of the handbook was designed to give pertinent program information to potential consumers. It will be a valuable aid when an individual wishes to scan available published reading program components. It permits matching strengths of programs with needs perceived to be important to your program. Some 80 programs and systems, issued by 40 publishers, are listed.

The format includes the following elements:

1. Name and Address - publisher's
2. Title - the publisher's name for the program described
3. Scope - skills sought to be developed in program, e. g. word analysis
4. Purpose - what the program was designed to accomplish as perceived by the author and/or publisher
5. Entry Level - indicates the reading performance level necessary to start program
6. Readability - indicates the range of reading performance levels dealt with in the materials
7. Designed for - the target user (adults, young adults, etc.) as described by the publishers
8. Format - describes the nature of the materials, i. e., whether books, programmed materials, filmstrips, workbooks, teaching machines, etc.
9. Record Keeping - sets forth any special method of keeping records of students in program
10. Remediation - relates other programs which may support this one and further develop the same skills
11. Supervision - Indication by publisher and/or author of teacher's role and responsibilities in program - may also relate to size of class and grouping possibilities
12. Time to Complete - an estimate of the publisher as to the average time for student completion

13. Validation - summarizes statistical data or field test, if any, supporting success or effectiveness of the program
14. Cost - gives the most recent (as of time of publication) cost data for the program or system (publisher should be contacted for updates)
15. Availability - relates to the time lag from order to shipping.

### Program Approaches and Formats

The materials represented in this section of the handbook are drawn from the following formats:

1) Traditional Approach. This involves the use of a text where the book or manual is the main learning tool; teacher interaction with groups is at a maximum under this approach. Over 40 percent of the entries in the handbook fall in this category.

2) Kits. These programs usually consist of cards presenting basic lesson materials. In addition, there are question cards or exercises which give an immediate check on either skills or comprehension. This permits the student to move at his or her own pace. An example of this program type is the SRA "Reading for Understanding" Kit.

3) Modified Alphabet. This technique gives the student (and teacher) a consistent sight-symbol-sound environment. Transition into traditional orthography is achieved by the end of the program and teacher involvement is normally the same as in traditional program. The "i/t/a" program utilizes the modified alphabet published by the i/t/a Publishing Company.

4) Programmed Materials. Normally, these involve a "linear" program which takes the student through small increments of learning and gives immediate feedback and reinforcement of content absorbed, if necessary. Teacher involvement is minimal here and is mainly concerned with assessment activities. The Charles E. Merrill "Building Reading Power" is an example of a reusable programmed approach. Some 10 percent of the total listings are for programmed materials.

5) Technological Approach. These materials range from student-controlled filmstrips to teacher-controlled devices which give the entire program in audio-visual format. Teacher involvement is usually not extensive. Surprisingly, 29 percent of the total listed can be called technological.

6) Systems Approach. The teacher is involved in a different role here -- that of manager of learning. He or she usually assesses and counsels a student as to what learning approach or tool should be undertaken at any given point. Programs in this category may utilize a broad spectrum of materials (tests, filmstrips, machines, etc.) in learning situations. An example of this

format is Reading Research Foundation's "IRIS" program.

7) English as a Second Language. This is not indicative of any distinct learning methodology employed in a program. Rather, it refers to programs explicitly designed with the foreign speaking student in mind (some 13 percent of all programs contained in the handbook). These ESL programs may employ several of the above-mentioned program formats and methodologies. The Perceptual Development Labs "Reading and Writing with Phonics" is one example of an ESL program.

Program costs vary a great deal and are related closely to program types. For instance, a multi-media program may have an initial cost which will be relatively high -- sometimes over \$1000. EDL materials may initially cost over \$1000. However, the cost effectiveness may also increase with student self-use thus negating the need for on-scene teachers. In some cases, para-professional manpower, i. e. , an aide or inmate or volunteer tutor may be in charge. Presentations, too, may achieve greater consistency since they are in fixed media form and not as subject to human fluctuations as materials requiring major increments of teacher input.

Traditional program costs are the least per student as some of the books list for less than one dollar each. These, too, if not workbooks which are consumable, can be used a number of times with different groups. The Steck-Vaughn ESL Series would be representative of this type with the cost for each student book being less than one dollar. (For small enrollment literacy programs, this may be a critical factor.)

Programmed books are usually one of two types: 1) consumable, with completion blanks which are written on directly, or 2) books which use a slider to reveal a correct response. The second type does not require replacement after each use and thus may offer economy (although consumable manuals are often quite modestly priced).

The systems approach, such as represented by the Rehabilitation Research Foundation's "IRIS" Program, is an all-encompassing change for most educational agencies. It involves staff development and use of different materials under different conditions, e. g. , study carrels rather than class-sized groups, teacher managers rather than group teachers, and a multiplicity of learning materials with different elements in use at any one time. The cost of this approach varies with the sophistication of the installation but could run as high as \$5000 for a complete system serving a large institutional population.

\* \* \* \* \*

A correctional education unit seeking to update its literacy or reading program will be confronted with and can consider several alternatives. These involve 1) teacher behavior, 2) materials, 3) learning modes,



4) time requirements and 5) motivational possibilities. As inmates, for the most part, are not competitive in an academic sense and have been "turned off" by traditional approaches to education, the correctional educator must be able to construct a learning program which makes sense to each individual. The teacher must have a means of assessing an individual's weaknesses and strengths and directing the inmate toward his best potential approach to learning. After this has been accomplished, the educator must have the ability to select appropriate experiences which will permit the learner to achieve his objectives -- in this instance-- reading improvement. Decisions in this area are important ones. To facilitate this process, the program profiles offered in this section are offered as a resource.

Every attempt has been made to provide accurate, updated information which might be of value to you as a teacher/decision maker. Each title was returned to the publisher for his comment before it was included. Results ranged from no response to highly constructive suggestions. At the same time, we encouraged publishers to send the names and addresses of three users of the materials. This listing appears in another section of the handbook.

We are certain that some ABE reading programs were unintentionally omitted. However, as new information is received the Clearinghouse will send new program information profiles.

- PUBLISHER** : ADDISON-WESLEY PUBLISHING COMPANY, INC.  
Sand Hill Road, Menlo Park, California 94025
- TITLE** : Reading Development
- SCOPE** : Reading: word-attack, comprehension, and critical thinking
- PURPOSE** : To develop independent readers. Through practice of a variety of word-attack, comprehension, and critical-thinking skills, student should attain at least 7.0 grade level.
- ENTRY LEVEL** : Kit A: 1st-grade reading skills  
Kit B: 4th-grade reading skills  
Kit C: 7th-grade reading skills  
The Informal Reading Development Inventory is used to place the student in the program.
- READABILITY** : Ranges from grade levels 1.75 to 10.0
- DESIGNED FOR** : Young and mature adults
- FORMAT** : Packaged in three kits. Each kit contains from 65 to 80 four-page reusable student cards, 30 copies of the Reading Development Progress Record, 30 copies each of two forms of both the Informal Reading Development Inventory and Instructor's Manual. The first five cards in each kit are preparatory units providing instruction and review of basic reading and thinking skills. Each of the remaining cards has a "Getting Ready" section followed by a short story or article. Two sets of exercises at the end of each reading selection give the student practice in word-attack and comprehension skills. Content of the stories is widely varied, including articles on such subjects as health, safety, occupations and law.
- RECORD KEEPING** : The student keeps a record of progress. Answers may be checked for each exercise. The second form of the Informal Reading Development Inventory provides achievement information when the student completes a kit.
- REMEDICATION** : Not specified
- SUPERVISION** : The program is individualized and self-teaching. Guidance is required for introducing the program, providing individualized assistance, and administering and evaluating placement and achievement tests.

**TIME TO COMPLETE:**      Approximately 30 to 45 minutes for each lesson,  
 varying with the individual.

**VALIDATION**            :    U. S. Office of Education -- Grant OEC 2-068657-  
 1651

**COST**                    :    Kits A & B(net) (each) . . . . . \$ 48.00  
                                  Kit C(net) . . . . .            67.50  
                                  Replacement items  
                                  Reading Development Progress Record  
                                  (set of 10 - net). . . . .            3.15  
                                  Informal Reading Development Inven-  
                                  tory (pkg/ 20, 10 of each form - net) . .    9.45

**AVAILABILITY**        :    Immediate from publisher

- PUBLISHER** : ALLIED EDUCATION COUNCIL  
Galien, Michigan 49113
- TITLE** : The Mott Basic Language Skills Program
- SCOPE** : Language Arts, Reading, Consumer Education,  
World of Work
- PURPOSE** : To take persons who read poorly and develop their  
basic reading and spelling skills. Subjects and  
skills taught are word-attack skills, spelling, writ-  
ing, consumer education, basic grammar, commer-  
cial forms, and vocabulary needed for reading public  
media and employability material. The format allows  
the student to move toward reading proficiency in  
basic skills without measures of grade level.
- ENTRY LEVEL** : The student needs no previous reading skills. The  
entry level is at the prereading level if necessary.  
The Mott Program has two diagnostic instruments,  
the Placement Guide, and Book 160 Sound and Struc-  
ture. The use of these two instruments permits the  
student to enter at correct level of skill attainment
- READABILITY** : Ranges from 0.0 to 9.0
- DESIGNED FOR** : Program is designed for use by multiethnic groups  
where English is spoken as a second language, spe-  
cial education classes, and any adult or young adult  
student who reads poorly.
- FORMAT** : Text-workbook format with oral exercises. Two  
series are available covering the basic skills. One  
series is partially programmed and the other is con-  
ventional text-workbook. Teaches word-analysis  
skills in a fundamental learning-problem sequence  
employing the linguistic approach. See COST for  
complete program contents.
- RECORD KEEPING** : The Book 160 Sound and Structure permits complete  
charting of student's progress in all skills. The  
text-workbooks have oral and written progress checks.
- REMEDICATION** : Not specified
- SUPERVISION** : Semi-Programmed Series is designed for individuals  
and small grouping of levels within a classroom.  
Minimal teacher supervision is required. Original  
Series is designed for standard classroom use and  
requires maximum teacher supervision.

- TIME TO COMPLETE:** Each text takes 30 to 50 instructional hours
- VALIDATION :** The Mott Program was developed by adult teachers and in adult reading classrooms. Further information is available from the publisher.
- COST :**
- Semi-Programmed Series:**
- |   |         |
|---|---------|
| Book 1301 (single consonant sounds and cursive writing review) . . . . .          | \$ 1.55 |
| Book 1302 (short vowels) . . . . .  | 2.20    |
| Book 1303 (multiple consonant blends and endings). . . . .                        | 2.40    |
| Book 1304 (difficult sounds, double vowels, etc.) . . . . .                       | 2.80    |
| Books 1607 to 1610 (basic comprehension, grammar and vocabulary) (each) . . . .   | 2.00    |
| Books 1911 to 1914 (continuation at higher level -same as 1607 to 1610) . . . . . | 2.30    |
| Teacher Manual and Resource Book . . .  | 2.50    |
- Original Series:**
- |  |         |
|--|---------|
| Book 300A (consonant sounds, cursive writing and short vowels) . . . . .                         | \$ 2.00 |
| Book 300B (difficult sounds, double vowels, etc) . . . . .                                       | 2.20    |
| Books 301 to 304 (Continuations) (each). .   | 1.60    |
| Books 600A & B (basic comprehension grammar and vocabulary) (each) . . . .                       | 2.80    |
| Books 600 to 604 (Continuations) (each). .   | 2.40    |
| Books 900A & B (advanced grammar, spelling, vocabulary and reading for content) (each) . . . . . | 2.40    |
| Teacher Manual and Resource Book . . .   | 2.50    |
- Comprehension Series: (Supplemental Books)**
- |  |         |
|--|---------|
| <u>Sound and Structure</u> (condensation of basic skills). . . . . | \$ 2.40 |
| Teacher Manual and Resource Book (included) . . . . .              |         |
- Readers: (Supplemental Books)**
- |  |         |
|--|---------|
| Lower Levels (2-3) (4 books) (each). . .               | \$ 1.25 |
| Higher Levels (3-5) (4 books) (each) . . .             | 1.95    |
| Word Bank (picture dictionary) . . . . .               | 2.55    |
| Basic Numbers and Money (consumer education) . . . . . | 2.20    |
| Diagnostic Placement Guide (pkg/25) . . .              | 3.15    |
- AVAILABILITY:** : Immediate from publisher



**PUBLISHER:** : BEHAVIORAL RESEARCH LABORATORIES  
Ladera Professional Center, Box 577  
Palo Alto, California 94302

**TITLE** : Sullivan Reading Program

**SCOPE** : Reading: comprehension, decoding, and spelling

**PURPOSE** : Development of spelling, reading-decoding, and comprehension skills from 0.0 to 8.0 grade levels

**ENTRY LEVEL** : Ranges from 0.0 to 7.0 levels in decoding and reading comprehension. Placement examination is used to determine level at which student enters program.

**READABILITY** : Ranges from grade levels 0.0 to 8.0

**DESIGNED FOR** : Young and mature adults, bilingual students, and students who do not speak English adequately

**FORMAT** : 21 paperbound reusable textbooks divided into five different series, 28 independent reading books, five test booklets, and five teacher's manuals. Programmed textbooks 1 - 16 are accompanied by 16 audio tapes. 10 audio tapes accompany the readers. In addition, a Class Record Book is available in which the teacher can maintain progress records for up to 40 students.

**RECORD KEEPING** : The student is provided with immediate verification for each response. Program contains review tests within each text and tests to be administered upon completion of each text.

**REMEDICATION** : Not specified

**SUPERVISION** : Student works individually, completing each text at his own pace. Instructor is required to teach students how to use the program, to administer and score tests, and to provide individual assistance.

**TIME TO COMPLETE:** Approximately four to five hours for each textbook

**VALIDATION** : Not available

**COST** :

Textbooks (each) . . . . .	\$ 1.88
Teacher's Manual (each) . . . . .	.99
Test Booklets (each) . . . . .	.49
Soft-cover Readers (each) . . . . .	.99
Placement Examination (entire program)	.49

(Costs-contd.)	:	Tapes (3 3/4 ips):	
		8 tapes for testbooks 1-8 . . . . .	\$ 149.96
		4 tapes for readers 1-8 . . . . .	74.98
		4 tapes for readers 1A-8A . . . . .	74.98
		4 tapes for readers 1B-8B . . . . .	74.98
		8 tapes for testbooks 9-16 . . . . .	149.96
		2 tapes for readers 9-12 . . . . .	37.49

		Class Record Book . . . . .	.49
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AVAILABILITY	:	Immediate from publisher
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PUBLISHER : BEHAVIORAL RESEARCH LABORATORIES  
Ladera Professional Center, Box 577  
Palo Alto, California 94302

TITLE : The High School and Adult Basic Reading Laboratory B

SCOPE : Reading: comprehension and decoding

PURPOSE : To develop reading-decoding and comprehension skills to an 8.0 grade level

ENTRY LEVEL : Students who have been exposed to but have not mastered the most basic reading skills. Reading-readiness tests are used to place students in the program.

READABILITY : Ranges from grade levels 0.0 to 8.0

DESIGNED FOR : Young and mature adults

FORMAT : A series of programmed, consumable, paperbound textbooks, supplementary readers based on vocabulary learned in the texts, consumable test booklets, teacher's manuals, 16 tapes to accompany the first 16 texts, 14 tapes to accompany the supplementary readers, and four reading-readiness tests. This package is designed for 100 students.

RECORD KEEPING : The student receives immediate verification of each response. Instructor-evaluated tests within each book provide additional sources of evaluation.

REMEDICATION : The Laboratory is designed so that students can progress through the program only upon satisfactory completion of all preceding material.

SUPERVISION : Suitable for individualized or group instructional situations. An instructor is required for teaching students how to use the texts, for individualized guidance, for administering tests and for evaluating student progress.

TIME TO COMPLETE: Approximately four to five hours for each programmed text.

VALIDATION : Not available

COST : Complete Laboratory . . . . . \$ 1,995.95\*

AVAILABILITY : Immediate from Publisher

- PUBLISHER** : CALIFORNIA TEST BUREAU / MCGRAW HILL  
Order Service Department  
Manchester Road  
Manchester, Missouri 63011
- TITLE** : Lessons for Self-Instruction in Basic Skills:  
Reading Comprehension
- SCOPE** : Reading: comprehension, following directions  
and reference skills
- PURPOSE** : Student should attain junior-high reading level  
in following directions, reference skills and  
interpretive reading
- ENTRY LEVEL** : 3rd- to 4th-grade reading level for Booklets A-B  
5th- to 6th-grade reading level for Booklets C-D  
7th- to 8th-grade reading level for Booklets E-F  
9th-grade reading level for Booklet G  
Skill level of students should be determined before  
purchasing material since kit is available in two  
forms: a junior assortment containing additional  
booklets for groups A-D, and a senior assortment  
containing additional booklets for groups E-G.
- READABILITY** : Ranges from grade levels 3.0 to 9.0
- DESIGNED FOR** : Young adults
- FORMAT** : 36 skill booklets, 196 student record sheets and  
one manual for teachers. There are 16 different  
programmed skill booklets, four at each of four  
different levels. The student uses the student  
record sheet as a guide in plotting progress and  
for writing original answers when necessary.
- RECORD KEEPING** : The student is given immediate feedback of progress  
and understanding of materials with each lesson. A  
record of progress may be charted on student record  
sheets.
- REMEDICATION** : When a student answers a question incorrectly, an  
explanation is provided as to why the answer is  
incorrect. Additional explanations are provided  
and there is an opportunity to select the correct  
response.
- SUPERVISION** : The kit can be used on an individualized basis by  
groups of four or less working on the same level  
with a minimum of supervision.

PUBLISHER : CAMBRIDGE BOOK COMPANY  
488 Madison Avenue  
New York, New York 10022

TITLE : Language Arts (Reading 1 - 4)

SCOPE : Reading: word-attack, comprehension

PURPOSE : To develop reading (beginning reading skills)  
for adults

ENTRY LEVEL : Non-readers

READABILITY : Ranges from grade levels 1.0 to 5.0

DESIGNED FOR : Adults

FORMAT : Workbook, fill-in format.

RECORD KEEPING : Not specified

REMEDICATION : Not specified

SUPERVISION : Used by class-sized groups under teacher  
supervision

TIME TO COMPLETE: Varies with the individual

VALIDATION : Not specified

COST : Each book . . . . . \$ 1.35

AVAILABILITY : Immediate from publisher

**PUBLISHER** : CENCO EDUCATIONAL AIDS  
4401 West 26th Street  
Chicago, Illinois 60623

**TITLE** : Reading Skills Development Program - Adult Edition

**SCOPE** : Reading: vocabulary development, comprehension

**PURPOSE** : To help the student who is unable to read beyond the 3rd-grade level develop reading skills to a 4.5 grade level. The student should increase vocabulary to about 2,000 words.

**ENTRY LEVEL** : A reading vocabulary of 300 to 400 words

**READABILITY** : Ranges from grade levels 3.0 to 5.0

**DESIGNED FOR** : Young and mature adults

**FORMAT** : Program consists of the "You Can Read Better" workbook (Adult Edition), 14 lesson rolls, one teacher's manual, and a Reader Pacer. The workbook is the primary teaching tool, supplemented by the lesson rolls.

**RECORD KEEPING** : Comprehension exams following each of the stories give the student an immediate awareness of progress.

**REMEDICATION** : The program is based on step-by-step progression, with each step testing and reviewing the previous one. If students show difficulty in comprehending the material, they are encouraged to do the lesson over.

**SUPERVISION** : The program can be used for individual study as well as for group or class instruction. An instructor's presence is helpful but not essential.

**TIME TO COMPLETE:** 14 to 20 hours

**VALIDATION** : Not available

**COST** : Entire Program (incl. Reader Pacer . . . \$ 79.50  
Entire Program on Mylar . . . . . 161.00  
Individual prices are as follows:  
Reader Pacer . . . . . 40.00  
Lesson rolls (set of 14) . . . . . 30.00  
Student Workbook (pkg/10)  
(consumable) . . . . . 39.50  
Instructor's Manual . . . . . 1.50  
Dictionary . . . . . 4.95

**AVAILABILITY** : Immediate from publisher

PUBLISHER : CENCO EDUCATIONAL AIDS  
4401 West 26th Street  
Chicago, Illinois 60623

TITLE : Projection Reading Filmstrips - Grades 4, 5, 6

SCOPE : Reading: vocabulary and comprehension

PURPOSE : To develop vocabulary, build fluent reading, assure comprehension and improve eye-span to a 6.0 grade level

ENTRY LEVEL : 4th-grade reading skills

READABILITY : Ranges from grade levels 4.0 to 6.0

DESIGNED FOR : Young adults

FORMAT : A set of filmstrips containing 25 stories is provided for each grade level. A set of study guides (workbooks) contains directions for each reading task. The student can move freely between projected and printed material. The opportunity to review all the written material is provided through the correlated study guide.

RECORD KEEPING : After reading the selection using the Projection Reader, the student is directed to answer 10 multiple-choice comprehension questions, including one "think" question. This question requires the student to read between the lines of the story. A graph in the back of each workbook helps in charting progress.

REMEDICATION : Not specified

SUPERVISION : The program is designed for use by individual students using the Projection Reader.

TIME TO COMPLETE: 20 to 30 instructional hours for each grade level

VALIDATION : Not available

COST : Filmstrips (3 sets of 25 at \$75.00 each) . . \$ 225.00  
Study Guide (set of 3, one for each grade level) (\$1.60 each) . . . . . 4.80  
Projection Reader . . . . . 295.00  
(Junior version) . . . . . 250.00

AVAILABILITY : Immediate from publisher

**PUBLISHER** : CENCO EDUCATIONAL AIDS  
4401 West 26th Street  
Chicago, Illinois 60623

**TITLE** : Step by Step to Better Reading

**SCOPE** : Reading: comprehension, phonetics

**PURPOSE** : To develop basic sight-reading and writing skills for non-English speaking or illiterate adults. Students can build vocabulary to 500 words with this audio-visual program.

**ENTRY LEVEL** : Assumes complete illiteracy but an elementary speaking knowledge of English.

**READABILITY** : Ranges from grade levels 0.0 to 2.0

**DESIGNED FOR** : Young and mature adults

**FORMAT** : Set of 50 filmstrips (to be used in any standard filmstrip projector), set of pre-recorded tape cassettes (3 3/4 ips), set of 50 student worksheet pads (35 identical worksheets per pad), and a teacher's guide. Previous two lessons are reviewed before going on to next. A separate worksheet for each lesson provides additional reinforcement and practice on an individual basis.

**RECORD KEEPING** : Student's worksheet provides a permanent record of work.

**REMEDICATION** : Not specified

**SUPERVISION** : Can be used with groups of up to five students and requires the presence of a full-time instructor.

**TIME TO COMPLETE:** Approximately 75 hours

**VALIDATION** : Not available

**COST** : Complete Kit (not including hardware) . . \$ 850.00

**AVAILABILITY** : Immediate from publisher

- PUBLISHER** : CENCO EDUCATIONAL AIDS  
4401 West 26th Street  
Chicago, Illinois 60623
- TITLE** : Pre-High School Reading Speed Improvement Program
- SCOPE** : Reading: vocabulary improvement, reading speed and reading comprehension
- PURPOSE** : To increase a student's vocabulary by 1,000 words and to improve reading speed from 150 to 450 words per minute. By concentrating on improving reading habits, the program increases student's reading ability from 5.1 to 9.2 grade level.
- ENTRY LEVEL** : 5th-grade reading skills
- READABILITY** : Ranges from grade levels 5.0 to 9.0
- DESIGNED FOR** : Young and mature adults
- FORMAT** : An individual student Reader Pacer, eight lesson rolls, a student workbook, and a teacher's guide. Blank lesson rolls are available for writing original programs. The workbook, consisting of word-building and comprehension tests, includes complete exercise sets for each lesson roll. Each set is further divided into exercises for each lesson roll. Each set is further divided into exercises for each story. The word-building exercises list "key words" with instructions to look in the dictionary for correct definition, pronunciation and use.
- RECORD KEEPING** : Comprehension tests consists of factual, multiple-choice questions on each story. Word-building definitions and answers to all comprehension tests are included at the back of the book.
- REMEDIATION** : Not specified
- SUPERVISION** : Recommended for individual use. Each student sets the Pacer himself. Once set, the Pacer is automatic. The teacher's guide enables classroom teachers and reading specialists to use the program in a group or classroom situation.



**TIME TO COMPLETE:** 8 hours for the program. Lessons should be repeated for maximum benefit.

**VALIDATION** : Not available

**COST** :

Reader Pacer . . . . .	\$ 40.00
Lesson rolls (set of 8). . . . .	16.00
Student workbook (pkg/10) . . . . .	5.00
Instructor's Manual . . . . .	1.50
Blank lesson rolls (pkg/10) . . . . .	14.56

**AVAILABILITY** : Immediate from publisher

PUBLISHER : CHARLES E. MERRILL PUBLISHING CO.  
1300 Alum Creek Drive  
Columbus, Ohio 43216

TITLE : The Refresher Program of the Merrill Linguistic Readers

SCOPE : Reading: word-attack and comprehension

PURPOSE : To develop word-attack and reading comprehension skills through the 3.0 grade level

ENTRY LEVEL : Nonproficiency in basic reading skills

READABILITY : Ranges from grade levels 0.0 to 3.75

DESIGNED FOR : Young and mature adults who have not mastered elementary reading skills

FORMAT : Four cloth-bound textbooks based on a linguistic spelling-pattern approach, one teacher's guide containing information for introducing the materials and tests to determine the student's reading level and specific problems.

RECORD KEEPING : Student evaluates his own tests. Additional feedback is provided by the instructor.

REMEDICATION : Not specified

SUPERVISION : Individualized or group instructional situations. Guidance is required.

TIME TO COMPLETE: Approximately 24 hours per text, varying with individual students

VALIDATION : Not available

COST : Book A . . . . . \$ 3.60  
Book B . . . . . 2.72  
Book C . . . . . 2.72  
Book D . . . . . 3.12  
Teacher's Guide (free with 25 or more books) . . . . . 2.50

AVAILABILITY : Immediate from publisher

**PUBLISHER** : CHARLES E. MERRILL PUBLISHING CO.  
1300 Alum Creek Drive  
Columbus, Ohio 43216

**TITLE** : New Modern Reading Skilltext Series

**SCOPE** : Reading: comprehension and structural analysis

**PURPOSE** : To develop through a 9.0 grade level both word comprehension and structure; to develop the ability to recall facts, to analyze and draw conclusions and to organize ideas

**ENTRY LEVEL** : Reading comprehension and vocabulary skills at a 6.0 grade level. A placement test is used to place the student in the program.

**READABILITY** : Ranges from grade levels 6.0 to 8.0

**DESIGNED FOR** : Young and mature adults

**FORMAT** : Three student text-workbooks and three teacher's editions of the student text. Each student text contains placement and achievement tests, answers to the exercises, and teaching suggestions. A series of instructional cassettes is available for each Skilltext, 18 for Book I, 16 for Book II, and 17 for Book III.

**RECORD KEEPING** : Teacher-evaluated exercises and achievement tests assess the student's progress, recorded on the Progress Record Chart

**REMEDiation** : Not specified

**SUPERVISION** : This program is designed for group instructional situations. Teacher supervision is required for presenting material and evaluating student progress.

**TIME TO COMPLETE:** Approximately 10 instructional hours for each book.

**VALIDATION** : Not available

**COST** : Books I, II, III (each) . . . . . \$ 1.60  
Teacher's Edition, Books I, II, III (each) . . . . . 2.00  
Cassettes for Book I, II, III (each set) . . . . . 110.00

**AVAILABILITY** : Immediate from publisher

**PUBLISHER** : CHARLES E. MERRILL PUBLISHING CO.  
1300 Alum Creek Drive  
Columbus, Ohio 43216

**TITLE** : Building Reading Power

**SCOPE** : Reading; word analysis, vocabulary improvement  
and comprehension

**PURPOSE** : To increase reading comprehension skills to a 7.0  
grade level through instruction in reading compre-  
hension, structural analysis of words, and use of  
contextual clues in defining words

**ENTRY LEVEL** : 5th-grade reading skills

**READABILITY** : Ranges from grade levels 5.0 to 7.0

**DESIGNED FOR** : Young and mature adults

**FORMAT** : Each complete kit includes five copies of the following  
items: 15 different reusable programmed Study Book-  
lets, 150 Response Sheets, five Masking Sheets, and  
one teacher's manual. Concepts in each of the three  
major skill areas become more difficult with each level.  
The program offers eight levels of contextual clues,  
two levels of structural analysis and five levels of  
comprehension.

**RECORD KEEPING** : The student is provided with immediate verification  
of each answer. Application exercises at the end of  
the programmed booklets provide achievement in-  
formation.

**REMEDICATION** : Not specified

**SUPERVISION** : Designed for individual use or with groups of five or  
less. Instructor is required to evaluate application  
exercises.

**TIME TO COMPLETE:** Approximately 45 to 60 minutes for each Study Booklet  
varying with the individual

**VALIDATION** : Not available

**COST** : Complete Kit . . . . . \$ 45.00

**AVAILABILITY** : Immediate from publisher

**PUBLISHER** : CHARLES E. MERRILL PUBLISHING CO.  
1300 Alum Creek Drive  
Columbus, Ohio 43216

**TITLE** : Merrill Mainstream Cassette Library

**SCOPE** : Language Arts: reading comprehension, vocabulary, writing and appreciation of literature

**PURPOSE** : To develop comprehension skills, build vocabulary, provide writing practice and develop appreciation of literature. Student masters comprehension, vocabulary and writing skills at a 7.0 grade level.

**ENTRY LEVEL** : 4th-grade reading comprehension, vocabulary, and writing skills

**READABILITY** : Ranges from grade levels 4.0 to 7.5

**DESIGNED FOR** : Young and mature adults

**FORMAT** : Five copies of each of five paperback books containing a variety of story selections, 24 cassette tapes, five Teacher's Manuals (one for each book), "Strategies" (a supplementary manual), and work sheets for each book. Four cassettes accompany each of the five books. The remaining four tapes relate to literature in general, mass media, and listening skills.

**RECORD KEEPING** : For each book the narrator guides the student through a series of exercises which the student has corrected by the end of the assignment. An optional writing assignment is evaluated by the instructor.

**REMEDIATION** : Not specified

**SUPERVISION** : Reading and taped exercises are self-administering. In a classroom five students or less can work on the same skills. Instructor evaluates writing assignments and leads group discussions.

**TIME TO COMPLETE:** Approximately 40 instructional hours for each individual book and accompanying taped exercises, varying with the individual.

**VALIDATION** : Not available

**COST** : Complete Program . . . . . \$ 225.00

**AVAILABILITY** : Immediate from publisher

PUBLISHER : COMMUNACAD  
The Communications Academy  
Box 541  
Wilton, Connecticut 06897

TITLE : Wordcraft/1 Vocabulary Program

SCOPE : Reading: vocabular /

PURPOSE : To develop vocabulary

ENTRY LEVEL : Grade 4.0

READABILITY : Grades 4.0 to 6.0

DESIGNED FOR : Young and mature adults

FORMAT : Cassettes, filmstrips, Student Study Manual:  
words are presented in the context of stories,  
pretests and post-tests.

RECORD KEEPING : Pretests and post-tests, progress record.

REMEDATION : Not specified

SUPERVISION : Can be used individually or with groups, a  
self-contained program

TIME TO COMPLETE: Each lesson runs five minutes, not counting  
tests and review

VALIDATION : Not specified

COST : For 6 Filmstrips, 3 Cass., manual . . . \$ 74.90  
For 6 Filmstrips, 3 Rec., manual . . . 64.90  
For 3 Cass. only . . . . . 29.95

AVAILABILITY : On a 30-day trial from the publisher

PUBLISHER : COMMUNACAD  
The Communications Academy  
Box 541  
Wilton, Connecticut 06897

TITLE : Wordcraft/2 Vocabulary Program

SCOPE : Reading: vocabulary

PURPOSE : To develop vocabulary

ENTRY LEVEL : Grade 6.0

READABILITY : Grades 6-8, remedially 9-up to adult

DESIGNED FOR : Young and mature adults

FORMAT : Cassettes, filmstrips, Student Study Manual:  
words are presented in the context of stories,  
pretests and post-tests.

RECORD KEEPING : Pretests and post-tests, progress record.

REMEDIA TION : Not specified

SUPERVISION : Can be used individually or with groups, self-  
contained program

TIME TO COMPLETE: Each lesson runs five minutes, not counting  
tests and review

VALIDATION : Not specified

COST : For 4 Filmstrips, 2 Cass., manual . . . \$ 49.90  
For 4 Filmstrips, 2 Rec., manual . . . 44.90  
For 2 Cass., only w/manual . . . . . 19.95

AVAILABILTY : On a 30-day trial from the publisher

PUBLISHER : CRAIG CORPORATION  
921 West Artesia Boulevard  
Compton, California 90220

TITLE : Reading Skills I

SCOPE : Reading: basic skills

PURPOSE : Develop reading skills, including vocabulary building, tachistoscopic training and high interest level articles

ENTRY LEVEL : Upper 4th-grade reading level

READABILITY : Ranges from 4.5 to 7.0 grade levels

DESIGNED FOR : Young and mature adults

FORMAT : 16 lessons including 40 Craig slides, teacher's guide and student workbook. Stories are aimed at older student who is reading at 4.5 to 7.0 levels.

RECORD KEEPING : Immediate reinforcement as progress is determined through interim tests

REMEDICATION : Not specified

SUPERVISION : Individualized training with minimum instructor supervision

TIME TO COMPLETE: Approximately 30 minutes per lesson

VALIDATION : Available from publisher

COST\* : Complete program . . . . . \$ 64.50  
Craig Reader . . . . . 249.50  
Student Workbooks (Pkg/10) . . . . . 12.50

AVAILABILITY : Immediate from publisher

\* Also listed under GSA Contract Prices



**PUBLISHER** : CRAIG CORPORATION  
921 West Artesia Boulevard  
Compton, California 90220

**TITLE** : Craig Reader Programs: Perception I,  
Perception II, Perception III, Perception IV  
Visual Memory I

**SCOPE** : Reading: Perception and visual skills

**PURPOSE** : To develop the necessary skills for reading  
readiness, word recognition and visual motor  
coordination

**ENTRY LEVEL** : 1st-grade - non-reader

**READABILITY** : Ranges from grade levels 1.0 to 16.0

**DESIGNED FOR** : Young and mature adults

**FORMAT** : A group of five programs to be used with a  
Craig Reader. Each set consists of slides, a  
workbook and teacher's manual. Symbols are  
used throughout the materials as they are non-  
threatening. These programs help the non-reader  
as well as the average or better reader.

**RECORD KEEPING** : Immediate reinforcement is provided when student  
compares

**REMEDICATION** : Not specified

**SUPERVISION** : Allows student to progress at personal ability  
level with individualized approach and minimum  
instructor supervision

**TIME TO COMPLETE:** Approximately 20 minutes for each lesson

**VALIDATION** : Evaluation results available from publisher

**COST\*** : Complete Program

Perception I . . . . .	\$ 29.50
Perception II . . . . .	29.50
Perception III . . . . .	29.50
Perception IV . . . . .	24.50
Visual Memory I . . . . .	27.50
Student Workbooks (Pkg/10) . . . . .	9.50
Craig Reader . . . . .	249.50

**AVAILABILITY** : Immediate from publisher

PUBLISHER : CRAIG CORPORATION  
921 West Artesia Boulevard  
Compton, California 90220

TITLE : Craig Reader Programs: C, C-1, C-2,  
C-3, C-4, C-5

SCOPE : Reading: comprehension and writing skills

PURPOSE : To improve reading and language skills and transfer those skills into writing areas; designed to move students from a reading grade level of 4.0 to 9.0

ENTRY LEVEL : 4th-grade reading skills

READABILITY : Ranges from grade levels 4.0 to 9.0

DESIGNED FOR : Young and mature adults

FORMAT : A series of six "America Grows" programs, prepared for use with a Craig Reader. Each set consists of workbooks, slides, and teacher's manuals. The Reader uses a rear-view projection screen to adjust the reading speed to each student's needs. For the complete program contents, see COST.

RECORD KEEPING : Comprehension checks follow every lesson. A student workbook accompanies each of the six programs and provides a permanent record of work.

REMEDATION : Not specified

SUPERVISION : The program is highly individualized and requires only a minimum of supervision.

TIME TO COMPLETE: Approximately 90 hours at the rate of 45 minutes per lesson

VALIDATION : Numerous case studies are available from publisher

COST\* : C: "Fight for Independence" 4th-grade reading level, 20 lessons, teacher's manual, student workbook, student instructional tape and 30 mounted Craig Slides . . . . . \$ 49.50

\* Also listed under GSA Contract Prices

C-1: "The Westward Movement"	
5th-grade reading level; 21 lessons, teacher's manual, combined student manual and workbook, and 32 mounted Craig Slides . . . . .	\$ 49.50
C-2: "The War Between the States"	
6th-grade reading level; 20 lessons, teacher's manual, combined student manual and workbook, 30 mounted Craig Slides . . . . .	47.50
C-3: "Building the Transcontinental"	
7th-grade reading level; 23 lessons, teacher's manual, combined student manual and workbook, 35 mounted Craig Slides . . . . .	52.50
C-4: "North to Alaska" 8th-grade reading level; 23 lessons, teacher's manual, combined student manual and workbook, 30 mounted Craig Slides . . . . .	47.50
C-5: "Alaskan Gold" 9th-grade reading level; 20 lessons, teacher's manual, combined student manual and workbook, 40 mounted Craig Slides . . . . .	64.50
Craig Reader . . . . .	249.50
Student Workbooks (pkg/10) . . . . .	12.50

AVAILABILITY : Immediate from publisher

**PUBLISHER** : CRAIG CORPORATION  
921 West Artesia Boulevard  
Compton, California 90220

**TITLE** : Craig Reading Program B

**SCOPE** : Reading: basic skills

**PURPOSE** : To develop interest in reading. improve habits  
of critical thinking, and increase reading efficiency

**ENTRY LEVEL** : 7th-grade reading level

**READABILITY** : Ranges from grade levels 7.0 to 9.0

**DESIGNED FOR** : Young adults

**FORMAT** : 24 lessons with reading manuals, a workbook,  
tests, and 75 mounted Craig Slides. With the  
Craig Reader each student progresses independ-  
ently. The Reader uses a rear-view projection  
screen to adjust reading speed to each student's  
needs, allowing for a reading range of from 75  
to more than 1,600 words per minute. Recom-  
mended as an extension of Craig Reading Program  
C through C-5. Reading skills are introduced in  
progressive difficulty with added emphasis placed  
on vocabulary, main idea and supporting details.

**RECORD KEEPING:** : Provided by progress and achievement tests as  
well as the student's workbook

**REMEDIATION** : Not specified

**SUPERVISION** : Program is designed for individual use and requires  
a minimum of instructor supervision.

**TIME TO COMPLETE:** Approximately one hour for each of 24 lessons

**VALIDATION** : Numerous case studies are available from the  
publisher

**COST \*** : Complete Program . . . . . \$ 99.50  
Craig Reader . . . . . 249.50  
Student Workbooks (Pkg/10) . . . . . 10.00

**AVAILABILITY** : Immediate from publisher

\* Also listed under GSA Contract Prices

PUBLISHER : THE ECONOMY COMPANY  
INDIVIDUALIZED INSTRUCTION INCORPORATED  
P. O. Box 25308  
191 North Walnut  
Oklahoma City, Oklahoma 73125 .

TITLE : Base

SCOPE : Reading: vocabulary development, spelling and writing

PURPOSE : To build vocabulary with use of root word and prefixes and suffixes

ENTRY LEVEL : 2.0 grade reading level

READABILITY : Between 2.0 and 6.0 grade levels

DESIGNED FOR : Young adults

FORMAT : 17 cassette tapes and workbook

RECORD KEEPING : Immediate feedback in workbook

REMEDICATION : Not specified

SUPERVISION : Used by individuals under loose supervision

TIME TO COMPLETE: Approximately 15 hours

VALIDATION : Not available

COST : 17 cassettes . . . . . \$ 120.00  
Student workbook . . . . . 1.53  
Pacer . . . . . 139.00

AVAILABILITY : Immediate from publisher

PUBLISHER : THE ECONOMY COMPANY  
INDIVIDUALIZED INSTRUCTION INCORPORATED  
P. O. Box 25308  
191 North Walnut  
Oklahoma City, Oklahoma 73125

TITLE : Reach

SCOPE : Reading: phonics decoding and comprehension

PURPOSE : To bring non-readers through 6th grade level

ENTRY LEVEL : 1.0 (need to know alphabet)

READABILITY : Ranges from grade levels 1.0 to 6.0

DESIGNED FOR : Young adults

FORMAT : 20 cassette tapes, workbook, (cassette tape  
player necessary)

RECORD KEEPING : Every lesson has a feedback exercise.

REMEDICATION : Not specified

SUPERVISION : The program is to be used by individuals under  
supervision of a teacher who only checks workbooks  
and prescribes.

TIME TO COMPLETE: 12 to 15 hours

VALIDATION : Not available

COST : 20 cassette tapes. . . . . \$ 147.00  
Workbook (Show Magazine). . . . . 2.19  
Pacer . . . . . 139.00

AVAILABILITY : Immediate from publisher

PUBLISHER : THE ECONOMY COMPANY  
P. O. Box 25308  
191 North Walnut  
Oklahoma City, Oklahoma 73125

TITLE : Guidebook to Better Reading

SCOPE : Reading: word recognition, comprehension,  
vocabulary and rate.

PURPOSE : To advance the non-reader through the 6th-  
grade level

ENTRY LEVEL : 1.0 reading level

READABILITY : Between grade 1.0 and 6.0

DESIGNED FOR : Young and mature adult

FORMAT : Series of six pocket size books and one workbook

RECORD KEEPING : A series of diagnostic, evaluative and review  
exercises are designed to give continual feedback  
to students and teachers.

REMEDICATION : Not specified

SUPERVISION : Designed for class use under teacher supervision.  
Grouping can be accomplished based upon diagnosis.

TIME TO COMPLETE: Approximately 12 weeks

VALIDATION : Not specified

COST : Guidebook for Better Reading . . . . . \$ 1.59  
Supplementary books . . . . . .93  
Teacher's Guide free with 15 student  
copies.

AVAILABILITY : Immediate from publisher

- PUBLISHER** : EDUCATIONAL DEVELOPMENTAL LABORATORIES  
A Division of McGraw-Hill  
1221 Avenue of the Americas  
New York, New York 10020
- TITLE** : EDL Learning 100
- SCOPE** : Language Arts: reading and communication skills
- PURPOSE** : To improve communication skills from readiness level (RA) to a 6.0 grade level (FA) Students develop proficiency in a variety of skills including perceptual accuracy, visual efficiency, word knowledge, word-attack skills, comprehension, interpretation, analytical reading, listening, critical reading, literature appreciation, reference skills, selective reading and study habits. Students who complete the entire program will have developed these skills through a 6.0 grade level.
- ENTRY LEVEL** : Ranges from grade levels 0.0 to 6.0 depending on past reading achievement of the student. Each student may enter the program at his own level.
- READABILITY** : Ranges from grade levels 0.0 to 6.0.
- DESIGNED FOR** : Young and mature adult : who have not successfully completed a standard education.
- FORMAT** : The Learning 100 System is based on a laboratory concept utilizing special-purpose instruments and furniture components in a multimedia-multimodal learning approach,
- For readiness (RA) through Grade 3 (CA) levels, instruction covers one hundred 2 1/2 hour four-part cycles.
- Part I: Perceptual Accuracy and Visual Efficiency.**  
Materials used include the Tach-X Accuracy Set, the Motility Training Series, Accelerated Discrimination Training, and the "Look and Write" Workbooks. A Controlled Reader and Tach-X tachistoscope are used with the filmstrips and workbooks.
- Part II: Building Experiences.** A session designed for group instruction. The instructor guides the group in discussing concepts involved in the reading content (see Part III).
- Part III: Skill Building.** Five activities for developing vocabulary, word-attack and comprehension skills. Materials used are the Aud-X Story Lessons



and Aud-X Word Study Lessons, Tach-X Word Recognition Training Series, Controlled Reader Processing Sets AA-CA, and Controlled Reader Story Sets AA-CA. A Controlled Reader, an Aud-X projector and sound unit, a Listening Center, a small table-top screen, and a Tach-X Tachistoscope are the equipment used with the filmstrips, Aud-X Study Guides, and Controlled Reader Study Guides.

**Part IV: Application and Enrichment.** Seven activities are provided in this section. Of the seven, two activities are available for review. These are make-up of review of Aud-X, lessons, Controlled Reading lessons and word-recognition review using the Flash-X tachistoscope. Other lessons include independent reading in the "Go" books, independent writing, making tape recordings of the stories in the "Go" books, and class discussions. The "Study Skills Library" provides instruction in reading tactics for students at the CA level (third grade).

For grade levels 4.0 (DA) to 6.0 (FA), instruction covers ninety 2 1/2 hour four-part cycles.

**Parts I and II: Perceptual Accuracy and Visual Efficiency and Building Experiences.** This section continues to emphasize and build the skills described earlier for levels RA-CA.

**Part III: Skill Building.** This section continues the expansion of word knowledge, the enlargement of sight vocabulary, the development of listening and reading comprehension, and fluency in silent reading. New listening, reading and writing skills, spelling proficiency, selective reading, expository writing, content reading and study skills are developed at these DA-FA levels. The instructional components used for these skill development disciplines include filmstrips, recordings, and Study Skills Library (Sets D-F), Controlled Reader Study Guides, and the following workbooks: "Listen" (DA), "Listen and Read" (EA), "Listen and Write" (FA), "Word Recognition and Spelling." \* The equipment needed to accompany the instructional materials just mentioned includes an Aud-X projector and sound unit, a Listening Center, a small table-top screen, the Tach-X Tachistoscope and a Controlled Reader.

\* DA, EA, and FA"

Part IV: Application and Enrichment. Ten activities are provided, including two for review: the Aud-X Word Attack Review and Controlled Reader Make-up Sessions. Other activities include independent reading in "Go", directed reading with comprehension power filmstrips with the Controlled Reader, content-area study, enrichment recordings and filmstrips, class discussions, independent writing, and field trips. Specific instructional components used are the "Go" books, filmstrips and recordings. Equipment needed includes a Controlled Reader and all Aud-X equipment.

- RECORD KEEPING** : Provisions for immediate verification of responses are made in many of the programs. In addition, feedback is provided by the instructor and from review tests accompanying the various programs. Students keep records of their progress in the individual workbooks.
- REMEDIATION** : Review materials are included in Part IV of each cycle.
- SUPERVISION** : Students use many of the components on an individualized, self-pacing basis. Classroom supervision is required for guiding group discussion and for providing individual attention. It is necessary for classroom supervisors to participate in a teacher-training program, scheduled by separate arrangement with EDL Dealer or Branch Office.
- TIME TO COMPLETE:** 190 instructional hours to complete entire program
- VALIDATION** : Results of extensive research efforts have been published in EDL research bulletin No's 3, 7, 11 and 15. Copies of these reports are available from the publisher.
- COST** : EDL Aud-X Mark 4, 110 volts, 60 cycles . . \$ 530.00  
 (Per suggested list prices, effective Oct. 1, 1973, and subject to change without notice.)  
 EDL Tach-X, 500 watts (with carrying case) 198.00  
 EDL Controlled Reader , 500 watts 3" lens  
 (with carrying case) . . . . . 260.00  
 (See catalog for accessories and additional equipment.)  
 EDL Flash-X Tachistoscope:  
 Flash-X, all metal (with Flash-X manual) . 8.80  
 Fx-X-0 Blanks, Numbers, Letters (each set) 3.75  
 Motility Training Series:  
 Set CR-MT (15 filmstrips, Instructor's Guide) . . . . . 52.50  
 Instructor's Guide (each additional copy) . . . . .10

## COST: (contd.)

<b>Accelerated Discrimination Training:</b>	
Set CR-MT (15 filmstrips, Instructor's Guide . . . . .)	\$ 35.00
Instructor's Guide (each additional copy) . . . . .	.10
<b>Tach-X Accuracy Sets ABC and DEF:</b>	
"Accuracy" (set of 25, with Instructor's Guide) (each set) . . . . .	62.50
Add'l Instructor's Guide (1 included with set) . . . . .	.30
"Look and Write Eye-Hand Coordination Workbook" . . . . .	1.85
<b>Aud-X Word Introduction RA-CA:</b>	
Aud-X Word Introduction Filmstrips and Recordings (Set AX-RA) . . . . .	163.00
Aud-X Study Guide (Set RA) . . . . .	.90
Aud-X Word Introduction Filmstrips and Recordings (Sets AX-AA, AX-BA, AX-CA) (each set) . . . . .	468.00
Aud-X Study Guides (AA, EA, CA)(each) . . . . .	1.90
<b>Tach-X and Flash-X Word Recognition RA-CA:</b>	
Word Recognition Filmstrips (11 filmstrips with Instructor's Guide that includes RA words) (Set TX-AA)(each) . . . . .	25.00
Word Recognition Filmstrips (8 filmstrips with Instructor's Guide)(Sets TX-BA, TX-CA)(each set). . . . .	18.00
Tach-X Word Recognition Books (Sets RA-AA, BA, CA)(each set). . . . .	1.55
Flash-X Word Recognition Discs (20 discs) (Set FX-AA). . . . .	6.00
Flash-X Word Recognition Discs (15 discs) Sets FX-BA, FX-CA)(each set) . . . . .	4.50
Instructor's Guide (each additional copy) . . . . .	1.00
<b>Tach-X Word Recognition and Spelling</b>	
<b>Set DEFA and Flash-X Sets DA-FA:</b>	
Set TX-DEFA Word Filmstrips(24 filmstrips with copy of each Tach-X Word Books)(Sets DA, EA and FA)(one set serves levels DA, EA, and FA) . . . . .	55.00
Tach-X Word Books (DA, EA, FA) (each) . . . . .	2.25
Word Discs (15 discs)(Sets FX-DA, FX-EA, FX-FA)(each set) . . . . .	4.50
<b>Controlled Reader Processing Sets AA-CA:</b>	
Controlled Reader Processing Motor (only) . . . . .	120.00
Processing Filmstrips (25 filmstrips with Instructor's Guide)(Sets CR-PT-AA, CR-PT-BA, CR-PT-CA)(each) . . . . .	87.50

<b>COST: (contd.)</b>	:	Instructor's Guide (each additional copy) \$	1.00
		<b>Controlled Reader Story Sets AA-CA:</b>	
		Story Filmstrips (25 filmstrips)(Sets CR-AA, CR-BA, CR-CA)(each) . . . . .	87.50
		Controlled Reading Study Guide(each). . .	1.10
		<b>Controlled Reader Story Sets DA-FA:</b>	
		Controlled Reader Story Filmstrips (25 filmstrips)(Sets CR-DA, CR-EA, CR-FA)(each) . . . . .	87.50
		Controlled Reader Story Guide (Sets DA, EA, FA)(each) . . . . .	1.60
		Reading Efficiency Check (Sets DA, EA, FA) (each) . . . . .	.65
		<b>L-100 Listening Program:</b>	
		Discs (15) (Sets L-DA, LR-EA, LW-FA) (each set) . . . . .	45.00
		Open-reel Tapes (15 tapes)(Sets L-DA, LR-EA, LW-FA)(each set) . . . . .	105.00
		Cassettes (15)(Sets L-DA, LR-EA, LW-FA)(each set) . . . . .	115.00
		Lesson Book (Sets L-DA, LR-EA, LW- FA)(each) . . . . .	1.65
		<b>"Go" Books RA-FA:</b>	
		Volumes AA and RA, DA, EA, FA (each).	2.25
		Volumes BA, CA (each) . . . . .	2.00
		<b>Comprehension Power Filmstrip Sets DA-FA:</b>	
		Comprehension Power Filmstrips (15 film- strips with Instructor's Guide)(Sets DA, EA FA)(each) . . . . .	52.50
		Instructor's Guide (each additional copy) .	1.50
		<b>Aud-X DEFA:</b>	
		Aud-X Word Attack Review Filmstrips and Recordings (30 filmstrips, 15 records) (Set AX-DEFA) . . . . .	234.00
		Aud-X Word Attack Review Book DEFA . .	.90
		<b>"Learning 100 Instructor's Manual"</b> looseleaf binder) . . . . .	7.50
		<b>"Learning 100 Cycle Lesson Plans"</b> (RA- AA, BA, CA, DA, EA, FA)(each) . . . . .	3.00
		[Individual components of the entire system may be ordered from publisher. Check publisher's catalog before ordering.]	

**AVAILABILITY** : Immediate from publisher or authorized dealer  
Contact publisher for nearest representative.

**PUBLISHER** : EDUCATIONAL PROGRESS CORPORATION  
8538 East 41st Street  
Tulsa, Oklahoma 74145

**TITLE** : Audio Reading Progress Laboratory  
Levels 4 - 6 and 7 - 8

**SCOPE** : Reading: comprehension, vocabulary, phonics  
and study skills

**PURPOSE** : To develop ability to read new material within  
a reasonable period of time and demonstrate  
comprehension equivalent to an 8.0 grade level

**ENTRY LEVEL** : 4th-grade reading level: Intermediate Laboratory  
7th-grade reading: Upper Laboratory  
Each laboratory contains diagnostic tests to deter-  
mine where each pupil should be placed in the  
program.

**READABILITY** : Ranges from grade levels 2.0 to 10.0

**DESIGNED FOR** : Young and mature adults

**FORMAT** : The program consists of an intermediate labora-  
tory and a teacher's guide. The Reading Progress  
Books offer practice in reading and applying  
skills.

**RECORD KEEPING** : Audio instruction features immediate knowledge  
of results. Evaluative tests measure each learner's  
advancement.

**REMEDICATION** : Not specified

**SUPERVISION** : The progress laboratory can be used in an indi-  
vidualized learning situation or correlated to a  
basic reading program for an entire class. Mini-  
mum supervision is required to administer lessons  
and check progress.

**TIME TO COMPLETE:** Approximately 70 to 90 instructional hours

**VALIDATION** : Not available

**COST** : Complete Intermediate Laboratory for  
Grades 4 - 6:  
Open-reel tapes . . . . . \$ 114.25\*  
Cassette tapes . . . . . 266.50

\* While supply lasts

EPC/arpl

COST (contd.)	:	Separately for each grade:		
		Open-reel tapes . . . . .	\$	41.75*
		Cassette tapes . . . . .		97.50
		Reading Progress Book . . . . .		.69
		Teacher's Guide. . . . .		5.25
		Complete Upper Laboratory for Grades 7 - 8:		
		Open-reel tapes . . . . .		76.00*
		Cassette tapes . . . . .		177.50
		Separately for each grade:		
		Open-reel tapes . . . . .		41.75*
		Cassette tapes. . . . .		97.50
		Reading Progress Book. . . . .		.69
	Teacher's Guide . . . . .		5.25	

AVAILABILITY : Immediate from publisher

\* While supply lasts

PUBLISHER : EDUCATIONAL PROGRESS CORPORATION  
P. O. Box 45663  
Tulsa, Oklahoma 74145

TITLE : CLUES to Reading Progress

SCOPE : Reading: phonetic word analysis, structural analysis and comprehension

PURPOSE : To move a non-reader through 5th-grade reading skills

ENTRY LEVEL : Non-reader

READABILITY : Between grades 1.0 to 5.0

DESIGNED FOR : Young adults

FORMAT : Series of 24 instructional cassettes, 9 practice cassettes, 3 testing cassettes, 3 testing booklets, 3 CLUE Magazines, 1 teacher's guide and teacher's orientation tape. Helps in ESL situations.

RECORD KEEPING : Criterion referenced tests pinpoint skills to be learned and determine student's progress.

REMEDICATION : Not specified

SUPERVISION : Students work independently under teacher direction.

TIME TO COMPLETE: Varies - not specified

VALIDATION : Not specified

COST : Complete Program . . . . . \$ 295.00  
Trays of tapes I, II, and III (each) . . . . . 108.50  
Teacher's Guide and Orientation Tape . . . . . 9.95  
One set of CLUE Magazines I, II, and  
III (\$.95 each) . . . . . 1.95

AVAILABILITY : Immediate from publisher

PUBLISHER : EDUCATIONAL PROJECTIONS CORPORATION  
3070 Lake Terrace  
Glenview, Illinois 60025

TITLE : Reading Readiness Program

SCOPE : Reading: visual perceptual training; shape, color, number discrimination; teaches alphabet in upper and lower case, numbers, and 75 words.

PURPOSE : To prepare student to read

ENTRY LEVEL : Non-readers

READABILITY : Pre-primer

DESIGNED FOR : Young adults

FORMAT : Structured program starting with discrimination skills and progressing sequentially. Designed to be used with 888 viewer or any 35 mm filmstrip projector. Self-instructional with viewer. 35 mm filmstrip with multiple-choice selection. 60 filmstrips with teacher's manual.

RECORD KEEPING : Used with 888 viewer the student gets the immediate feedback.

REMEDICATION : Some students will need to go through the filmstrips twice, and especially if they have eye problems ... perceptual problems.

SUPERVISION : These filmstrips may be used independently on the 888 Programmed viewer or by an instructor with a 35 mm filmstrip projector and the entire class.

TIME TO COMPLETE: Depends upon progress of students. Generally, adults go through this program rather rapidly.

VALIDATION : Has been used successfully in some of the Job Corp projects, Manpower Projects, and with adult classes.

COST : Program . . . . . \$ 360.00  
Viewer . . . . . 125.00

AVAILABILITY : Immediate from publisher



PUBLISHER : EDUCATIONAL PROJECTIONS CORPORATION  
3070 Lake Terrace  
Glenview, Illinois 60025

TITLE : Prevocational Orientation and Guidance Program

SCOPE : An adult program designed around functional living as it is job related. Reading comprehension, grammar and functional math are incorporated into this program.

PURPOSE : To aid the under educated in finding housing, a job, keeping a job, handling finances, functioning successfully in community, handling personal relationships, and improving reading, grammar and math skills.

ENTRY LEVEL : Approximately 4th-grade reading level

READABILITY : Approximately 4th-grade reading level

DESIGNED FOR : Young and mature adults

FORMAT : A story filmstrip, a reinforcing and expanding filmstrip, and a programmed workbook for each title. The program is divided into two parts; the first part is orientation, and the second is job guidance.

RECORD KEEPING : The filmstrips are programmed for immediate feedback to the student. The workbook (learning manual) is also programmed.

REMEDICATION : Not specified

SUPERVISION : Can be used independently by the student or in a full-class situation with an instructor. Programmed for multiple-choice 888 viewer, but may be used with any 35mm filmstrip projector.

TIME TO COMPLETE: Time depends upon individual students or instructors

COST : Entire program . . . . . \$ 900.00  
May be purchased in segments; prices available upon request

AVAILABILITY : Available for immediate shipment from publisher

PUBLISHER : EDUCATIONAL PROJECTIONS CORPORATION  
3070 Lake Terrace  
Glenview, Illinois 60025

TITLE : Primary Reading Program

SCOPE : This program is designed for non-readers of any age. It teaches 485 vocabulary words and moves rapidly into reading sentences.

PURPOSE : To teach non-readers to read

ENTRY LEVEL : Primary Level

READABILITY : 1st- through 3rd-grade levels

DESIGNED FOR : Young adults

FORMAT : A highly structured program. The student learns the words to be presented in the filmstrip through use of a drill tape and skill sheet, then uses the filmstrip. May be used independently or by instructor. Every word is taught by tape and skill sheet, then used in a 35mm programmed filmstrip. Filmstrips are programmed for independent use on 888 viewer.

RECORD KEEPING : Student gets immediate feedback when using the filmstrip with the 888 viewer.

REMEDICATION : May be used in a remedial approach with students who can read some, but need help

SUPERVISION : Designed for use in independent work or with full-class instruction

TIME TO COMPLETE: Depends on the rate the students can progress

VALIDATION : Field tested in public schools

COST : Full Program . . . . . \$ 818.00

AVAILABILITY : January 1974 from publisher

- PUBLISHER** : ELECTRONIC FUTURES, INC.  
Learning Resource Division  
202 Lake Miriam Drive  
Lakeland, Florida 33802
- TITLE** : Patterns in Phonics - Level I, Level II
- SCOPE** : Reading: decoding
- PURPOSE** : To teach the decoding skills. Upon completion, the student will have learned the names of all capital and small letters, alphabetical order, commonly used digraphs, blends, and phonograms.
- ENTRY LEVEL** : Previous reading skills are not required.
- READABILITY** : Not applicable
- DESIGNED FOR** : Suitable for young adults from various cultural backgrounds
- FORMAT** : Five sets of audio flashcards intended for use with the EFI Audio Flashcard Reader. Each set contains approximately 175 "talking" flashcards, and each flashcard has an audio tape attached to the back of the card. When the card is inserted in the Audio Flashcard Reader, the unit plays back the recorded program on the tape. If the recorded lesson asks a question or requests the user to respond, he simply presses another button and records his voice on an erasable drill track. He can then replay the original program together with his own recording to compare the response. The series also includes a teacher's manual and diagnostic pad. (Same format for both levels.)
- RECORD KEEPING** : The student maintains his own instructional or diagnostic pad, allowing him to chart his own progress. Test results are teacher-evaluated.
- REMEDIATION** : The student cannot continue with a new lesson unless he has understood the previous one. All test items and program sections are color-keyed so that even the nonreading student can find the correct section in which to work. When he feels he has learned all the material in a given section, the student returns to the supervisor for a final test. If his score is not high enough, he reviews the material with which he is having difficulty.

**SUPERVISION** : Highly individualized within a classroom situation. A teacher is required to explain the operation of the program and to evaluate test results.

**TIME TO COMPLETE:** Approximately 20 instructional hours

**VALIDATION** : Not available

**COST** :

Five-Part Program (including supplementary materials - Level I) . . . . .	\$ 328.00
Card Set 1 . . . . .	70.75
Card Set 2 . . . . .	54.25
Card Set 3 . . . . .	76.75
Card Set 4 . . . . .	87.25
Card Set 5 . . . . .	65.50
Five-Part Program (including supplementary materials - Level II) . . . . .	390.00
Card Set 1 . . . . .	92.25
Card Set 2 . . . . .	80.50
Card Set 3 . . . . .	76.75
Card Set 4 . . . . .	87.50
Card Set 5 . . . . .	83.00
EFI Audio Flashcard Reader	
Model 101 M - rechargeable battery	
AC current . . . . .	295.00

**AVAILABILITY** : Immediate from publisher

PUBLISHER : EMC CORPORATION  
180 Sixth Street  
St. Paul, Minnesota 55101

TITLE : Reading Breakthrough

SCOPE : Reading

PURPOSE : To encourage the student to read and to develop  
the ability to read effectively

ENTRY LEVEL : 5th-grade reading ability

READABILITY : Grade level 5.0 - 6.0

DESIGNED FOR : Young and mature adults

FORMAT : Series consists of 18 cassettes and a teacher's  
guide. A cassette player is necessary for playback.  
Basic reading difficulties are classified on the tapes  
so that the student can begin exactly where he needs  
help and proceed at individually paced rate.

RECORD KEEPING : Directions are given on tape by the narrator to  
the listener. The student follows these directions  
in completing the exercises in the worksheet book.  
Each tape has a corresponding set of exercises.  
Answers are found in the teacher's guide.

REMEDICATION : Not specified

SUPERVISION : The series is intended for individualized use in  
the library or listening room. It can also be used  
for small-group instruction. An instructor is  
needed mainly to grade the student's work.

TIME TO COMPLETE: 20 to 30 hours for the series

VALIDATION : Not available

COST : Complete Program (cassette) . . . . . \$ 140.00  
(Consult publisher for replacements)

AVAILABILITY : Immediate from publisher

PUBLISHER : FOLLETT EDUCATIONAL CORPORATION  
1010 West Washington Boulevard  
Chicago, Illinois 60607

TITLE : Talking It Over

SCOPE : Reading: readiness

PURPOSE : To develop skills necessary for success in the initial stages of learning to read. Special attention is given to enriching the student's conceptual background and to enlarging both listening and speaking vocabulary. Student also learns to hear likenesses and differences in sound.

ENTRY LEVEL : Elementary speaking knowledge of English by adults studying English as a second language and who may or may not be literate in their own language.

READABILITY : Ability to read is not required for participating in this program.

DESIGNED FOR : Young and mature adults with limited oral experience in English, especially Spanish-speaking, German-speaking or Italian-speaking persons.

FORMAT : A consumable program structured in three sections bound and punched for use with a three-ring binder. The instructor's book presents additional exercises for practice and instructions to be read to the student.

RECORD KEEPING : Teacher evaluates student's progress through exercises contained in both workbook and instructor's book.

REMEDICATION : Not specified

SUPERVISION : Requires close supervision of individual student or group of students.

TIME TO COMPLETE: 10 to 30 hours, varying with the individual

VALIDATION : Not available

COST : Talking It Over . . . . . \$ 1.05  
Instructor's Book . . . . . 5.00

AVAILABILITY : Immediate from publisher

**PUBLISHER** : FOLLETT EDUCATIONAL CORPORATION  
1010 West Washington Boulevard  
Chicago, Illinois 60607

**TITLE** : Communications I, II, III

**SCOPE** : Language Arts: reading and writing skills based on a linguistic approach

**PURPOSE** : To develop a basic reading vocabulary and ability to write and spell all words in the student's reading vocabulary. Student also learns to punctuate sentences using capital letters, periods, commas and question marks, and to alphabetize to the fourth letter.

**ENTRY LEVEL** : Book I: Functional illiteracy with elementary English speaking vocabulary  
Book II: 3rd-grade reading skills and/or completion of Book I (preferred)  
Book III: 5th-grade reading skills and/or completion of Books I and II (preferred)

**READABILITY** : Book I: Ranges from grade levels 0.0 to 3.0  
Book II: Ranges from grade levels 3.0 to 5.0  
Book III: Ranges from grade levels 5.0 to 7.0

**DESIGNED FOR** : Adults

**FORMAT** : The partially self-instructional program consists of three consumable text-workbooks with spiral binding. Each book is illustrated and consists of practice and review exercises. Since directions and instructions are addressed to the student, no separate instructor's manual is provided.

**RECORD KEEPING** : The student's book is a personal record of work by which progress may be charted. Cumulative review exercises test comprehension of material covered.

**REMEDIATION** : Not specified

**SUPERVISION** : Requires varying degrees of teacher supervision. May be easily adapted to individual student work and needs. It is necessary for the supervisor to read instructions to students working in Book I.

**TIME TO COMPLETE:** Approximately 40 to 60 hours to finish each book, varying widely with the individual

**VALIDATION** : Not available

**COST** :  
Book I: "Getting Started" . . . . . \$ 2.40  
Book II: "On Your Way" . . . . . 2.40  
Book III: "Full Speed Ahead" . . . . . 2.40

**AVAILABILITY** : Immediate from publisher. A companion tutoring package is also available from the publisher.



**PUBLISHER** : FOLLETT EDUCATIONAL CORPORATION  
1010 West Washington Boulevard  
Chicago, Illinois 60607

**TITLE** : Learning Your Language - One and Two

**SCOPE** : Reading and Language Arts; comprehension and composition skills integrated with literature selections.

**PURPOSE** : To develop reading comprehension, word-attack and vocabulary skills, to increase speed and to provide practice in oral and written English. Student should master the skills equal to grade level 7.0 upon completion.

**ENTRY LEVEL** : Program One (six units); 4th-grade reading skills  
Program Two (six units); 5th-grade reading skills

**READABILITY** : Ranges from 4.0 to 5.0 grade levels

**DESIGNED FOR** : Young and mature adults

**FORMAT** : The complete program, available in softbound or hardbound texts, is a 12-unit series with six units at each level. The softbound edition consists of individually bound, consumable, paperback booklets containing all the pre-reading activities, literature selections, and skill-development activities. The hardbound edition offers pre-reading activities and literature selections in a single text. To go with it, two separate paperbound booklets containing skills development activities are available. The hardbound text can be reused and the skills development activities booklets reordered.

**RECORD KEEPING** : The teacher provides immediate feedback. Teacher-graded progress tests follow each unit. Two general retention tests follow units 3 and 6.

**REMEDICATION** : Not specified

**SUPERVISION** : Suitable for individual use but designed for group instruction. An instructor is recommended for guiding group discussion and evaluating student progress.

**TIME TO COMPLETE:** Approximately 10 to 20 hours to complete each book. Completion of the two levels varies with individual students.

VALIDATION	:	Not available	
COST	:	<u>Learning Your Language One, Two</u> (hardbound, 1969 copyright):	
		Student Text . . . . .	\$ 3.00
		Teacher's Guide . . . . .	1.00
		Skills Development Booklet (each). . . . .	1.80
		Unit Tests and Key (pad of 10 complete sets) . . . . .	1.36
		<u>Learning Your Language One, Two</u> (softbound) . . . . .	
		Student Text (set of 6 Unit Booklets) . . . . .	4.32
		Replacement Booklets (specify unit and program - each) . . . . .	1.20
		Teacher's Guide (essential . . . . .	1.32
		Comprehension Checks(1 set) . . . . .	1.80
		Unit Tests and Key (pad of 10 sets) . . . . .	1.36
AVAILABILITY	:	Immediate from publisher	

- PUBLISHER** : FOLLETT EDUCATIONAL CORPORATION  
1010 West Washington Boulevard  
Chicago, Illinois 60607
- TITLE** : Systems for Success - Books I and II
- SCOPE** : Language Arts, Mathematics, Reading
- PURPOSE** : To develop reading comprehension, vocabulary, word-attack, handwriting and spelling skills to an 8.0 grade level. Upon completion of both books, the student should be able to perform computational and problem-solving operations involving addition, subtraction, division, and multiplication of whole numbers, fractions, decimals and percentages as well as understand concepts relating to averages, measurements and graphs.
- ENTRY LEVEL** : Book I: speaking knowledge of English  
Book II: 4th-grade skills in reading comprehension and vocabulary and arithmetic whole-number concepts.
- READABILITY** : Ranges from grade levels 4.0 to 8.0
- DESIGNED FOR** : Functional illiterates of all age groups who have a basic speaking knowledge of English
- FORMAT** : Series of two consumable books with separate instructor's guides. The books can be used sequentially or individually. Book I is an integrated course in English, reading, arithmetic, spelling and handwriting with a major emphasis on development of reading vocabulary and word-attack skills. Book II contains 28 reading lessons, 17 arithmetic lessons and eight English lessons. Review-study exercises follow each lesson.
- RECORD KEEPING** : The student's book is a personal record of work and allows progress to be charted. Cumulative review exercises test comprehension of the material covered.
- REMEDICATION** : Not specified
- SUPERVISION** : Series is recommended for a group instructional situation with close teacher guidance. Each book, however, can be used on an individualized basis.

**TIME TO COMPLETE:** Ranges from 25 to 50 hours for each book, varying with the individual

**VALIDATION** : Not available

**COST** : Systems for Success, Book I or II (each) . \$ 3.32  
Teacher's Guide . . . . . 6.00

**AVAILABILITY** : Immediate from publisher

**PUBLISHER** : FOLLETT EDUCATIONAL CORPORATION  
1010 West Washington Boulevard  
Chicago, Illinois 60607

**TITLE** : Turner Career Guidance Series

**SCOPE** : Reading: comprehension; world of work

**PURPOSE** : To provide information about a variety of jobs and work-related skills while developing reading comprehension and vocabulary skills.

**ENTRY LEVEL** : 5th-grade reading ability

**READABILITY** : Ranges from grade levels 5.0 to 6.0

**DESIGNED FOR** : Young adults

**FORMAT** : Six consumable workbooks containing a total of 138 daily lessons. Illustrations such as charts, graphs, and business forms acquaint the student with broad job classifications and occupations. A teacher's guide contains suggestions and answers to exercises.

**RECORD KEEPING** : Student answers questions at the end of each lesson. Questions are designed to measure understanding of material and to provide opportunity for self-analysis and appraisal of personality and aptitude skills. Feedback and evaluation is provided by the instructor.

**REMEDICATION** : Not specified

**SUPERVISION** : Suitable for individual use, but recommended for small teacher-led discussion groups.

**TIME TO COMPLETE:** Approximately 80 to 140 hours

**VALIDATION** : Not available

**COST** :

"Wanting a Job" . . . . .	\$ 1.20
"Training for a Job" . . . . .	1.20
"Starting a Job" . . . . .	1.20
"Looking for a Job" . . . . .	1.20
"Holding a Job" . . . . .	1.20
"Changing a Job" . . . . .	1.20
Teacher's Guide . . . . .	2.00

**AVAILABILITY** : Immediate from publisher

**PUBLISHER** : FOLLETT EDUCATIONAL CORPORATION  
1010 West Washington Boulevard  
Chicago, Illinois 60607

**TITLE** : Turner-Livingston Communication Series

**SCOPE** : Reading: supplementary reading; World of Work

**PURPOSE** : To develop reading comprehension, vocabulary skills, critical reading and study skills to approximately a 7.0 grade level while emphasizing social skills and attitudes in the areas of job opportunities and communication fields

**ENTRY LEVEL** : 7th-grade reading comprehension and vocabulary skills

**READABILITY** : Ranges from grade levels 6.0 to 7.0

**DESIGNED FOR** : Young and mature adults

**FORMAT** : Six consumable text-workbooks consisting of 144 structured daily lessons each self-contained on two facing pages. The lessons contain a reading selection followed by exercises that test comprehension.

**RECORD KEEPING** : Student progress is evaluated by practice forms and comprehension exercises and a final exam for each test. Answers to the exercises and tests are in the teacher's guide.

**REMEDIATION** : Not specified

**SUPERVISION** : Easily adapted to individualized or group instruction. Supervision is recommended.

**VALIDATION** : Not available

**COST** : Text-workbooks  
 "The Television You Watch" . . . . . \$ 1.20  
 "The Phone Calls You Make" . . . . . 1.20  
 "The Newspaper You Read" . . . . . 1.20  
 "The Movies You See" . . . . . 1.20  
 "The Letters You Write" . . . . . 1.20  
 "The Language You Speak" . . . . . 1.20  
 Teacher's Guide . . . . . 2.00

**AVAILABILITY** : Immediate from publisher

PUBLISHER : FOLLETT EDUCATIONAL CORPORATION  
1010 West Washington Boulevard  
Chicago, Illinois 60607

TITLE : Turner-Livingstone Reading Series

SCOPE : Reading, Mathematics, World of Work, Consumer Education

PURPOSE : To achieve reading-comprehension, study and arithmetic-computation skills on a 6.0 grade level while developing positive work-related social skills and attitudes

ENTRY LEVEL : 4th-grade level in reading and arithmetic-computation skills

READABILITY : Ranges from grade levels 4.0 to 6.0

DESIGNED FOR : Young adults who are not academically oriented

FORMAT : Six consumable text-workbooks composed of 138 structured daily lessons each self-contained on two facing pages. The lessons contain a reading selection followed by exercises. The corresponding teacher's guide for each text provides teaching suggestions and answers to exercises.

RECORD KEEPING : The six booklets contain subject-related forms in addition to teacher-evaluated exercises to check comprehension of the material.

REMEDICATION : Exercises are designed to give students an understanding of the skills they should have mastered but did not.

SUPERVISION : Easily adapted to supervised individual or group instruction

TIME TO COMPLETE: Approximately 80 to 140 hours

VALIDATION : Not available

<b>COST</b>	:	<b>Text-workbooks</b>	
		"The Money You Spend" . . . . .	\$ 1.44
		"The Town You Live In" . . . . .	1.44
		"The Jobs You Get" . . . . .	1.44
		"The Person You Are" . . . . .	1.44
		"The Family You Belong To" . . . . .	1.44
		Teacher's Guide (separate manual for each text; specify by title)(each) . . .	1.50
<b>AVAILABILITY</b>	:	<b>Immediate from publisher</b>	



PUBLISHER : FOLLETT EDUCATIONAL CORPORATION  
1010 West Washington Boulevard  
Chicago, Illinois 60607

TITLE : Reading for a Purpose

SCOPE : Reading: word attack, comprehension

PURPOSE : To bring beginning reader to functional level

ENTRY LEVEL : Speaking knowledge of English

READABILITY : Ranges from grade levels 0 to 4.0

DESIGNED FOR : Functionally illiterate adults

FORMAT : Binders with lessons 1 to 26

RECORD KEEPING : Not specified

REMEDICATION : Not specified. However, tutors may be used in conjunction with this program and the Literacy Volunteers tutoring program (also available from Follett).

SUPERVISION : Designed to be used with teacher supervision

TIME TO COMPLETE: 52 lessons - one period each

VALIDATION : Available from publisher

COST : Reading for a Purpose (with binder) . . . \$ 4.72  
Lessons 1 - 26 (soft-bound) . . . . . 2.08  
Instructor's set . . . . . 6.00  
Transparencies . . . . . 22.50  
Specimen set . . . . . 6.00

AVAILABILITY : Immediately from publisher

PUBLISHER : FOLLETT EDUCATIONAL CORPORATION  
1010 West Washington Boulevard  
Chicago, Illinois 60607

TITLE : Reading for a Viewpoint

SCOPE : Reading to develop comprehension and language skills

PURPOSE : To improve reading comprehension and language skills

ENTRY LEVEL : 5th-grade reading skills

READABILITY : Ranges from grade levels 5.0 through 8.9

DESIGNED FOR : Adult who has achieved 4th-grade reading skills

FORMAT : Uses vehicle of U. S. history and political institutions. Separate lessons contained in a binder.

RECORD KEEPING : Not specified

REMEDIATION : Not specified, may use the Literacy Volunteers Reading Tutoring Program (also published by Follett).

SUPERVISION : To be used with teacher supervision

TIME TO COMPLETE: 52 lessons - one period each

VALIDATION : Available from publisher

COST : "Reading for a Viewpoint"  
(includes binder) . . . . . \$ 4.72

AVAILABILITY : Immediately from publisher

**PUBLISHER** : FOLLETT EDUCATIONAL CORPORATION  
1010 West Washington Boulevard  
Chicago, Illinois 60607

**TITLE** : Vocational Reading Series

**SCOPE** : Reading and Language Arts

**PURPOSE** : To develop reading comprehension and 4th-grade skills in reading

**ENTRY LEVEL** : 4th-grade level

**READABILITY** : Ranges from grade levels 4.0 to 6.0

**DESIGNED FOR** : Young and mature adults

**FORMAT** : Six books aimed at separate vocations. Each book develops reading, comprehension and language skills in a vocational framework.

**RECORD KEEPING** : Not specified

**REMEDICATION** : Not specified

**SUPERVISION** : Should be used in class with a teacher

**TIME TO COMPLETE:** Variable according to group involvement

**VALIDATION** : Not available

**COST** : Six books (each) . . . . . \$ 1.72  
Teacher's Guide . . . . . 1.20

**AVAILABILITY** : Immediate from publisher

**PUBLISHER** : GENERAL LEARNING CORPORATION  
250 James Street  
Morristown, New Jersey 07960

**TITLE** : Essential Educational Skills Program:  
Skillful Reading

**SCOPE** : Reading: vocabulary, word analysis and  
comprehension

**PURPOSE** : To give the student an understanding of a variety  
of text materials by developing his vocabulary,  
word-analysis, and comprehension skills. Test  
taking skills also covered.

**ENTRY LEVEL** : 6th-grade reading skills

**READABILITY** : Grade level 6.0

**DESIGNED FOR** : Young and mature adults

**FORMAT** : Three consumable, programmed, self-instruc-  
tional books, each containing three or four lessons  
with a course mastery test. Answer keys accom-  
pany the program.

**RECORD KEEPING** : The student is provided with immediate verification  
of each response. Lesson and course-mastery  
tests provide achievement information.

**REMEDICATION** : Not specified

**SUPERVISION** : Designed for individual use at home or in a class-  
room. Supervision is helpful but not necessary.

**TIME TO COMPLETE:** Approximately 15 hours

**VALIDATION** : Available from publisher

**COST** : Complete Set (includes three books, Course  
Mastery Test, instructions, and mask). (Answer  
Keys provided at no charge with each shipment.  
Shipping and handling-extra). . . . . \$ 9.00

**AVAILABILITY** : Immediate from publisher

**PUBLISHER** : GROlier EDUCATIONAL CORPORATION  
845 Third Avenue  
New York, New York 10022

**TITLE** : English for the Spanish-Speaking

**SCOPE** : Reading: basic skills

**PURPOSE** : To offer Spanish-speaking persons a practical course in everyday reading and use of the English language. In so doing, the student achieves the equivalent of a 3rd-grade reading ability in English.

**ENTRY LEVEL** : 7th-grade reading level in Spanish

**READABILITY** : Ranges from grade levels 0.0 to 3.0

**DESIGNED FOR** : Spanish-speaking young and mature adults

**FORMAT** : The program is available in programmed text or teaching-machine format. The text, which is in two parts and contains a total of 410 pages, is divided into 1236 frames for programmed instruction. Space is provided for the student to write answers. Two 7" records are included. The MIN/MAX machine is required for use with the teaching-machine format.

**RECORD KEEPING** : Programmed text provides immediate confirmation of all written answers. Answers to post- or achievement tests are contained in the instructor's manual.

**REMEDIATION** : Not specified

**SUPERVISION** : The program is intended for individual use. Supervision is not required except for younger students, who may need help in using the teaching machine or textbook mask.

**TIME TO COMPLETE:** 35 to 50 hours

**VALIDATION** : Not available

**COST** : Complete Program (teaching-machine format). \$ 12.50  
Complete Program (text format) . . . . . 13.50  
MIN/MAX Teaching Maching . . . . . 25.00

**AVAILABILITY** : Immediate from publisher

- PUBLISHER** : GROLIER EDUCATIONAL CORPORATION  
845 Third Avenue  
New York, New York 10022
- TITLE** : Reading Attainment Systems 1 and 2
- SCOPE** : Reading: comprehension, word-attack and vocabulary
- PURPOSE** : To bring the student from a 3.0 grade reading level to a 6.0 grade reading level in reading comprehension, word-attack and vocabulary skills
- ENTRY LEVEL** : System One: 3rd-grade comprehension and vocabulary skills  
System Two: 5th-grade comprehension and vocabulary skills
- READABILITY** : Ranges from grade levels 3.5 to 6.5
- DESIGNED FOR** : Young and mature adults
- FORMAT** : Each of two programs (kits) contains 120 individual reading selections arranged in six color-keyed groups. Each selection has a separate Skill Card with a glossary of difficult words, word-attack exercises and vocabulary-building aids. Also included in each kit is a set of 120 answer keys (one for each reading selection and Skill Card), 30 Reader Record Books, a 60-page instructor's manual and a Wall Chart Pronunciation Guide. The pronunciation guide lists the hard-to-pronounce words from the reading selections. It can be used for classroom pronunciation drills, for individual instruction of students or for reference by students who have special difficulty with pronunciation.
- RECORD KEEPING** : The answer keys enable the student to monitor progress by providing a reading check and correct answers to questions in the reading selections and Skill Cards. The Reader Record Books contain pages with blanks for Skill Card and Answer Key questions and a Progress Plotter for helping the student keep track of progress
- REMEDICATION** : Not specified

**SUPERVISION** : Although each program is designed primarily for individual use, an instructor should be present to make appropriate assignments and suggestions as indicated in the instructor's manual.

**TIME TO COMPLETE:** Approximately 100 to 200 hours for each program

**VALIDATION** : Not available

**COST** : Complete Program (System 1, 2) . . . . \$ 189.50  
Complete Kit (each) . . . . . 99.50  
Additional Record Reader Books (pkg/30) 10.00

**AVAILABILITY** : Immediate from publisher

**PUBLISHER** : HARCOURT BRACE JOVANOVICH, INC.  
757 Third Avenue  
New York, New York 10017

**TITLE** : English Lessons for Adults

**SCOPE** : Language Arts: reading, spelling, vocabulary, pronunciation and elementary composition

**PURPOSE** : To develop the basic English skills needed to obtain a job or acquire a better one

**ENTRY LEVEL** : Adults with four or fewer years of education and having a rudimentary knowledge of English

**READABILITY** : Ranges from grade levels 0.0 to 2.0 in reading

**DESIGNED FOR** : Primarily for adults in major-city areas who are unable to read or write English

**FORMAT** : The series consists of three consumable, basic education workbooks, each of which contains 100 to 150 pages and is heavily illustrated. The illustrations are designed as useful aids to word identification. In Book I, for example, the adult student associates familiar objects with the printed word for those objects. In Books II and III, the illustrations provide certain clues for reading and vocabulary comprehension. Each workbook lesson is built around real-life situations and emphasizes the vocabulary basic to these situations.

**RECORD KEEPING** : Each workbook is maintained by the student. At the back of the workbooks are "teacher helps" with suggestions for each lesson.

**REMEDIATION** : Review lessons (nine in Book I, eight in Book II, and 12 in Book III) give added practice with skills that may prove difficult. Basic word lists for vocabulary review are at the back of the workbook.

**SUPERVISION** : Student works independently, but an instructor may be required to monitor progress and assign helpful exercises.

**TIME TO COMPLETE:** 90 hours for all three books

**VALIDATION** : Not available

**COST** : Books I, II, and III (each) . . . . . \$ 1.20

**AVAILABILITY** : Immediate from publisher



- PUBLISHER** : IMPERIAL INTERNATIONAL LEARNING  
Box 548, Route 54 South  
Kankakee, Illinois 60901
- TITLE** : Imperial International Intermediate Reading Program
- SCOPE** : Reading: comprehension and word analysis
- PURPOSE** : To motivate the student and help him develop important comprehension and word-analysis skills through individualized instruction. Student's reading ability should progress at least two grade levels.
- ENTRY LEVEL** : 2nd-grade reading level. The first lesson in the program serves as a placement test that will indicate the lesson at which the student should begin in the program.
- READABILITY** : Ranges from grade levels 2.0 to 9.0
- DESIGNED FOR** : Young adults
- FORMAT** : A multimedia learning program containing eight units of five lessons each. Each lesson consists of a tape, a four-page story card, and activity pages in a consumable student response book. The tape guides the reader through a variety of reading activities in the correlated story card and activity book. The program includes a teacher's guide with story summaries, answers for the workbook and follow-up exercises.
- RECORD KEEPING** : 30 copies of a 24-page student activity book accompany each unit. Each book contains comprehension and word-attack exercises, unit tests, a glossary and a page on which the student enters scores for the exercises and tests.
- REMEDICATION** : Not specified
- SUPERVISION** : Each student works independently and evaluates performance privately. If necessary, the program may also be used by groups of from four to eight students who are at approximately the same reading level. An instructor should be present to explain operation and provide supervision.

**TIME TO COMPLETE:** 30 to 45 minutes for each lesson  
**VALIDATION** : Not available  
**COST** : Complete Program (40 tapes, eight story cards for each tape, 30 pupil workbooks three teacher's manuals)  
 Cassette . . . . . \$ 359.00  
 Open-reel tape. . . . . 359.00  
 Story Cards (each additional pkg/8). . . . . 1.25  
 Teacher's Manuals (each additional copy) . . . . . 2.25  
 Pupil Workbooks (each additional copy) . . . . . 1.95  
**AVAILABILITY** : Immediate from publisher

PUBLISHER : IMPERIAL INTERNATIONAL LEARNING  
 Box 548, Route 54 South  
 Kankakee, Illinois 60901

TITLE : Imperial Junior High School Aural Reading Lab

SCOPE : Reading: basic skills

PURPOSE : To develop basic reading and vocabulary skills through use of a multimedia approach. The program concentrates on phonetics, word analysis and comprehension, and reading rate. Reading speed increases from 99 wpm to 256 wpm.

ENTRY LEVEL : 4th-grade reading comprehension and vocabulary skills

READABILITY : Grade level 4.0 to 8.0

DESIGNED FOR : Young adults

FORMAT : Forty tapes (one for each lesson), 40 four-page story cards, and a 42-page student workbook that includes a progress chart. Each lesson contains, in addition to the prerecorded tape, a story card with a response page. The teacher's manual contains a brief description and the purpose of each lesson, questions and answers and follow-up suggestions.

RECORD KEEPING : The program is entirely self-correcting. Comprehension and word skills are checked at the end of each lesson. After the student completes the written work, the answers are checked against answers given on the tape. The student's comprehension and reading rates are recorded on a special progress chart in the workbook.

REMEDICATION : Not specified

SUPERVISION : Recommended for individual instruction. Six identical story cards accompany each tape so that six students can use the program at any one time. A minimum of supervision is required once an instructor has explained the program.

TIME TO COMPLETE: Approximately 30 to 45 minutes for each lesson

- VALIDATION** : Informal testing in a local reading lab indicates a two-year gain in reading skills by junior high school students who have completed the program.
- COST** : Complete Program (includes 240 Story Cards, 30 Tapes, 30 Pupil Response Books, and three Teacher's Manuals
- |  |           |
|--|-----------|
| Cassette . . . . .   | \$ 339.00 |
| Additional Story Cards (pkg/6) (specify lesson number) . . . . . | .95       |
| Additional Pupil Response Books (each) . . . . .                 | .50       |
| Additional Teacher's Manuals (each) . . . . .                    | 2.25      |
- AVAILABILITY** : Immediate from publisher

**PUBLISHER** : IMPERIAL INTERNATIONAL LEARNING  
Box 548, Route 54 South  
Kankakee, Illinois 60901

**TITLE** : Studio 10 Reading Powerpacs

**SCOPE** : Reading: word analysis and work skills

**PURPOSE** : To capture the student's interest and help him develop basic word attack skills, visual and aural recognition of consonants and recognition of the vowels.

**READABILITY** : 2nd-grade reading level

**DESIGNED FOR** : Young adults

**FORMAT** : A multimedia program which consists of a series of reading Powerpacs. Each Powerpac contains 10 tapes, 30 copies of a response booklet for each tape, and a teacher's manual. The first tape and booklet in each series is a diagnostic test.

**RECORD KEEPING** : The test in each Powerpac provides a method of identifying the skills in which the student is deficient and, therefore, the lessons that the student needs. The lessons themselves are self-teaching and self-checking.

**REMEDICATION** : The program is a remedial program.

**SUPERVISION** : After the teacher corrects the tests and identifies the lessons which the student needs, work progresses at the student's own rate and performance is evaluated at each step.

**TIME TO COMPLETE**: Approximately 40 minutes per lesson

**VALIDATION** : Not available

**COST** : One unit ( 10 tapes, 30 student response booklets for each tape and teacher's manual). . . \$ 99.95  
One unit set of student response booklets (10 packages, one package of 30 per lesson) . . . . . 22.50  
Individual packages - 30 student booklets . . . . . 2.25  
Additional teacher's manuals (each) . . . . . 2.25

**AVAILABILITY** : Immediate from publisher

**PUBLISHER** : i/t/a/ - INITIAL TEACHING ALPHABET  
PUBLICATIONS, INC.  
6 East 43rd Street  
New York, New York 10017

**TITLE** : Breakthrough

**SCOPE** : Reading: word analysis, comprehension and vocabulary; systematic phonemic approach using an alphabet consisting of 44 i/t/a/ characters which have consistent sight-sound relationship.

**PURPOSE** : To take non-reader through consistent beginning reading environment to transition into traditional orthography

**ENTRY LEVEL** : Non-readers

**READABILITY** : Through transition into traditional orthography

**DESIGNED FOR** : Young and mature adults

**FORMAT** : Work sheets (spirit masters), flash cards and books. Student uses flashcards to learn sound-symbol relationships, then worksheets and, finally, books. Designed in two phases.

**RECORD KEEPING** : Pre-tests to ascertain entry point, worksheets accompany lessons

**REMEDIATION** : Not specified

**SUPERVISION** : Used by groups under direction of teacher

**TIME TO COMPLETE:** Approximately up to one academic year

**VALIDATION** : Contact publisher for data.

**COST** : Phase I:  
Teacher's Kit ( contains one copy of  
student materials and Spirit Masters) . \$ 35.00  
112 worksheet masters . . . . . 26.75  
Key-word picture cards . . . . . 3.00  
Teacher's manual, worksheets . . . . . 1.50  
Teacher's manual, paragraphs . . . . . .75

**COST (contd.)** : **Phase II:**  
Teacher's Kit (including 50 worksheet  
masters, teacher's manual, student  
materials) . . . . . \$ 18.50  
50 worksheet masters . . . . . 12.00  
Books 1 - 5 (each) . . . . . 1.00  
Teacher's Manual . . . . . 1.50

**AVAILABILITY** : **Immediate from publisher**

- PUBLISHER** : KEN COOK TRANSNATIONAL  
9929 West Silver Spring Road  
Milwaukee, Wisconsin 53225
- TITLE** : Adult Basic Communications
- SCOPE** : Language Arts; basic skills required for reading and writing;
- PURPOSE** : To enable young adults lacking the fundamental understanding of basic reading to attain an "employability" communications level through individualized automated instruction
- ENTRY LEVEL** : Total illiteracy or functional illiteracy
- READABILITY** : Not required
- DESIGNED FOR** : Young and mature adults with multi-ethnic backgrounds
- FORMAT** : Included with each of four separate units (comprising a total of 63 automated programs) are 50 sets of student workbooks and test books. The course is designed for use on the Mark IX S/R Automated Sound-Slide Teaching Machine and individualized, student-paced teaching machine using colored visuals and four-track audio to provide feedback appropriate to individual needs.
- RECORD KEEPING** : Immediate feedback with student-response feature on Teaching Machine. Intermediate progress tests enable regular self-evaluation. Each unit or series also offers a comprehensive review test for progress evaluation.
- REMEDICATION** : The multiple student-response feature in the Mark IX S/R Teaching Machine provides specific correction and remedial treatment for students. The instructor's key to progress tests and the workbook suggest specific programs to be repeated if the student's progress is weak.
- SUPERVISION** : Students work at their own pace, with scheduling at their convenience. Monitoring may be needed to check progress.



**TIME TO COMPLETE:** 125 hours for the program

**VALIDATION** : Programs are field-tested through the educational facilities of the Wisconsin State Reformatory, Green Bay, under the auspices of the Wisconsin Division of Corrections.

**COST** :

Complete Course . . . . .	\$ 7,950.00
Teaching Machine . . . . .	995.00
Unit 1: Basic (27 programs) . . . . .	3,645.00
Unit 2: Selecting a Trade (10 programs) . . . . .	1,350.00
Unit 3: Full-Time Employment (10 programs) . . . . .	1,350.00
Unit 4: Consumer Affairs . . . . .	2,000.00

**AVAILABILITY** : Immediate from supplier

**PUBLISHER** : LAIDLAW BROTHERS  
 Division of Doubleday & Co., Inc.  
 Thatcher & Madison Streets  
 River Forest, Illinois 60305

**TITLE** : Target Reading

**SCOPE** : Reading: comprehension, vocabulary and study skills, dictionary skills and paragraphing.

**PURPOSE** : To help develop and improve basic reading ability

**ENTRY LEVEL** : 3rd-grade comprehension and vocabulary skills

**READABILITY** : Ranges from grade levels 3.5 to 7.0

**DESIGNED FOR** : Young adults

**FORMAT** : Organized into six books which use inductive approval to motivate students to apply skills

**RECORD KEEPING** : Questions in each book are usually marked by teachers. Answer keys provided.

**REMEDIATION** : Not specified

**SUPERVISION** : Can be individualized with supervision

**TIME TO COMPLETE:** Lessons usually approximately 30 minutes; about 20 hours per book

**VALIDATION** : Not specified

**COST** : Books . . . . . \$ .96  
 Answer keys for each book . . . . . .60

**AVAILABILITY** : Immediately from publisher

**PUBLISHER** : McGRAW-HILL BOOK COMPANY  
1221 Avenue of the Americas  
New York, New York 10020

**TITLE** : Programmed Reading for Adults

**SCOPE** : Reading; basic skills

**ENTRY LEVEL** : Assumes functional illiteracy. Placement tests indicate starting level.

**READABILITY** : Ranges from grade levels 1.5 to 6.0

**DESIGNED FOR** : Young and mature adults

**FORMAT** : Consists of eight consumable texts, a placement test, three teacher's manuals, one sound-symbol booklet, one set of alphabet cards, one set of word cards, and one booklet of achievement tests.

**RECORD KEEPING** : Students receive immediate verification of each response. Teacher-evaluated tests following every 24 pages provide additional achievement information.

**REMEDICATION** : A large number of supplementary review exercises have been designed to be administered after students have completed the pages to which the exercises are keyed. They may be used either with groups or with individual students.

**SUPERVISION** : By employing a linguistic approach in a programmed format, the program is practically self-teaching. The initial orientation and small amount of tutoring required can be accomplished by following the teacher's guide.

**TIME TO COMPLETE:** Approximately 30 to 40 hours

**VALIDATION** : Contact publisher for validation

<b>COST</b>	:	Book 1: "The Letters of the Alphabet" . . . \$ 3.00 Book 1: Teacher's Edition . . . . . 5.72 Book 2: "The Sounds of Letters" . . . . . 2.64 Book 2: Teacher's Edition . . . . . 4.44 Book 3: "From Words to Sentences" . . . . . 2.64 Book 4: "Sentence Reading" . . . . . 2.64 Book 5: "Paragraph Reading" . . . . . 2.64 Book 6: "Consecutive Paragraphs" . . . . . 2.64 Book 7: "Content Analysis" . . . . . 2.64 Book 8: "Functional Reading" . . . . . 2.64 Teacher's Guide for Books 3 - 8 . . . . . 6.64 Word Cards . . . . . 19.50 Sound-Symbol Book . . . . . 6.64 Placement Tests(pkg/30) . . . . . 9.92 <span style="float: right;"><u>\$ 74.34</u></span>
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**AVAILABILITY** : Immediate from publisher

- PUBLISHER** : THE MACMILLAN COMPANY  
School Division  
866 Third Avenue  
New York, New York 10022
- TITLE** : The MacMillan Reading Spectrum of Skills
- SCOPE** : Reading: comprehension, word analysis,  
and vocabulary development
- PURPOSE** : To develop an 8.0 grade level mastery of  
reading comprehension and vocabulary skills  
and a 7.0 grade level mastery of word-analysis  
skills
- ENTRY LEVEL** : •  
2nd-grade word-analysis skills, 3rd-grade reading  
comprehension and vocabulary skills. A placement  
test helps to indicate the starting level for each  
student.
- READABILITY** : Ranges from grade levels 2.0 to 8.0
- DESIGNED FOR** : Young adults
- FORMAT** : Four copies each of 18 nonconsumable sequential  
instruction booklets; six each in the skill areas  
of reading comprehension, word analysis and  
vocabulary development. The Teacher's Guide  
contains placement tests, supplementary tests,  
and teaching suggestions. Consumable Pupil  
Record Books accompany the program.
- RECORD KEEPING** : The student keeps a record of progress in the  
Pupil Record Book. Teacher-evaluated tests  
provide additional information on student  
achievement.
- REMEDIATION** : Not specified
- SUPERVISION** : Students complete skill levels individually. Up to  
12 students can work at the same level on different  
skills. An instructor is required for providing  
individual help and for administering and evaluating  
tests.
- TIME TO COMPLETE:** Approximately 2 hours for each booklet, varying  
with the individual

VALIDATION	:	Not available	
COST	:	<u>The Complete Spectrum of Skills (includes</u> 4 copies each of the 18 skills booklets, 3 display boxes, 1 Teacher's Guide, and 1 Pupil Record Book)	\$ 126.45
		Booklets (each)	1.77
		Strands:	
		Comprehension	42.45
		Word Analysis	42.45
		Vocabulary Development	42.45
AVAILABILITY	:	Immediate from publisher	

**PUBLISHER** : MIND  
1133 Avenue of the Americas  
New York, New York 10036

**TITLE** : Reading Technology

**SCOPE** : Reading: word-attack skills, comprehension

**PURPOSE** : To permit diagnosis and learning of specific word attack skills

**ENTRY LEVEL** : Non-readers

**READABILITY** : 1.0 - 6.0 reading levels

**DESIGNED FOR** : Young and mature adults

**FORMAT** : Series of audio-visual cartridges which are used in relation to specific assessment. Students work along on worksheets. Post assessment takes place after instruction.

**RECORD KEEPING** : Students receive correct answers and explanations after each exercise. Next lesson in sequence is noted on Diagnostic Study Guide

**REMEDIATION** : None specified

**SUPERVISION** : Can be used by individuals or small groups. Teacher diagnoses and identifies skills to be studied with cartridges.

**TIME TO COMPLETE:** Varies depending on assessment of needs - can be utilized throughout instruction in word attack area.

**VALIDATION** : Not specified

**COST** : Mind Reading Technology Program  
The complete Reading Tech Program consists of the series shown below.  
Each series may be ordered separately:

Consonant Series-0299 -40 Cartridges . . .	\$2,000.00
Blend and Digraph Series-1399-13 Cartridges . . . . .	650.00
Substitution Series-0999-22 Cartridges. . .	1,100.00
Vowel Series-0699-24 Cartridges. . . . .	1,200.00
Syllable Division Series-1299-7 Cartridges	350.00

Diagnostic Series-0899 (The appropriate diagnostic cartridges are included with the cartridges shown for each series. However, the ten diagnostic cartridges may be ordered separately as a series for \$500.00)

**COST(contd.)** : **Comprehension Series-0799-10 Cartridges . \$ 500.00**  
**Total Reading Technology Program-999. . 5,800.00**

**Equipment and Accessories**

**MIND Courier 16, Model Fast Forward**  
 800 . . . . . **440.00**  
**Audiscan, Model 3000-800 . . . . . 375.00**  
**Audiscan, Model TSM-802 . . . . . 345.00**  
**Headset-810 . . . . . 15.00**  
**Instant Audio Repeat-811 . . . . . 127.00**

**Supportive Material**

Each program or laboratory order will included at no charge the Resource Manual and Diagnostic Answer Key and Study Guide. The price of each cartridge includes five laminated worksheets in a folder.

**Individual prices are:**

**Resource Manual-310 . . . . . 15.00**  
**Diagnostic Answer Key & Study Guide**  
 (required per 50 students)-311 . . . . . **3.00**  
**Laminated worksheets (set of 10)- . . . . . 3.00**  
**Individual Cartridge Price . . . . . 50.00**

**Workshop**

A one-day teacher orientation and in-service workshop is available at each location. Consultant fee is \$125.00 per day plus travel and living expenses.

**AVAILABILITY** : **Immediate from publisher**



**PUBLISHER** : NEW READER PRESS  
Laubach Literacy, Inc.  
Box 131  
Syracuse, New York 13210

**TITLE** : The New Streamlined English Series

**SCOPE** : Reading: phonics, vocabulary, comprehension,  
structural analysis

**PURPOSE** : To teach non-reading English speaking adults  
to read

**ENTRY LEVEL** : 0.0 reading level

**READABILITY** : Ranges between 0.0 and 5.0

**DESIGNED FOR** : Young or mature adult

**FORMAT** : Five semi-programmed skill books. Five  
readers are designed to be used in conjunction  
with skill books to build on what the student  
has learned.

**RECORD KEEPING** : Review is achieved through checkup pages and  
listen and write exercises.

**REMEDICATION** : Not specified

**SUPERVISION** : Semi-programmed, to be used under supervision of  
tutor

**TIME TO COMPLETE:** Not specified

**VALIDATION** : Not specified

**COST** : Skill Books:  
One . . . . . \$ 1.10  
Two . . . . . 1.20  
Three . . . . . 1.40  
Four and Five . . . . . 1.60

<b>COST: (contd.)</b>	:	<b>Readers:*</b>	
		"In the Valley" . . . . .	\$ .55
		"City Living" . . . . .	.55
		"New Ways" . . . . .	.65
		"People and Places" . . . . .	.65
		"Opening Doors" . . . . .	1.25

**AVAILABILITY** : Immediate from publisher

\* Additional titles are available from the publisher.

**PUBLISHERS** : NOBLE AND NOBLE, PUBLISHERS, INC.  
1 Dag Hammarskjold Plaza  
245 East 47th Street  
New York, New York 10017

**TITLE** : Operation Alphabet

**SCOPE** : Reading, Writing, World of Work

**PURPOSE** : To provide training in word recognition, structural analysis, phonics, writing practice and vocabulary drill for illiterate adults through a 2.0 grade level

**ENTRY LEVEL** : Complete illiteracy with only a speaking knowledge of English

**READABILITY** : Ranges from grade levels 1.0 to 2.0

**DESIGNED FOR** : Young and mature adults

**FORMAT** : A series of illustrated lessons geared to the adult's daily needs, consisting of three basic, soft-cover lesson books and eight supplementary study books in hard or soft cover and two teacher's guides. See COST for complete description.

**RECORD KEEPING** : An achievement test follows every lesson. The material learned in one lesson is reinforced in subsequent lessons.

**REMEDICATION** : Not specified

**SUPERVISION** : Suitable for individual or group instruction, this program requires a teacher for the three basic texts. Study books can be used independently.

**TIME TO COMPLETE:** Approximately 150 hours for the series

**VALIDATION** : Case studies available from publisher

**COST** :

"Operation Alphabet 1" . . . . .	\$ 2.00
Teacher's Guide . . . . .	2.00
"Operation Alphabet 2, Part One" . . . . .	2.50
"Operation Alphabet 2, Part Two" . . . . .	2.50
Teacher's Guide (for Parts One and Two) . . . . .	2.00

"Write it Down" (handwriting book covering both manuscript and cursive forms) (paperback) . . . . .	\$ 1.36
(A Teacher's Guide is provided free.)	
"Everyday English and Basic Word List for Adults" (contains more than 1000 essential words with numerous practice exercises) (paperback) . . . . .	1.72
"From Words to Stories" (a basic text which gradually progresses in a framework of 147 words from simple sentences to simple stories; includes suggested lesson plans)(paperback). . . . .	2.12
"Live and Learn" (readings with exercises in a framework of 600 words)(paperback)	2.64
"How We Live"(easy readings with numerous exercises for adults with limited ability to read)(paperback) . . . .	2.64
"Your Family and Your Job" (intermediate text that builds the student's vocabulary while introducing him to increasingly complex story situations) (paperback) . . . . .	2.12
"Write Your Own Letters" (simple course in writing business and social letters) (paperback) . . . . .	1.08
"We Want You" (designed to help orient the high school or adult job seeker to an employer's needs and expectations) (paperback) . . . . .	.75

AVAILABILITY : Immediate from publisher

**PUBLISHER** : ODDO PUBLISHING, INC.  
 Storybook Acres  
 Beauregard Boulevard  
 Fayetteville, Georgia 30214

**TITLE** : Photo-phonics I & II; Photo-cabulary\*

**SCOPE** : Reading: phonics, oral vocabulary, comprehension,  
 spelling and writing

**PURPOSE** : To teach the non-reading adult to read using sight  
 and sound as the basic avenues to learning

**ENTRY LEVEL** : Non-readers

**READABILITY** : Ranges between 0.0 and 6.0

**DESIGNED FOR** : Young and mature adults

**FORMAT** : Workbooks in which the student fills in the  
 answers; with numerous pictures.

**RECORD KEEPING** : Teacher frequently checks workbooks. Self-  
 evaluation encouraged.

**REMEDICATION** : Not specified

**SUPERVISION** : Class group is led by teacher

**TIME TO COMPLETE:** Each lesson designed for four hour class

**VALIDATION** : Not specified

**COST** : Photo-phonics I . . . . . \$ 1.76  
 Photo-phonics II . . . . . 2.00  
 Photo-cabulary . . . . . 2.45

**AVAILABILITY** : Immediate from publisher

\*Formerly published by Gifted Teachers' Books

- PUBLISHER** : OPEN COURT PUBLISHING COMPANY  
1039 Eighth Street  
LaSalle, Illinois 61301
- TITLE** : Remedial Reading Program
- SCOPE** : Reading, Language Arts: reading, word-attack spelling, writing and composition
- PURPOSE** : To serve as an intensive phonics approach to the teaching of reading. After developing word-attack skills, the materials are correlated to teach reading, writing, spelling and composition. As a total language-arts remedial program it is designed to advance the student by at least one academic year.
- ENTRY LEVEL** : 4th-grade and above reading on primary levels
- READABILITY** : Ranges from grade levels 1.0 to 4.0
- DESIGNED FOR** : Although the program material appeals to young adults from a variety of backgrounds, it has special inner-city applications.
- FORMAT** : The program has three main parts: phonic sessions, oral reading and discussion sessions, and composition sessions. Materials include texts, sound cards, sentence cards, phonograph records, progress charts, response cards and teacher's guides. The program starts at the beginning of reading instruction by using a code-breaking approach designed to create phonetic word-attack skills. Students hear, see, say, and write each of the 43 basic sounds as they are encountered in logical progression.
- RECORD KEEPING** : Charts are used to record student progress
- REMEDICATION** : Not specified
- SUPERVISION** : The program is designed solely for classroom use and requires the full-time presence of a teacher. It does have built-in flexibility in that the materials within each lesson are arranged by level of difficulty. The teacher can therefore assign the lists of simpler words to the slower students and lists of more difficult words to the more advanced students.

**TIME TO COMPLETE:** 75 to 90 instructional hours

**VALIDATION** : Program has been field-tested in more than 100 classrooms. Consult publisher for further details.

**COST** : Classroom materials(including Teacher's Guide to "Breaking the Code", Teacher's Guide to "A Magic World", Word Line Book, one set of Wall Sound Cards, one set of Sound Flash Cards, two sets of Individual Sound Cards, one set of Word Line Sentence Cards, Phonograph Record No. II, Penmanship Paper, and one package of Progress Charts) . . . . . \$ 35.00

Individual materials including "Breaking the Code" (Basic Student Text), "A Magic World" (student hard-bound reader), Response Cards (for developing ability to identify sounds), and "Men and Moments" (series of 20 looseleaf stories for supplementary reading) . . . . . 7.00

**AVAILABILITY** : Immediate from publisher. Being rewritten with adult interest level as objective, available in 1974.

- PUBLISHER** : PERCEPTUAL DEVELOPMENT LABS  
P. O. Box 1911  
Big Spring, Texas 79720
- TITLE** : Intermediate Reading
- SCOPE** : Reading: visual perception, vocabulary development, and reading speed
- PURPOSE** : Student develops reading skills to a 7.0 grade level. Training is provided in visual perception, vocabulary development, and controlled reading.
- ENTRY LEVEL** : 5th-grade reading skills
- READABILITY** : Ranges from grade levels 5.0 to 7.0
- DESIGNED FOR** : Young and mature adults
- FORMAT** : 11-16 mm films, seven instructional film loops, a printed instructor's manual, and 20 student workbooks. Films deal with orientation to the program and such reading skills as skimming, critical reading, and speed reading. The film loops are used for developing efficient eye movement. Each student records answers to drills in the student workbook.
- This program is accompanied by a Perceptoscope Mark III Model 100. For a description of this projector refer to Developmental Reading, published by Perceptual Development Labs.
- RECORD KEEPING** : The student keeps a record of progress in the Student Record Book.
- REMEDICATION** : Not specified
- SUPERVISION** : Individualized and group instructional situations for 20 students or less. Instructor responsibility includes operation of the equipment and guidance of group discussion.
- TIME TO COMPLETE:** Approximately 30 hours for the entire program



**VALIDATION** : The program was used at the Breckenridge Job Corps Center in Morganfield, Kentucky. Two forms of the Nelson Denny Diagnostic Tests were used as pre- and post-tests. Students showed a 3.2 grade level gain.

**COST** : Complete Program (20 students) . . . . . \$ 590.00  
Perceptoscope Mark III Model 100 . . . . . 1,595.00  
Perceptoadapter . . . . . 70.00  
Projector Lamps, DKP (3). . . . . 30.00  
Wheelit Projection Stand and Cart. . . . . 72.00

**AVAILABILITY** : Immediate from publisher

**PUBLISHER** : PERCEPTUAL DEVELOPMENT LABS,  
P. O. Box 1911  
Big Spring, Texas 79720

**TITLE** : Reading Improvement

**SCOPE** : Reading: comprehension

**PURPOSE** : To improve reading comprehension and  
vocabulary to a 9.0

**ENTRY LEVEL** : 6th-grade level in reading comprehension and  
vocabulary

**READABILITY** : Ranges from grade levels 6.0 to 9.0

**DESIGNED FOR** : Young and mature adults

**FORMAT** : 10 reading modules, each containing a filmed  
article, tachistoscopic practice material with  
comprehension and word power tests, a related  
printed article, instructor resource material,  
and student record books. Two special features  
are reading background loops that permit control  
of reading speed and a digital clock film that  
displays the amount of time that has passed.

**RECORD KEEPING** : A progress record is kept by the student.

**REMEDICATION** : Not specified

**SUPERVISION** : Intended for classroom use with groups of 25  
students or less. Instructor is necessary for  
providing individual assistance.

**TIME TO COMPLETE:** Not specified

**VALIDATION** : Not available

**COST** : Complete Set (10 modules, for 25  
students) . . . . . \$ 431.25  
Individual modules . . . . . 43.50  
Perceptoscope . . . . . 1,595.00  
Perceptoadapter . . . . . 70.00  
Projection Lamps (3) . . . . . 30.00  
Wheelit Projection Stand and Cart . . . . . 72.00  
(For cost of individual components,  
contact publisher)

**AVAILABILITY** : Immediate from publisher

PUBLISHER : PERCEPTUAL DEVELOPMENT LABS  
P. O. Box 1911,  
Big Spring, Texas 79720

TITLE : Developmental Reading

SCOPE : Reading: comprehension, word analysis, skimming,  
scanning, critical reading

PURPOSE : To advance average readers from upper elemen-  
tary through 10th-grade

READABILITY : Ranges from 4.0 through 10.0

DESIGNED FOR : Young and mature adults

FORMAT : Consists of 16 mm films to be used in Percepto-  
scope. Six film loops and various printed sight  
tests and booklets. Instructor's manuals.

RECORD KEEPING : A series of tests and booklets pace students.  
A group record form is also available.

REMEDICATION : Not specified

SUPERVISION : Teacher required for lectures, class manage-  
ment and operation of equipment.

TIME TO COMPLETE: Not specified

VALIDATION : Not specified

COST : Complete Kit . . . . . \$785.00

AVAILABILITY : Immediate from publisher

PUBLISHER : PERCEPTUAL DEVELOPMENT LABS  
P. O. Box 1911  
Big Spring, Texas 79720

TITLE : Reading and Writing with Phonics

SCOPE : Reading: phonics and sight vocabulary development

PURPOSE : To aid students in learning basic sounds and letters of English, the sounds in combination, a "sight" vocabulary and use of words in sentences.

ENTRY LEVEL : Beginning readers

READABILITY : Ranges in reading levels from 0.0 to 3.0

DESIGNED FOR : Young and mature adults

FORMAT : Five 16mm films for Percepto-scope; 12 film loops and two audio tapes. Films relate to orientation, the alphabet, phonic combinations, vocabulary and sentences; loops to phonics. Tapes contain alphabet sounds or phonic combinations.

RECORD KEEPING : Not specified

REMEDICATION : Not specified

SUPERVISION : Individualized and group instructional situations for 20 students or less. Instructor's responsibility includes operation of equipment and guidance.

TIME TO COMPLETE: Between 30 and 40 hours

VALIDATION : Not specified

COST : Complete Program . . . . . \$ 670.00  
(Equipment: see other listing of publisher)

AVAILABILITY : Immediate from publisher

**PUBLISHER** : PROGRAMS FOR ACHIEVEMENT IN READING, INC.  
Abbott Park Place  
Providence, Rhode Island 02903

**TITLE** : Basic Studies

**SCOPE** : Reading, Study Skills, Word Study, Writing,  
Speaking, Listening, Mathematics

**PURPOSE** : To prepare unqualified or marginal students for  
studies at 8th-grade levels or higher. Used as  
a prep course to qualify students to enter high-  
school equivalency study-program and as prepa-  
ration for students to enter high school and  
college freshman level classes.

**ENTRY LEVEL** : 2nd-grade reading level

**READABILITY** : Ranges from 2nd-grade up

**DESIGNED FOR** : High School - College - Adult

**FORMAT** : The program consists of a complete instructor's  
guide with lesson plans and these three textbooks:  
1. "Reading and Word Study"  
2. "Writing, Speaking and Listening"  
3. "Understanding Mathematics"  
4. Pre- and Post-Test, BASIC STUDIES  
INVENTORY supplied for each student

**RECORD KEEPING** : Complete graphing system for each activity in  
program

**REMEDICATION** : Dual sensory input on all reading articles. Complete  
set of cassette tapes is played simultaneously with  
the reading of each article. All vocabulary, compre-  
hension questions, and comprehension answer  
choices are previewed both visually in the text and  
orally in the cassette program.

**SUPERVISION** : Much classroom work is individual. At this level,  
classroom supervision is desirable.

**TIME TO COMPLETE:** 45 to 150 hours for entire program

**VALIDATION** : Statistical comparison of pre- and post-test  
scores is being compiled by publisher.

<b>COST</b>	:	<b>Complete set (3 texts and Basic Studies Inventory tests)(one set for each student) . . . . .</b>	<b>\$ 12.75</b>
		<b>Classroom set of 24 cassettes . . . . .</b>	<b>144.00</b>
		<b>Grouping set of 48 . . . . .</b>	<b>264.00</b>
		<b>Individual Learning set of 96 cassettes . .</b>	<b>480.00</b>
<b>AVAILABILITY</b>	:	<b>Immediate from publisher</b>	

**PUBLISHER** : PROGRAMS FOR ACHIEVEMENT IN READING, INC.  
Abbott Park Place,  
Providence, Rhode Island 02903

**TITLE** : Powerreading

**SCOPE** : Reading: comprehension, vocabulary development  
and phonetic analysis

**PURPOSE** : To increase reading efficiency and develop effective  
study habits to a 5.0 grade level while building  
skills in comprehension, word building and phonetic  
analysis

**ENTRY LEVEL** : 4th-grade reading skills

**READABILITY** : Ranges from grade levels 3.0 to 12.0

**DESIGNED FOR** : Young and mature adults

**FORMAT** : The program consists of an instructor's guide and  
the following five consumable books:  
Book One: "Reading for Power"  
Book Two: "Reading for Speed"  
Book Three: "Word Study"  
Book Four: "Personal Reading Record"  
Book Five: "Selective Reading"

**RECORD KEEPING** : Student records progress in Book Four, "Personal  
Reading Record." Charts provide for recording  
hourly progress in every skill activity covered by  
the program.

**REMEDIA'TION** : Minimum scores on review tests following each book  
must be reached for student to progress through  
program.

**SUPERVISION** : Prescribed for individual instruction. Some super-  
vision is required to check progress

**TIME TO COMPLETE:** 30 to 50 hours for entire program, varying with  
individual

**VALIDATION** : Statistical comparison of pre- and post-test scores,  
including time-lapse studies, are available from  
the publisher.

**COST** : Complete Set . . . . . \$ 12.90  
[One set needed for each student.]

**AVAILABILITY** : Immediate from publisher

**PUBLISHER** : PROGRAMS FOR ACHIEVEMENT IN READING, INC.  
Abbott Park Place  
Providence, Rhode Island 01903

**TITLE** : High School Equivalency Prep Program

**SCOPE** : Reading

**PURPOSE** : To prepare non-high school graduates to pass the GED examination

**ENTRY LEVEL** : 4th-grade reading level

**READABILITY** : Ranges from grade levels 3.0 to 12.0. Program allows for individualized diagnosis.

**DESIGNED FOR** : Adults who have not completed a standard high school education

**FORMAT** : The program consists of "Powereading", Books 1 to 4 (see Powereading, Reading Section, under this publisher's name), a basic English-review text, a basic mathematics book, a test guide, and an instructor's manual. Practice with sample GED test questions is part of the program.

**RECORD KEEPING** : The test guide contains a sample high school equivalency test for practice along with sample test questions in all five test areas. Answers to all the exercises are contained in the instructor's manual.

**REMEDICATION** : Not specified

**SUPERVISION** : Designed for individual study. An instructor should be assigned to monitor progress.

**TIME TO COMPLETE:** 90 to 150 hours

**VALIDATION** : Not available

**COST** : Complete Program (includes 7 consumable books, test guide, and instructor's

**AVAILABILITY** : Immediate from publisher



**PUBLISHER** : READER'S DIGEST SERVICES, INC.  
Pleasantville, New York 10570

**TITLE** : Adult Readers

**SCOPE** : Reading: comprehension and word analysis

**PURPOSE** : To meet the special needs of adults learning to read and of adolescents requiring special attention with such reading problems as comprehension and word analysis. Student should attain 4.0 grade level in reading skills by completion of the program.

**ENTRY LEVEL** : Basic sight-reading vocabulary of 100 words

**READABILITY** : Step One (four books): grade levels 1.2 to 2.1  
Step Two (four books): grade levels 2.2 to 3.1  
Step Three (four books): grade levels 3.2 to 4.1

**DESIGNED FOR** : Young and mature adults

**FORMAT** : A series of 12 workbook-type supplementary Readers of 32 pages each. Brief exercises for developing comprehension and word-attack skills follow each selection. Answers are provided to all exercises. The Readers offer easy-to-read type and four-color illustrations. The teacher's manual contains a reading-skills chart. Each number on the chart indicates the page on which a specific skill is developed. More than one skill may be developed in a single exercise.

**RECORD KEEPING** : Each Reader contains comprehension quizzes following each selection and a progress chart for recording reading rates and comprehension scores. Answer keys are provided.

**REMEDICATION** : Not specified

**SUPERVISION** : The program is prescribed for individual use with minimum of supervision.

**TIME TO COMPLETE:** Approximately 12 to 20 hours for each Reader

**VALIDATION** : Not available

**COST** : Complete Set (including 12 Readers and a  
15 page Teacher's Manual) . . . . . \$ 3.60  
Books (each) . . . . . .30

**AVAILABILITY** : Immediate from publisher

**PUBLISHER** : **READER'S DIGEST SERVICES, INC.**  
Pleasantville, New York 10570

**TITLE** : **Reader's Digest Readings**

**SCOPE** : **Reading: comprehension and vocabulary building**

**PURPOSE** : **To improve reading vocabulary and comprehension of persons studying English as a second language. The series is designed to increase students' vocabulary to 1,500 words.**

**ENTRY LEVEL** : **Books One and Two assume a 500-word reading vocabulary in English.**

**READABILITY** : **Ranges from grade levels 2.0 to 4.0**

**DESIGNED FOR** : **Young and mature adults speaking nonstandard English or foreign language.**

**FORMAT** : **A series of six consumable 144-page books. Each book is illustrated and features a footnote definition of each new word that is introduced. A glossary is also included. Each new word is introduced in heavy type, defined in the footnote, and often depicted by illustration.**

**RECORD KEEPING** : **All books offer quizzes to test comprehension and promote vocabulary growth. Answers to exercises are included in the back of the book.**

**REMEDICATION** : **Not specified**

**SUPERVISION** : **Work can be completed independently in the classroom or after class. Minimal supervision is required.**

**TIME TO COMPLETE:** **Approximately 10 hours for each book**

**VALIDATION** : **Not specified**

**COST** : **Complete Set (includes six books) . . . . . \$ 5.40**

**AVAILABILITY** : **Immediate from publisher**

**PUBLISHER** : READER'S DIGEST SERVICES, INC.  
Pleasantville, New York 10570

**TITLE** : Skill Builder Reading Program

**SCOPE** : Reading: word attack and comprehension

**PURPOSE** : To strengthen reading skills, including comprehension, vocabulary, reading rate, and writing skills. Material is structured to bring the student to a 10.0 grade reading level.

**ENTRY LEVEL** : 4th-grade reading skills

**READABILITY** : Ranges from grade levels 4.0 to 10.0

**DESIGNED FOR** : Young and mature adults

**FORMAT** : The program for Levels 4 to 6 consists of 18 illustrated 144-page readers with five Skill Builders and one Science Reader for each level. Included in Levels 7 and 8 are two 160-page "Advanced Skill Builders" and one 140-page "Improve Your Reading" text. "Improve Your Reading" parts 3 and 4, cover Levels 9 and 10. An Advanced Practice Pad and a series of six Progress Record Booklets are used at Levels 4, 5, and 6. Four story-dramatization cassette tapes are provided for Level 4 and two cassette tapes for Level 6 (the narrator on the tapes leads the student through the story exercises in the Skill Builders). A Master Manual and an Answer Key Booklet covering the New Reading Skill Builders are available for the entire program.

**RECORD KEEPING** : Not specified

**REMEDATION** : Advanced Practice Pad provides exercise material designed to build and reinforce decoding skills. It may be used in conjunction with, or independently of, the Skill builders, focusing on skills that need reinforcement.

**SUPERVISION** : Although the Readers (Reading Skill Builders) are self-directed and suitable for home study, an instructor is required to determine the student's initial reading level and to monitor his progress. The program can be individualized in a classroom situation.

<b>TIME TO COMPLETE:</b>	Approximately 30 to 45 minutes for each lesson, varying with the individual
<b>VALIDATION</b>	: Not available
<b>COST</b>	: Readers:
	Grade 1: . . . . . \$ .66
	Grades 2 - 6 (each) . . . . . .90
	Practice Pad (1, 2, 3) (each) . . . . . .66
	Advanced (4, 5, 6) (each) . . . . . .84
	Master Manual . . . . . .90
	Answer Key Booklet . . . . . .75
	Cassettes (packet of 6) (Levels 1 - 6)
	(each level) . . . . . 35.70
	Records (12") (Levels 1 - 6) (each level) . . . 29.70
<b>AVAILABILITY</b>	: Immediate from publisher*

\* There are also related materials available for the extension of reading, writing, and speaking skills through grade level 12.0 in the Educational Edition of the Reader's Digest. This program consists of the regular edition of the magazine with a 24-page insert that includes exercises and quizzes in such areas as reading comprehension, vocabulary, and word analogies. An answer key is included at the back of the insert. A teacher's edition is furnished with minimum orders of 10. Contact the publisher for additional information.

- PUBLISHER** : REHABILITATION RESEARCH FOUNDATION  
P. O. Box 3587  
Montgomery, Alabama 36109
- TITLE** : Individualized Reading Instructional System (IRIS)
- SCOPE** : Reading: vocabulary development, word-attack skills, and comprehension
- PURPOSE** : To develop students' reading skills to a point where they can function in other aspects of basic education, vocational training, and employment.
- ENTRY LEVEL** : Students are tested and placed in appropriate reading instructional track where they can experience success before moving into more challenging modules of instruction. The reading tracks can accommodate students whose reading ability ranges from 0.0 to 7.0.
- READABILITY** : The IRIS guide is designed for use by the reading manager (teacher). The instructional materials are designed for students with a wide range of reading abilities.
- DESIGNED FOR** : Young and mature adults
- FORMAT** : Systematizes the use of commercially published reading instructional materials for self-pacing individualized, or independent learning. Reasonably priced hardware (cassette players) and reusable software reduce the cost. Guidelines for establishing, managing, and maintaining the reading instructional program are included in the guide.
- RECORD KEEPING** : An individual file is kept on each student. Suggested forms for total record keeping are included in the guide.
- REMEDICATION** : Module tests provide immediate feedback to the reading manager for any additional remediation which may be needed.
- SUPERVISION** : A reading manager can manage one reading instructional lab which simultaneously accommodates approximately 15 students with varying degrees of learning ability.

- TIME TO COMPLETE:** Since the material is primarily self-paced and self-instructional, the length of time varies with each individual's ability.
- VALIDATION** : For validation information contact Rehabilitation Research Foundation
- COST** : The guide, Individualized Reading Instructional System, costs \$18.00 (FOB) Montgomery, Alabama). Costs for establishing and maintaining the system are outlined in the guide.
- AVAILABILITY** : Immediate from publisher

**PUBLISHER** : RESEARCH FOR BETTER SCHOOLS, INC.  
Suite 1100  
1700 Market Street  
Philadelphia, Pennsylvania 19103

**TITLE** : Individualized Learning for Adults

**SCOPE** : Reading: phonic analysis, structural analysis,  
vocabulary development, comprehension and  
study skills

**PURPOSE** : To upgrade reading skills through better under-  
standing of the art of reading

**ENTRY LEVEL** : Anywhere from 0. to 10.0

**READABILITY** : Young and mature adults

**DESIGNED FOR** : Young and mature adults

**FORMAT** : 129 booklets, one for each performance  
objective. 42 cassettes give audio support as  
needed. Skill tests A and B used in terms of  
instructor's decisions. Individualized. Each  
performance objective is tested for mastery.

**REMEDICATION** : Not specified other than recycling

**SUPERVISION** : Each student works at his own pace. Management  
system for teacher is provided.

**TIME TO COMPLETE:** Not specified

**COST** : Contact publisher for cost data, varies with  
students' needs

**AVAILABILITY** : Immediate from publisher

**PUBLISHER** : SCHOLASTIC MAGAZINES, INC.  
50 West 44th Street  
New York, New York 10036

**TITLE** : Action and Double Action

**SCOPE** : Reading: word-attack, comprehension and  
vocabulary development

**PURPOSE** : To move students who are poor readers through  
high interest materials to improve skills and build  
confidence.

**ENTRY LEVEL** : 2.0 reading level

**READABILITY** : Ranges from level 2.0 through 5.0 in Double  
Action

**DESIGNED FOR** : Young adults

**FORMAT** : Unit story books and exercise books are correlated  
on 12" LP record which introduces skills. Class  
interaction is encouraged.

**RECORD KEEPING** : Summary sheets keep track of progress.

**REMEDIATION** : Not specified

**SUPERVISION** : Small group or class works on a unit under  
supervision of a teacher

**TIME TO COMPLETE:** Usually a semester

**VALIDATION** : Not specified

**COST** : Action unit for 20 students and  
teacher's guide . . . . . \$ 87.75\*  
Double Action unit for 20 students  
and teacher's guide . . . . . 97.50\*

**AVAILABILITY** : Immediate from publisher

\* Separate book prices are available from the publisher.



**PUBLISHER** : SCIENCE RESEARCH ASSOCIATES, INC.  
259 East Erie Street  
Chicago, Illinois 60611

**TITLE** : Pilot Library Series; Pilot Libraries IIa, IIb  
IIc and IIIb

**SCOPE** : Reading; comprehension and vocabulary development

**PURPOSE** : To improve independent reading skills from grade levels 2.0 to 5.0

**ENTRY LEVEL** : Library IIa: 2nd-grade level  
Library IIb: 3rd-grade level  
Library IIc: 4th-grade level  
Library IIIb: 5th-grade level

**READABILITY** : Ranges over several grade levels for each library  
Library IIa: grade levels 2.0 to 7.0  
Library IIb: grade levels 3.0 to 8.0  
Library IIc: grade levels 4.0 to 9.0  
Library IIIb: grade levels 5.0 to 12.0

**DESIGNED FOR** : Young adults

**FORMAT** : Each of the four libraries contains 72 selections from full-length books. The selections, called Pilot Books, are from 24 to 32 pages long. Comprehension exercises for each selection are in the Student Record Book for Libraries IIa, IIb and IIc. Student Record Books have to be ordered for each student.

**RECORD KEEPING** : The student checks answers in the Key Booklet and keeps a record of progress in the Student Record Book.

**REMEDICATION** : Not specified

**SUPERVISION** : The program is designed for use by individual students and requires little or no supervision.

**TIME TO COMPLETE:** Approximately one hour to complete each Pilot Book and the accompanying exercises, varying with the individual

**VALIDATION** : Not available

COST	:	Pilot Library Set IIa, IIb, or IIc . . . . .	\$ 100.00
		Student Record Book (one per student) (each) . . . . .	.85
		Pilot Library Set IIIb . . . . .	100.00
		Student Worksheet (complete set of 72 pads) (initial supply: one 10-page pad per Pilot Book). . . . .	16.80
		Teacher's Handbook . . . . .	2.10
		Key Booklets (each additional copy). . . . .	3.20
		Specimen Set . . . . .	6.10
AVAILABILITY	:	Immediate from publisher	

- PUBLISHER** : SCIENCE RESEARCH ASSOCIATES, INC.  
259 East Erie Street  
Chicago, Illinois 60611
- TITLE** : Dimensions in Reading Series: We are Black
- SCOPE** : Reading: comprehension and vocabulary development
- PURPOSE** : To increase reading comprehension and vocabulary development to a 5.0 grade level, to motivate interest in reading and to develop awareness of black people's heritage
- ENTRY LEVEL** : 2nd-grade skills in reading, vocabulary and comprehension
- READABILITY** : Ranges from grade levels 2.0 to 6.0
- DESIGNED FOR** : Young and mature adults concerned with the historical and modern role of black people
- FORMAT** : The program, packaged in one kit, consists of 120 four-page Reading Selections, 120 Skill Cards, 40 Key Booklets, 40 Student Books and one Teacher's Handbook. The selections are grouped in six progressive levels of reading difficulty. The reading selections deal with contributions of famous and unknown, modern and historical American and non-American black people. The student reads each selection and completes the vocabulary and comprehension exercises found on the Skill Cards.
- RECORD KEEPING** : The student keeps a record of progress in the Student Record Book and is aware of improvement while advancing to each of the more difficult levels.
- REMEDIATION** : Not specified
- SUPERVISION** : The kit is designed for use by 40 students or less working on an individualized basis with or without supervision. Selections that can be read to students are in the teacher's handbook and can be used at the instructor's discretion.
- TIME TO COMPLETE:** Approximately 30 to 45 minutes for each lesson, varying with the individual

VALIDATION : Not available

COST : Complete Kit . . . . . \$ 80.00  
Additional Student's Books . . . . . .51  
Additional Teacher's Handbook . . . . . .72

AVAILABILITY : Immediate from publisher

- PUBLISHER** : SCIENCE RESEARCH ASSOCIATES, INC.  
259 East Erie Street  
Chicago, Illinois 60611
- TITLE** : Reading for Understanding (Junior Edition)
- SCOPE** : Reading: comprehension
- PURPOSE** : To learn to analyze ideas and draw logical conclusions from materials to an 8.0 grade level
- ENTRY LEVEL** : 2nd-grade level reading comprehension and vocabulary development. Placement tests are provided so that the student can begin to work at his own level.
- READABILITY** : Ranges from grade levels 2.0 to 8.0
- DESIGNED FOR** : Young adults
- FORMAT** : Packaged in one kit, series contains 400 lesson cards, a consumable Student Record Book, Placement Tests, Answer Key Booklets, and a Teacher's Handbook. Lesson cards are arranged in 100 steps of progressively difficult reading with four lessons at each level. After reading one of the ten paragraphs on each lesson card, the student selects the best of four suggested conclusions. The student records answers in the Student Record Book. The correct answers are in the Answer Key Booklets.
- RECORD KEEPING** : The student checks answers to the exercises, then charts progress in the Student Record Book.
- REMEDIATION** : Not specified
- SUPERVISION** : The program is designed for use by individual students or by a small group of up to four students working on the same level. An instructor is required for administering and evaluating placement tests.
- TIME TO COMPLETE:** Approximately 20 to 30 minutes for each lesson, varying with the individual



**PUBLISHER** : SCIENCE RESEARCH ASSOCIATES, INC.  
259 East Erie Street  
Chicago, Illinois 60611

**TITLE** : Reading Laboratory Series: Reading Laboratory IIIa Kit

**SCOPE** : Reading: comprehension, word-attack, vocabulary development, and speed reading

**PURPOSE** : To develop and improve skills in reading comprehension, vocabulary development, word attack and listening, and to improve reading rate from a 3.0 to 6.0 grade level

**ENTRY LEVEL** : 3rd- grade reading vocabulary and comprehension skills. A short placement test in the student record book helps to place the student at one of the reading levels in the program.

**READABILITY** : Ranges from grade levels 3.0 to 11.0

**DESIGNED FOR** : Young adults

**FORMAT** : The program, packaged in one kit, contains the following materials:  
1. 15 power builders at each of 10 reading levels. These are four-page reading selections followed by exercises.  
2. A teacher's handbook containing 10 listening skill builder selections, designed to develop the student's ability to understand and retain what is heard. The teacher reads a selection, and the student answers comprehension exercises and records answers in the student record book.  
3. Short, timed, reading rate builders designed to develop speed and concentration.  
4. One student record book. Additional copies must be ordered for each student using the program. A recorded system in cassette or open-reel tapes, called Sychroteach, accompanies the kit. This system gives the student step-by-step instructions on how to use the program. In addition, it narrates listening skill builder selections. The instructor is therefore freed from performing these tasks.

**RECORD KEEPING** : The student record book is used to record responses, correct them, and keep a record of progress.

**REMEDATION** : Not specified

- SUPERVISION** : The program is designed for individual student use or for groups of up to 15 students working on the same level. An instructor is required for explaining use of the program, administering and evaluating placement tests, and for reading selections aloud. If the Synchroteach is used, minimum teacher guidance is necessary except for administering and evaluating placement tests.
- TIME TO COMPLETE:** Approximately 30 to 45 minutes for each power builder lesson, varying with the individual
- VALIDATION** : Not available
- COST** :
- |  |           |
|--|-----------|
| Reading Laboratory IIIa Kit (1964 Edition) . . | \$ 107.90 |
| Student Record Book (1 per student)(each) . .  | .84       |
| Teacher's Handbook ( each additional copy) .   | 2.59      |
| Specimen Set . . . . .                         | 4.40      |
| Synchroteach                                   |           |
| Cassette . . . . .                             | 51.40     |
| Open-reel tape. . . . .                        | 46.87     |
- AVAILABILITY** : Immediate from publisher
- RELATED MATERIAL:** There are also other kits available for lower and higher grade and interest levels. These kits follow the same general format as the one described here. For additional information contact the publisher.



**PUBLISHER** : SCIENCE RESEARCH ASSOCIATES, INC.  
259 East Erie Street  
Chicago, Illinois 60611

**TITLE** : New Rochester Occupational Reading Series

**SCOPE** : Reading: world of work

**PURPOSE** : To master reading comprehension and vocabulary skills at 3.0, 4.0 or 5.0 grade levels while gaining information about the world of work

**ENTRY LEVEL** : Level 1: approximately 2nd grade  
Level 2: approximately 3rd to 4th grades  
Level 3: approximately 4th to 5th grade

**READABILITY** : Ranges from grade level 2.0 to 5.0

**DESIGNED FOR** : Young and mature adults

**FORMAT** : Three hard-bound texts, five consumable exercise books, and a teacher's guide. Each text is on a different reading level; however, the content, sequence and illustrations are the same for the three books. After students read a selection in the text appropriate to their individual reading level, the teacher conducts a class discussion in which students participate in suggested class activities and complete the comprehension and vocabulary exercises in the exercise book. The exercises deal with vocational and social skills commonly found in our society.

**RECORD KEEPING** : Teacher-evaluated exercises provide achievement information.

**REMEDATION** : Not specified

**SUPERVISION** : Although the texts can be used on an individualized basis, they are best used with instructor guidance.

**TIME TO COMPLETE:** Approximately 30 to 40 hours for each text.

**VALIDATION** : Not available

**COST** : "The Job Ahead" (textbook for levels 1, 2, or 3) . . . . . \$ 6.48  
Exercise Books . . . . . 4.80  
Teacher's Guide . . . . . 1.84  
Specimen Set (includes teacher's guide, 1 text at each level, 1 set of exercise books at each level) . . . . . 35.40

**AVAILABILITY** : Immediate from publisher

**PUBLISHER** : SCOTT, FORESMAN & COMPANY  
1900 East Lake Avenue  
Glenview, Illinois 60025

**TITLE** : Tactics in Reading - I, II, and III

**SCOPE** : Reading: comprehension, word attack, and structural analysis

**PURPOSE** : To develop a 9.0 grade reading level by concentrating on practice exercises in specific reading skills.

**ENTRY LEVEL** : 5th-grade reading ability. Diagnostic tests on each level of the program reveal deficiencies and abilities of the student who can then work on exercises for areas that need special attention.

**READABILITY** : Ranges from grade level 5.0 to 9.0

**DESIGNED FOR** : Young and mature adults

**FORMAT** : Programs I and II are available in workbook form as well as in boxed kits of exercise cards. Program I contains 35 exercise cards, Program II contains 30. Program III is available in workbook form. A teacher's guide accompanies each program.

**RECORD KEEPING** : Each teacher's guide contains the answer key to tests and exercises in the workbook.

**REMEDIATION** : Not specified

**SUPERVISION** : The workbooks are intended for individual use, although an instructor is needed to measure the student's progress. Kits are intended for classroom use.

**TIME TO COMPLETE:** Approximately 20 to 25 hours for each program

**VALIDATION** : Not available

SFC/tir

COST	:	Complete Kit (for 30 to 35 students, containing Tactics I and II) each . . . . .	\$ 69.00
		Workbook I . . . . .	1.29
		Teacher's Guide . . . . .	.75
		Workbook II . . . . .	1.32
		Teacher's Guide . . . . .	1.11
		Workbook III . . . . .	1.32
		Teacher's Guide . . . . .	1.38

AVAILABILITY : Immediate from publisher

- PUBLISHER** : SCOTT, FORESMAN AND COMPANY  
1900 East Lake Avenue  
Glenview, Illinois 60025
- TITLE** : Activity-Concept English -- ACE 301
- SCOPE** : Language Arts: basic language skills
- PURPOSE** : To develop a 9.0 grade level mastery in reading, writing, listening, speaking, sentence building and spelling.
- ENTRY LEVEL** : 4th-grade reading level
- READABILITY** : Ranges from grade level 4.0 to 9.0
- DESIGNED FOR** : Young adults from cultural cross sections of the country
- FORMAT** : Program consists of the following interrelated components:  
Four skillpads: one each for reading and study, spelling and handwriting, listening and speaking, sentence writing  
Three paperbacks: a 224-page reading anthology, a 112-page reference and "solo" exercise book, and a 144-page action novel  
46 activity cardboards: for projects involving a wide variety of language skills  
Teacher's Planbook: includes answer keys for all exercises
- The ACE kit is designed to develop a wide range of basic language skills too varied to be formalized with a text-oriented program. The Planbook serves as a useful tool for implementing all ACE materials.
- RECORD KEEPING** : Feedback is provided through teacher answer keys for all exercises. The Planbook also contains a Program Plans Chart that enables the teacher to determine what ACE materials will be used on any class day.
- REMEDATION** : Not specified

**SUPERVISION** : Designed for individual use in classrooms or in the student's own time. While supervision is not essential, it is recommended for best results.

**TIME TO COMPLETE:** 70 hours

**VALIDATION** : Consult publisher for field-test results

**COST** : ACE 301 (developed 1972 each book). . . . \$ 4.74\*  
Teacher's Planbook . . . . . 1.47

**AVAILABILITY** : Immediate from publisher

\* Also available is a sequel program, ACE 401. at \$ 4.74 per student.

**PUBLISHER** : SILVER BURDETT DIVISION  
General Learning Corporation  
250 James Street  
Morristown, New Jersey 07960

**TITLE** : English: Your New Language

**SCOPE** : Language Arts: basic language skills

**PURPOSE** : To develop skills at a 4.0 grade level in listening, speaking, reading, and writing English. The program teaches students to differentiate sounds and intonations and to put sounds and words together in correct patterns.

**ENTRY LEVEL** : Elementary speaking knowledge of English as a second language

**READABILITY** : Ranges from grade levels 0.0 to 4.0

**DESIGNED FOR** : Young and mature adults

**FORMAT** : A two-book series accompanied by flashcards, audio tapes, and optional take-home records. The book skills are presented in the form of oral English Dialogues and Pattern Practices. Pattern Practice consists of four types of structure drill: repetition, substitution, transformation and response. 115 flashcards contain 230 incomplete phrases drawn from the first 10 units for practice in completing sentences. Tapes are available with and without pauses and include each dialogue and every pattern-practice drill. The records are 7" and contain all the dialogues and the beginning of each response drill.

**RECORD KEEPING** : Oral communication is teacher-reinforced. It is also reinforced by controlled and graded reading and writing sections.

**REMEDICATION** : All materials are sequentially controlled. New elements are introduced only when students have gained automatic control of previous skills. Review materials are incorporated in the presentation of new skills.

**SUPERVISION** : Considerable supervision is required since program is intended for use in classroom situations.

**TIME TO COMPLETE:** 100 hours for each text. Each unit requires 10 hours of classroom instruction.

TIME TO COMPLETE: Varies with each individual

VALIDATION : Not available

COST : **Book I:**

Consumable Text-Workbook (1972) . . .	\$	3.30
Teacher's Edition . . . . .		3.99
Tapes (with pause) 17 per set . . . . .		153.00*
Set of 6 Records (7", 33 1/3 rpm) at \$.78 each) . . . . .		4.65
Flashcards . . . . .		21.00

**Book II:**

Consumable Text-Workbook (1972) . . .		3.30
Teacher's Edition . . . . .		3.99

AVAILABILITY : Immediate from publisher

\* Tapes (pauseless) 17 per set . . . . . \$ 117.00

**PUBLISHER** : STECK-VAUGHN COMPANY  
P. O. Box 2028  
Austin, Texas 78767

**TITLE** : English as a Second Language Series

**SCOPE** : Reading: comprehension, word attack and vocabulary

**PURPOSE** : To teach educationally deprived adults the basic reading skills through a 3.0 grade level .

**ENTRY LEVEL** : Literacy in English or any other language is helpful but not required.

**READABILITY** : Ranges from grade reading levels 0.0 to 3.0

**DESIGNED FOR** : Designed primarily for use by minority and non-English speaking adults. Special material for Spanish-speaking students.

**FORMAT** : A series of seven consumable work-textbooks. Three of these are prepared especially for Spanish-speaking adults learning English as a second language. Answer keys and teacher's manuals are provided with most of the books. See COST for further descriptions and grade levels.

**RECORD KEEPING** : Answer keys to exercises are available to students.

**REMEDATION** : Not specified

**SUPERVISION** : The series is suitable for individual self-instruction, but an instructor is recommended for providing assistance.

**TIME TO COMPLETE:** Approximately 50 hours for the program, varying widely with the individual

**VALIDATION** : Not available

**COST** : "From A to Z" (Grade 1 - no teacher's manual). \$ .45  
"Working with Words"(Grades 1 - 2 - including teacher's manual) . . . . . .99  
"Working with Word Patterns" (Grades 2-3 - including teacher's manual) . . . . . .99





## RIGHT TO READ COMMUNITY-BASED PROGRAMS

The Right to Read (R<sub>2</sub>R) Program has been in existence for approximately four years. Its objective is to increase functional literacy so that by 1980 99 percent of those 16 years of age and 90 percent of those over 16 will be functionally literate. Operated by the U. S. Office of Education at the Department of Health, Education and Welfare, the program has made grants totaling over \$28 million since its inception in 1969.

The program operates on a direct grant basis with school districts, state departments of instruction, colleges or universities or community agencies, who by law can receive Federal funds, as recipients.

The names of contact persons and addresses of the community-based projects have been included as the basic informational item in this section. These are the projects which serve as demonstrations of what can be done to meld the business community, industry and voluntary organizations into viable projects which focus on problems of adult literacy. Involvement of the private sector has produced interesting uses of tutors of reading in some unique situations, such as "Operation Upgrade" in Baton Rouge, Louisiana. This project made it possible for adults who wanted to learn to read to work on a one-to-one basis with adult tutors.

For the most part, these programs deal with adults with reading problems. You are encouraged to contact any project in your geographic area, or project type as the case may be, for detailed information concerning their operation and how it may relate to your program possibilities.

In some instances, community-based sites responded to our request for information. They are the summaries following the address list which indicates such data as the "Life Coping Skills Materials List" of the Appalachian Adult Education Center and the "Right to Read TV English Project" of the Chinese Media Committee of Chinese for Affirmative Action.

You will note that three of the grants made from the R<sub>2</sub>R monies were made to correctional institutions. These are the Federal Reformatory at El Reno, Oklahoma, the Federal Reformatory for Women at Alderson, West Virginia, and the Federal Prison, C/O Burlington County College, Pemberton, New Jersey. For more information in relation to grant possibilities or guidelines, contact:

National Right to Read Office  
Office of Education  
400 Maryland Avenue, S. W. Room 2131  
Washington, D. C. 20202

RIGHT TO READ COMMUNITY BASED PROJECTS1973 - 1974ALABAMA

Willie Mae Colvin Bell  
Director of the  
College Reading Program  
Lawson State Community College  
3060 Wilson Road  
Birmingham, Alabama 35208

202/788-1666

Dr. Lynette S. Gaines, Director  
Professor in College of Education  
University of South Alabama  
Mobile, Alabama 36688

205/433-9078 - Reading Center

ARIZONA

Thomas E. Atcitty  
Vice President - Program Director  
Navajo Community College  
Many Farms Rural Post Office  
Chinle, Arizona 86503

602/781-6203

ARKANSAS

Mrs. Katharine Keathley  
Project Director  
Arkansas River Valley Regional  
Library  
Dardanelle, Arkansas 72834

501/229-4418

James G. Cummings  
Director  
Learning Skills Laboratory  
Phillips College  
P. O. Box 785  
Helena, Arkansas 72342

501/338-6496

CALIFORNIA

Alberto Nieto  
Director, Right to Read Project  
Universidad De Aztlen  
P. O. Box 428  
Del Rey, California 93616 209/268-7455

Henry Der  
Director, Right to Read Project  
CAA Chinese Media Committee  
669 Clay St. 3/f  
San Francisco, California 94111 415/398-8212

Norma Hall  
Program Director and Reading  
Specialist  
Laney Community College  
900 Fallon Street  
Oakland, California 94607 415/834-5740 ext. 280

Dr. John Sperling  
Director, Right to Read Project  
San Jose State University  
Science Bldg. 100  
San Jose, California 95192 408/277-2953 or 277-2954

Mr. Lynn Baranco  
Special Opportunity Scholarship Programs  
University of California at Berkeley  
230-B Stephens Hall  
Berkeley, California 94720 415/642-2312 or 5889

Donald T. Mar, Coordinator  
West Berkeley Campus  
1222 University Avenue  
Berkeley, California 94702 415/644-6192

Thomas  
Thomas J. Massey  
Project Director  
Stanford University  
590 B Nitery, Old Union  
Stanford, California 94305 415/321-2300 or 2327 or  
323-3114

COLORADO

Graham H. Sadler  
 Assistant Librarian/Director  
 of Community Services  
 Denver Public Library  
 1357 Broadway  
 Denver, Colorado 80203

303/573-5152 ext 256 or 266-0851

CONNECTICUT

Richard F. Kelley  
 Director of Adult Education  
 Hartford Board of Education  
 249 High Street  
 Hartford, Connecticut 06103

203/566-6030

DISTRICT OF COLUMBIA

Lydia Walker, Director  
 Right to Read Project  
 Delta Sigma Theata  
 1208 Good Hope Road, S. E.  
 Washington, D. C. 20020

202/483-5460 or 678-8677

Sonia Fairchild, Director  
 Right to Read Project  
 Program of English Instruction  
 for Latin Americans  
 Woodrow Wilson Building  
 1470 Irving Street, N. W.  
 Washington, D. C. 20010

202/232-0315

FLORIDA

David Alexander  
 Tallahassee Literacy Council, Inc.  
 P. O. Box 2461  
 Tallahassee, Florida 32304

904/877-7928

Donald Lantz, Director  
 Secondary Education  
 University of South Florida  
 College of Education 311 F  
 Tampa, Florida 33620

813/974-2100 ext. 213 or 208

GEORGIA

Robert Lewis  
Associate Professor of  
Reading  
Georgia Southern College  
Statesboro, Georgia 30458 912/764-6611 ext, 404

Robert Palmatier, Project Director  
University of Georgia  
309 Aderhold Building  
College of Education, Reading Department  
Athens, Georgia 30601 404/542-2718

IDAHO

Bennie Munoz, Project Director  
Idaho Migrant Council  
415 South 8th Street  
Boise, Idaho 83706 208/345-9761

ILLINOIS

John Velazquez, Director  
El Centro De La Causa  
731 West 17th Street  
Chicago, Illinois 60616 312/243-8508

Nancy Louizzo, Project Director  
Malcolm X College  
1900 West Van Buren  
Chicago, Illinois 60612 312/942-3110

Norbert Farnaus  
Project Director  
Illinois Benedictine College  
5700 College Road  
Lisle, Illinois 60532 312/968-7270

Jose Fontan, Director  
Right to Read  
Operation Highsight  
1809 South Loomis  
Chicago, Illinois 60608 312/996-2562

INDIANA

Reverend Gerald Stacy, Director  
 Latin American Family Education  
 Program  
 640 Jefferson Street  
 Gary, Indiana 46402

219/885-6555

Martha Thompson, Project Director  
 Vincennes University Junior College  
 Box 133  
 Vincennes, Indiana 47591

812/882-3350 ext. 495 or 480

KANSAS

Richard Watson, Director  
 College of Education  
 Wichita State University  
 1847 North Chautauqua  
 Wichita, Kansas 67214

316/689-3385

KENTUCKY

George W. Eyster  
 Executive Director  
 Appalachian Adult Education  
 Center  
 Morehead State University  
 UPO 1353  
 Morehead, Kentucky 40351

606/784-9229 or 783-2221 ext. 211

Sister Verona Wiedig  
 Project Director  
 St. Catharine College  
 St. Catharine, Kentucky 40061

606/336-1945

LOUISIANA

Mrs. Catharine H. Stephens, Director  
 Operation Upgrade  
 2928 College Drive  
 Baton Rouge, Louisiana 70808

504/926-3189

Louisiana (contd.)

Mr. Eddy Oliver, Director  
 Right to Read  
 Xavier University  
 3912 Pine Street and Palmetto Street  
 P. O. Box 41B  
 New Orleans, Louisiana 70125 504/482-7750

MAINE

Dr. Michael O'Donnell  
 School of Education  
 University of Maine  
 Gorham, Maine 04038 207/839-3351

MARYLAND

Don Davis  
 Ocean City College  
 Easton, Maryland 21601 301/758-0434

Robert Jester, Director  
 Neighborhood Service Centers  
 Kent-Queen Anne's Talbot Area Council  
 P. O. Box A  
 Centreville, Maryland 21617 301/758-0434

MASSACHUSETTS

Alan Clarke, Executive Director  
 Bridge Fund, Inc.  
 531 Massachusetts Avenue  
 Boston, Massachusetts 02118 617/266-0024

Arlene Fingeret, Program Coordinator  
 Right to Read  
 Education Warehouse  
 698 Massachusetts Avenue  
 Cambridge, Massachusetts 02139 617/868-3560

Walter Frazee, Director  
 Training Program  
 Bristol Community College  
 64 Durfee Street  
 Fall River, Massachusetts 02720 617/678-2811



Massachusetts (contd.)

Harry Minor, Project Director  
 The Whole Family Reading Program  
 Brandeis University  
 Waltham, Massachusetts 02154 617/647-2365

MICHIGAN

Ruth Watson, Project Director  
 Oakland Community College  
 2900 Featherstone Road  
 Auburn Heights, Michigan 48057 313/852-1000 ext. 355

Mrs. Patricia Redds  
 Project Director  
 Whitney M. Young Street Academy  
 116 East Pasadena Avenue  
 Flint, Michigan 48505 313/785-3470 or 3479

Clark D. Tibbits  
 Assistant to the President  
 Genesse Community College  
 1401 East Court Street  
 Flint, Michigan 48503 313/238-1631 ext. 453

MISSISSIPPI

Evelyn J. Leggette  
 Project Director  
 Jackson State College  
 Jackson, Mississippi 39217 601/948-8533 ext. 336

NEVADA

Charles Greenhaw  
 ABE Coordinator  
 Northern Nevada Community College  
 Elko County Adult Education Council  
 901 Elm Street  
 Elko, Nevada 89801 702/738-8493

NEW JERSEY

Phil Shew  
 Director of the College Learning Center  
 Jersey City State College  
 Jersey City, New Jersey 07305 201/547-3157

Len Scofield  
 Associate Dean of Instruction  
 Burlington County College  
 Pemberton, New Jersey 08068 609/894-9311

Delores Harris  
 New Jersey Federation of  
 Colored Women's Clubs  
 Migrant Education Department  
 Adult Education Resource Center  
 307 Girard Road  
 Glasboro, New Jersey 08028 609/445-7131

NEW YORK

Dana Lichty, Project Director  
 Bronx Community College  
 120 East 184th Street  
 Bronx, New York 10468 212/960-8646

Beverly Pyke, Director-Teacher  
 Akwasasne Library-Cultural Center  
 RFD  
 Hogansburg, New York 13655 518/358-2120

Mr. Elpidio Collazo, Jr.  
 Deputy Director, Manpower Programs  
 National Puerto Rican Forum  
 156 Fifth Avenue  
 New York, New York 10010 212/691-4150 ext. 47

Larry Dais, Director  
 Project Double Discovery  
 Columbia University  
 311 Ferris Booth Hall  
 New York, New York 10027 212/280-5082 or 5083

New York (contd.)

Veda Jamison, Coordinator  
 Reading Center  
 Morrisania Youth and Community  
 Service Center  
 261 East 172nd Street  
 Bronx, New York 10456 212/992-8760 or 992-8767

C. Edward Enroth, (Contact Person)  
 New York University  
 Kimball Hall, Room 302  
 Washington Square  
 New York, New York 10003 212/598-2658

Allen A. Winfield, Jr., Executive Director  
 Community Education Committee  
 Haryou Act Community Corporation  
 215 West 125th Street  
 New York, New York 10027 212/866-7488

OKLAHOMA

Martha Grass, Project Director  
 American Indian Referral Center  
 P. O. Box 486  
 Marland, Oklahoma 74601 405/268-3220

Donald Hall, Director  
 S. W. Center for Human Relations  
 Oklahoma University  
 Norman, Oklahoma 73069 405/325-1711

Bernard R. Belden, Director  
 Reading Center  
 Oklahoma State University  
 Gunderson Hall 104  
 Stillwater, Oklahoma 74074 405/372-6211 ext. 6209

Dr. James Kitchens, Director  
 Coordinator, Right to Read Project  
 Southwestern State College  
 Weatherford, Oklahoma 73036 405/262-4875 ext. 4200

Roy L. Robinson, Education Specialist  
 Education Department  
 Federal Reformatory  
 El Reno, Oklahoma 73036 405/262-4875 ext. 48

OREGON

Sister Francella Mary Griggs, Director  
 Right to Read Program  
 Chicano-Indian Study Center of Oregon  
 1008 S. W. 6th, Room 213  
 Portland, Oregon 97361

503/745-5561 or 503/227-3157

PENNSYLVANIA

Andre Perez, Project Director  
 Aspira Inc. of Pennsylvania  
 526 W. Girard Avenue  
 Philadelphia, Pennsylvania 19123

215/923-2717

Brent Blundin (Contact Person)  
 Assistant Director of Financial Aid  
 Community College of Philadelphia  
 34 South 11th Street  
 Philadelphia, Pennsylvania 19107

215/209-3680 ext. 263

Richard Schneider  
 Director of Special Programs  
 Franklin & Marshall College  
 Lancaster, Pennsylvania 17604

717/393-3621

RHODE ISLAND

Frank Muhly, Project Director  
 Roger Williams College  
 Bristol, Rhode Island 02809

401/255-1000

SOUTH CAROLINA

Gerald R. Owens  
 Dean of Adult Education  
 Piedmont Technical Education Center  
 Drawer 1208 Emerald Road  
 Greenwood, South Carolina 29646

803/223-8357

Vickie DeLee, Director  
 Dorchester County Educational  
 Program  
 Route 2, Box 142  
 Ridgeville, South Carolina 29472

803/873-7377

South Carolina (contd.)

T. W. Cone, Jr. (Contact Person)  
 Administrative Assistant  
 Baptist College at Charleston  
 Charleston, South Carolina 29411 803/553-5110

TENNESSEE

Richard B. Cooper, Director  
 Institutional Research  
 Columbia State Community College  
 Columbia, Tennessee 38401 615/388-0120

Louie Hargraves  
 Project Director  
 Morristown College  
 P. O. Box 340  
 Morristown, Tennessee 37814 615/586-5262 or 581-3200

TEXAS

Juan Sanchez  
 Project Director  
 Good Neighbor Settlement House  
 1254 East Tyler Street  
 Brownsville, Texas 78520 512/542-2368

Juan Jose Martinez (Contact Person)  
 Director, Work Incentive Program  
 Texas Southmost College  
 Fort Brown 83  
 Brownsville, Texas 78520 512/542-2368

Ethel King  
 Project Director  
 Right to Read Program  
 Paul Quinn College  
 1020 Elm Avenue  
 Waco, Texas 76704 817/753-8001

James Bransford  
 Coordinator, Right to Read  
 El Paso Community College  
 6601 Dyer Street  
 El Paso, Texas 79904 915/668-1277

Texas (contd.)

James E. Tennison  
Coordinator, Right to Read  
Industrial Business Training Bureau  
103 Extension Building  
University of Texas  
503 San Jacinto  
Austin, Texas 78701

512/472-0838

Gerald Eagleson  
Project Coordinator  
Houston Community College  
3310 Cummins Lane  
Houston, Texas 77027

713/528-0800 or 523-0553

VIRGINIA

Irene Altizer  
Executive Director  
Buchanan-Dickerson Rural Area  
Development Corporation  
Box 65  
Vansant, Virginia 24656

703/935-7592

Earl E. Wheatfall, Director  
Special Services Program  
Virginia Commonwealth University  
915 W. Franklin Street  
Richmond, Virginia 23284

804/770-3158

WASHINGTON

Richard Harris  
Director of Continuing Education  
Grays Harbor College  
Aberdeen, Washington 98520

206/532-9172

Shirley Tucker  
Mid-Columbia Regional Library  
405 South Dayton  
Kennewick, Washington 99336

509/586-3156

WEST VIRGINIA

Margaret Hambrit  
Education Program Specialist  
Federal Reformatory for Women, Box A  
Alderson, West Virginia 24910

304/343-1828

Ben Vest  
Assistant to President  
Concord College  
Athens, West Virginia 24712

WISCONSIN

Judy Cornelius, Chairman  
Oneida Right to Read Program  
Box 4  
Oneida, Wisconsin 54144

Dick Bruland  
Executive Assistant to the Dean  
School of Professional Studies  
University of Wisconsin, Green Bay  
Green Bay, Wisconsin 53706

414/465-2157

WYOMING

Carlin Good, Director  
District Education Building  
316 B Street - Box 1089  
Rock Springs, Wyoming 82901

307/362-2600

PUERTO RICO

Dalila Ramos Wilson  
ABE Coordinator, Special Projects  
Department of Education  
Educational Extension Program  
Hato Rey, Puerto Rico 00919

809/765-3975

- PROJECT CONTACT : APPALACHIAN ADULT EDUCATION CENTER  
UPO 1353  
Morehead State University  
Morehead, Kentucky 40351
- TITLE : Life Coping Skills Materials List  
Leisure Reading Selection Guide  
Handbook of Services, etc.
- SCOPE : The Life Coping Skills Materials List is a listing of free and inexpensive materials on adult coping skill areas like: Advocacy, Aging, Children, Jobs, Family, Housing, Education, etc.
- PURPOSE : To provide adults who read on a low reading level with materials in practical life-skill areas in which they need information; non-print selections, films, records, etc., are also listed.
- ENTRY LEVEL : Usually indicated for each separate entry; ranges from 1 - 12.
- FORMAT : The Appalachian Adult Education Center is a research and demonstration center for adult education, funded by the USOE through the Adult Education Act of 1966 and through Right to Read. The Center establishes demonstration projects which test innovative techniques in adult education: e. g. , coordination of adult basic education with library services, teaching adults in their homes, using adult students themselves to teach other adults, using practical life coping skills materials, individual instruction. The projects are in the 13-state Appalachian Region, but the findings of the projects are disseminated nationally and internationally.
- COST: : Free
- AVAILABILITY : Will be available from the Appalachian Adult Education Center--free--in November, 1973. Other materials are also available from the Appalachian Adult Education Center. We will be glad to answer requests for materials.





PROJECT CONTACT : HOUSTON COMMUNITY COLLEGE  
3310 Cummins Lane  
Houston, Texas 77027

TITLE : Right to Read

SCOPE : To teach reading to adults in such a manner that the learning of vocabulary skills, comprehension skills, word-attack skills, and a general desire to read can be accomplished by diagnosing the needs of individual students; and, thus, utilizing effective teaching methods in order to stimulate the reading process.

PURPOSE : To help fight against illiteracy

ENTRY LEVEL : Varies from readiness level

FORMAT : The project's main goal is to meet the reading needs of illiterate adults within the Houston area. In order to accomplish this goal, five evening facilities are now in operation in five different Houston areas. In order to meet the need of the different groups of people within the community at these facilities, one teacher per 15 students is available; informal and formal reading diagnosis is utilized to seek effective materials, reading equipment and teaching methods. A full-time director oversees the entire project and a full-time reading diagnostician is available to assist and work along with the director, teachers and students to work towards an effective balanced reading program. A grant of \$45,000.00 made this program possible.

PROJECT CONTACT : HARTFORD ADULT EDUCATION  
Richard F. Kelly, Director  
249 High Street  
Hartford, Connecticut 06103

TITLE : Hartford Public Schools Adult Education Program

SCOPE : Elementary and high school courses,  
(reading is stressed at all levels).

PURPOSE : Local high school diploma or state high  
school equivalency

ENTRY LEVEL : 0.0 grade level

FORMAT : We have special classes for adults day and evening  
in English as a second language, basic education  
(less than high school) and high school completion  
classes.

COST : No cost for ESL and Basic Education. Nominal  
cost for non-residents wishing to participate in  
high school classes.

- PROJECT CONTACT :** LAFEP, INC.  
640 Jefferson Street  
Gary, Indiana 46402
- TITLE :** Latin American Family Education Program, Inc.
- SCOPE :** To teach English as a second language; reading and communication using survival information.
- PURPOSE :** The Latin American Family Education Program (LAFEP) is an attempt to meet the needs of the Hispanic American Community (Mexican, Puerto Rican and Cuban). Two factors which have been isolated and given priority are the following:
1. The need to know how to communicate in English
  2. The need to know what to communicate.
- The intent of the second priority, that of knowing what to communicate, is to teach the student to recognize:
1. The function of the various economic institutions which affect his life
  2. The political forces which determine his destiny
  3. The history and culture which determine his identity.
- FORMAT :** LAFEP has developed and experimental text entitled INGLES PARA SOBREVIVIR (English for Survival) which integrates the area of communication and significant information essential to survival. Book I is intended for beginners; Book II is for advanced students; Book III is more advanced.
- AVAILABILITY :** Book III is presently available.  
Book I will be available by November 1, 1973  
Book II will be available by December 31, 1973
- COST :** Ingles Para Sobrevivir (English for Survival)  
Each book . . . . . \$ 5.95

PROJECT CONTACT : MOHAWK TRIBAL COUNCIL  
St. Regis Indian Reserve  
Hogansburg, New York 13655

TITLE : Akwesasne Right to Read

SCOPE : Reading and Language Arts material:  
emphasis on adult-oriented, high-interest  
low-readability.

PURPOSE : Recruitment and retention of all or as many  
of the functionally illiterate persons of the  
Akwesasne Indian Reserve as possible; to aid  
those who are interested in up-grading their  
reading levels for furthering their education.

ENTRY LEVEL : .9 to 10.0

FORMAT : Right to Read is a community-based site working  
with adult Indians from the completely illiterate  
to the college reading level. The section devoted  
to the college level was initiated as a result of  
the needs of the people taking college extension.  
We teach on a one-to-one basis from level 1 to  
level 4+. The students from level 5+ usually  
work independently on programmed materials  
such as the SRA reading kits with assistance when  
needed.

COST : Free to students by virtue of federal grant

AVAILABILITY : The Right to Read Program is available to all  
Indians, 16 years and over, who are out of school.

PROJECT CONTACT : NATIONAL CATHOLIC EDUCATION  
ASSOCIATION  
Dr. Charles V. Brady  
One Dupont Circle  
Washington, D. C. 20036

TITLE : Right to Read; A project for Staff Development in  
Non-Public Schools Serving the Disadvantaged  
(1973-1974)

SCOPE : Within limits of one-year funding, workshops will  
be sponsored for administrators of urban schools  
in Detroit, Miami, New York, St. Louis and  
San Antonio. Publication will update research  
done originally in 1972-1973.

PURPOSE : To make administrators more aware of the newest  
developments in teaching reading and to attack  
specific problems identified by administrators

ENTRY LEVEL : Not specified

FORMAT : Each workshop is individually designed with the  
aid of personnel from the participating systems.  
In addition to the workshops, the project will  
update a publication listing and briefly describe  
outstanding reading programs in non-public  
schools throughout the country.

COST : Workshop: No charge  
Publication: Original mailing will be free to N. D  
N. C. E. A. mailing list. Additional copies will  
be sent at a nominal charge to cover handling.

AVAILABILITY : Workshop: by invitation of the local district  
Publication: by written request to N. C. E. A.

PROJECT CONTACT : OPERATION UPGRADE (ABE)  
Mrs. Catherine H. Stephens, Director  
2928 College Drive  
Baton Rouge, Louisiana 70808

TITLE : Tutoring Adult Illiterates and Functional  
Illiterates on a One-to-One Basis  
Department of Health, Education and Welfare,  
Office of Education, Right to Read  
Washington, D. C.

SCOPE : New Streamlined English Series begins on level  
0.0 and continues through grade 5. A picture-  
word association that is based on phonics forms  
the core of materials used.

PURPOSE : To make the program of instruction available to  
the Baton Rouge population that reads below 5th-  
grade level

ENTRY LEVEL : 0.0 grade level

FORMAT : Program identifies the segment of the population  
that is below 5th-grade reading level, tutors  
them on a one-to-one basis until confidence, skills  
and adjustment patterns permit them to function  
in Adult Basic Education classes and ultimately  
prepares them to pass the GED.

COST : Free. Student books are paid for through the  
federal grant and United Givers' contributions.

AVAILABILITY : This program is available to anyone who is  
18 years or older, reads below 5th-grade level  
and is not attending school.

## VOLUNTEERS AND PEER TUTORING

This division of the handbook was designed to provide information which would be valuable to an individual or a system considering the implementation of a tutoring program.

Much of the information contained in this section has been provided by the National Center for Voluntary Action. We would encourage anyone considering a volunteer program to contact: Dr. Helga Roth, Director, Clearinghouse, National Center for Voluntary Action, 1625 Massachusetts Avenue, N. W., Washington, D. C. 20036. They are on top of programs and resources for volunteer efforts and can quite likely provide valuable assistance.

This section of the handbook is arranged as follows:

1. Resource Groups - a listing of voluntary associations and organizations which have the capability to provide either materials, methods or services in relation to tutoring (11 organizations)
2. Educational Publications - titles and sources of publications which can be of help in working through the development of a program (organized under general education, adult basic education, English as a second language, industry involvement, library assistance, reading assistance, school volunteers and tutoring).
3. Existing Volunteer Programs - reported by NCVA (8 program descriptions); Information which would be of value in relation to inquiries and other helpful information
4. Program Sources Information - received by our Clearinghouse (one program description).





**NATIONAL CENTER FOR VOLUNTARY ACTION**  
**1735 EYE STREET N.W. WASHINGTON D.C. 20006**

**Clearinghouse Green Sheets**

**STARRED ITEMS**  
*Starred items have been added since 3/72 edition of TOTAL Green Sheet publication. (A few have appeared in interim subject area segments.)*

**PLEASE NOTE**  
*The Clearinghouse DOES NOT stock items listed except where indicated. You must order DIRECTLY from source listed to right of publication.*

**EDUCATION**

**Resource Groups**

\* **National School Volunteer Program, Inc.**  
 16 Arlington Street  
 Boston, MA 02116

Serves as the professional organization for directors and coordinators of school volunteer programs;

Provides information on programs and related materials;

Sponsors an annual conference for exchange of ideas.

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**Flint Community Schools**  
**The Mott Program**  
 923 East Kearsley Street  
 Flint, MI 48503

Provides information and materials for groups planning community school programs in all facets of education including adult and offender programs.

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**Reading is Fun-damental**  
**Eleanor Smollar, Executive Director**  
**Arts and Industries Building**  
**Smithsonian Institution**  
 Washington, DC 20560

Provides information on setting up program to motivate reading by giving children the opportunity to select and own their own books;

Makes available descriptive brochures, special reading lists for ethnic groups.

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**Laubach Literacy, Inc.**  
 Box 131  
 Syracuse, NY 13201

Provides information, materials and training to develop local volunteer and professional literacy programs in the United States;

Provides literacy expertise to individuals, agencies and governments internationally;

Conducts research in effectiveness of volunteer literacy projects and literacy methods.

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\* **Volunteer Vital English Program**  
 P.O. Box 3461  
 City of Industry, CA 91744

Provides materials for teaching conversational English to Spanish-speaking adults and information on starting Volunteer Vital English Programs.

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\* **Center for Applied Linguistics**  
 1611 North Kent Street  
 Arlington, VA 22209

Serves as Clearinghouse for information on applications of linguistics to practical language problems, especially foreign language teaching, English for speakers of other languages, bilingual education, standard English for speakers of other dialects, and the uncommonly taught foreign languages.

Provides various publications, especially bibliographies, some free (write for list).

Maintains library which is open to public during office hours.

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**EDUCATION: Resource Groups**

\* Winter Haven Lions Research Foundation, Inc.  
P.O. Box 111  
Winter Haven, FL 33880

Sponsors "How to Help a Child" visual perception and testing program for kindergarten and first grade children to help head off reading problems considered by educators to be responsible for 95% of all first grade failures;

Sponsors two annual seminars where experts spend five days instructing teachers in proper perceptual screening and testing techniques;

Provides undergraduate scholarships for youths who express interest in remedial reading careers;

Publishes teachers' and parents' guides for implementation of the program at nominal cost.

\* Bureau of Indian Affairs  
U.S. Department of the Interior  
Washington, DC 20242

Provides information on current Indian education programs at elementary-secondary-college level;

Maintains listing of organizations operating volunteer programs on behalf of Indians (free on request);

Provides funds for special assistance to Indian students to schools providing supplemental programs for Indian students; provides consultants to work with schools in planning and developing these programs.

Office for Civil Rights  
U.S. Department of Health, Education and Welfare  
Washington, DC 20201

Provides information about school desegregation and related issues.

\* National Multimedia Center for Adult Basic Education, Lloyd Fernstein  
14 Normal Avenue  
Montclair State College  
Upper Montclair, NJ 07043

Promotes easier access to information useful in the education, training, and retraining of adults and out-of-school youth in adult elementary and secondary education;

Obtains, processes and disseminates ABE information, which now includes intact collection of the Division of Adult Education Service/NEA recently transferred by National Education Assoc.

\* Appalachian Adult Education Center  
Dr. George W. Eyster  
Bureau for Research and Development  
Morehead State University  
Morehead, KY 40351

Conducts research on the nature of the adult learner;

Administers demonstrations of exemplary adult learning programs;

(Although dedicated to improvement of quality of adult basic education throughout the 13-state Appalachian region, the Center makes publications--listed on following sheets--and other information available to general public.)

Trains teachers and administrators in modern methods and techniques of adult instruction;

Fosters the development and spread of preferred adult education practices particularly suited to the needs of rural undereducated adults,



**NATIONAL CENTER FOR VOLUNTARY ACTION**  
**1735 EYE STREET N.W. WASHINGTON D.C. 20006**

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 source listed to right of publication.

EDUCATION: Publications

PUBLICATION:

AVAILABLE FROM:

GENERAL

American Education's Annual Guide to OE Programs  
 (1971) - reprint from OE's "American Education" des-  
 cribing programs for which fiscal year 1972 funds were  
 appropriated, 8pp, GPO# HE 5-211:11015-72A, 10¢  
 (single copy free from U.S. Office of Education,  
 Washington, DC 20202)

Superintendent of Documents  
 U. S. Government Printing Office  
 Washington, DC 20402

CAP/School Seminar Papers:

Part I: A Model Program for Educationally De-  
prived Children (1968) - suggestions to  
 close the gap between levels of achieve-  
 ment of low-income and middle-class  
 pupils

New Jersey Community Action Training  
 Institute  
 P. O. Box 2446  
 88 East State Street  
 Trenton, NJ 08608

Part II: The School and the Community (1968) -  
 ways in which the school can function as  
 acculturation tool, an educational instru-  
 ment, and a community center, 20pp  
 (both volumes), \$1.50

\* Toward More Effective Involvement of the Community  
in the School (1972) - position statement on current  
 involvement, discussion and recommendations of  
 national seminar, 24pp, \$2

I/D/E/A  
 Mail Orders, P.O. Box 628  
 Far Hills Branch  
 Dayton, OH 45419

The Flint Community Schools (updated as needed) - kit  
 of pamphlets, reprints, booklets about the Mott Pro-  
 gram in Flint and its involvement in many facets of  
 education in addition to school programs; e. g., adult,  
 offender, free

Flint Community Schools  
 The Mott Program  
 923 E. Kearsley Street  
 Flint, MI 48503

A Hand Up, Not a Handout (1970) - guidelines for setting  
 up a "keep a child in school" program, 36pp, single  
 copy free

Kanawha County Board of Education  
 Gerald Perry, Coordinator Volunteer Svcs.  
 200 Elizabeth Street  
 Charleston, WV 25311

Helping Hands ( ) - report on volunteer work in the  
 field of education with a special focus on after-school  
 study centers, 118pp, paperback, \$1.75

The University of Chicago Press  
 University of Chicago  
 Chicago, IL 60637

Migrant Children: Their Education (1971) - overview of  
 the challenge of teaching children whose parents "move  
 with the crops," ways of helping the teachers, teacher-  
 aide training, resources, etc., 64pp, \$2

Association for Childhood Education Inter-  
 national  
 3615 Wisconsin Avenue, NW  
 Washington, DC 20016

\* The Neglected Imperatives in Education (1971) - brief  
 explanation of educational accountability and why it is  
 so important to education; suggests for achieving greater  
 accountability/cost-effectiveness productivity, 10pp, 50¢

Chamber of Commerce of the United States  
 Urban Strategy Center  
 Lynn DeBlois  
 1615 H Street, NW, Washington, DC 20006

## EDUCATION: Publications

## ADULT BASIC EDUCATION

Guidelines for Adult Basic Education Volunteers (1971) - suggestions for creating a local unit of volunteers using existing community training resources, 40pp, \$1

Church Women United  
Alice M. Leppert, Director, Volunteer Svcs.  
Box 134, Manhattanville Station  
New York, NY 10027

- \* Indian Adult Education and the Voluntary Sector (1973) - proceedings of conference convened to emphasize and explore ways to build Indian educational programs around their life experience, 57pp, \$3.50

(same as above)

- \* Education Bulletins (1969-72) - series of informative pieces in various adult education areas (partial list below; write for complete list):

(same as above)

- Steps for Developing a Local Literacy Program, 4pp, 12¢
- Guidelines for Workshops to Train Tutor Trainers, 7pp, 21¢
- Recruiting Adult New Readers, 1pp, 3¢
- How to Finance Literacy Programs, 4pp, 12¢
- Allowable Deductions on Unreimbursed Expenses incurred in Volunteer Service to Laubach Literacy, 3pp, 9¢

- \* "Recruitment Data and Analysis" (1970), by Ann P. Hayes - section from the Appalachian Adult Basic Education Demonstration Center final report regarding recruitment of about 1800 ABE students, single copy free

Ann P. Hayes  
UPO Box 1353  
Morehead State University  
Morehead, KY 40351

- \* United States Literacy Programs (1972) - overview of the Laubach Literacy approach in providing technical support to local adult literacy programs, 6-panel foldout, free

National Affiliation for Literacy Advance  
Laubach Literacy, Inc.  
P.O. Box 131  
Syracuse, NY 13210

- \* New Readers Press Catalog (1971-72) listing of basic materials at all grade levels written for the adult student, 28pp, free

(same as above)

- \* Adult Leadership (10 times/year) - journal carrying articles by authorities on a variety of subjects as they relate to adult education; e.g., libraries, vocational education, social change, legislation; book reviews, App. 40pp, \$13/year (free to members; write for details)

Adult Education Association of the USA  
The Otis Building  
810 Eighteenth Street, NW  
Washington, DC 20006

- \* Magnetic Patterns of the English Language (1971) - communications skills course (spelling, grammar, improved reading, oral and written expression) for adults and high school students; text-workbook format, 197pp, \$6.60 (verbatim cassette tapes available)

Veritas Publications, Inc.  
P.O. Box 4985  
Falls Church, VA 22044

- \* Adult Armchair Education Project: Second Annual Report (1970) - five-book series of the Philadelphia Opportunities Industrialization Center's approach to adult education:

Adult Armchair Education  
Cornelius Baker  
Opportunities Industrialization Center  
1404 Ridge Avenue  
Philadelphia, PA 19130

- Book 1: The Importance of Recruitment
- Book 2: Building Recruitment Processes
- Book 3: Recruiting the Recruiter
- Book 4: Recruiter Training
- Book 5: Planning a Recruitment Campaign

Loan copies only; two-week limitation.

## EDUCATION: Publications

## Adult Basic Education (continued)

- |   |   |
|---|---|
| * <u>Appalachian Adult Basic Education Demonstration Center: Final Report (1970)</u> - summary of activities in the four main functions of the Center; change agent, training, research, demonstration, 98pp, single copy free  | Appalachian Adult Education Center<br>Dr. George W. Eyster, Executive Director<br>Morehead State University<br>Morehead, KY 40351 |
| * <u>The Adult Learning Center (1972)</u> - composite design of a broad and comprehensive learning center based on findings of research from various state modules throughout the Appalachian region, 24pp, single copy free  | (same as above)   |
| * <u>Training and Use of Volunteer Recruiters in Adult Basic Education (1971)</u> - report on development of model program in Alabama; could be used in other Appalachia ABE systems, 167pp, single copy free   | (same as above)   |
| * <u>Ohio Module Field Unit: Final Report (1971)</u> - results of a program designed to demonstrate that training and utilization of indigenous paraprofessionals could provide services needed to improve rural ABE programs, 107+pp, single copy free   | (same as above)   |
| * <u>Rural Adult Education (1972)</u> - suggestions for a national emphasis on adult education in an overview aimed at public and university officials, ABE program leaders, ABE teachers/paraprofessional teachers/aides, volunteers, and adult counseling and guidance personnel, 27pp, single copy free  | (same as above)   |
| * <u>Rethinking the Act: Part 166 - Financial Assistance for Adult Education Programs--Adult Basic Education (1972)</u> - reprint from the "Federal Register," and examination of the stated goals and intent of the Adult Education Act of 1966 and the progress that has been made toward these goals in terms of target population, 11pp, single copy free | (same as above)   |
| * <u>Appalachian Needs and Curriculum Material (1972)</u> - summary of a two-day brainstorming session of expert educators in reading, sociology, adult education, and nutrition and professional staff of the AAEC to explore relationship between various curricular materials and the Appalachian experience, 50pp, single copy free                       | (same as above)   |
| * <u>Appalachian Adult Basic Education Personnel (1970)</u> - guide to national, regional, state and local resources for aiding those engaged in serving adult education in the Appalachian region; includes section on federally-supported programs, 82+pp, single copy free   | (same as above)<br><br>NOTE: Supplies of these publications limited;<br>order single copies only.                                 |

## ENGLISH AS A SECOND LANGUAGE

- |  |   |
|--|---|
| * <u>A Manual for Volunteers: English in Action Program (1972-73)</u> - suggestions and drills for practicing conversational English with adults who have some background in reading and writing English, 33pp, 50¢                | English in Action Program<br>Mildred Adams, Director<br>The Riverside Church<br>490 Riverside Drive<br>New York, NY 10027 |
| <u>Conversational English for the Non-English Speaking Child (1968)</u> - manual for volunteers in a Conversational English Program (recommended and used by New York City Board of Education), 129pp, \$3.50                      | Teachers College Press<br>Teachers College<br>Columbia University<br>New York, NY 10027                                   |
| * <u>A Handbook for Volunteers: English Language Program for Children (1970)</u> - handbook, sample kit and 20 lesson plans for at-home tutoring of young children, especially pre-school age, 12pp (handbook) plus kit/plans, 75¢ | English Language Program<br>Volunteer Service/Voluntary Action Center<br>1110 Emeline Avenue<br>Santa Cruz, CA 95060      |

## EDUCATION: Publications

## English as a Second Language (continued)

- \* Vital English for Your Community (1970) - guide for organizing and maintaining program to teach conversational English to Spanish-speaking adults, 37pp, \$2.50
- Vital English  
P.O. Box 3461  
City of Industry, CA 91744

\* Manuals and Guides (1970):

(same as above)

Vital English (Part I, Part II) - simplified conversational manual for adult class or self-instruction (16 two-hour lessons), 116pp; continuation of manual (16 two-hour lessons), 126pp, \$1.75 each manual (\$3.50/set)

Teacher's Guide to Vital English (Part I, Part II) - instructions and detailed lesson guide, ideas for extension of lesson themes, 116pp; continuation of guide, 126pp, \$2.50 each manual (\$5/set)

(same as above)

Solutions in Communications (1968) - teacher's manual designed to help the Spanish-speaking child overcome language problems he encounters in English-speaking surroundings, 30pp, \$1

KTEH/Channel 54  
Office of Education  
45 Santa Teresa Street  
San Jose, CA 95110

- \* Selected List of Materials for Teachers of English to Speakers of Other Languages (1972) - subject-ordered annotated bibliography, 8pp, single copy free

Center for Applied Linguistics  
1611 North Kent Street  
Arlington, VA 22209

- \* English as a Second Language in Elementary and Secondary Schools (1972) - background and text materials, single copy free

(same as above)

## INDUSTRY INVOLVEMENT

- \* Industry-Education Councils: A Handbook (1972) - discussion of local councils as the best structure to deal with industry-education cooperation; initial steps to start a Council; types of activities and possible objectives, 28pp, 50¢

National Association of Manufacturers  
Education Department  
277 Park Avenue  
New York, NY 10017

Industry-Education Coordinator (1970) - overview of the benefits of industry involvement in education, the problem of communication, a successful case history, the federal role, steps industry should take to foster coordination, 10pp, single copy free

(same as above)

A First Step toward Better Industry-Education Cooperation (1970) - guide for planning, implementing and evaluating a Community Resources Workshop to familiarize teachers with the resources of their community, 18pp, 25¢

(same as above)

Community Resources Workshops (1969) - summary of the workshop described in above booklet, free

(same as above)

Your Community is a Classroom (1969) - summary of the film by the same name describing Community Resource Workshops, free

(same as above)

## EDUCATION: Publications

## Industry Involvement (continued)

Dallas New Alliance for Progress (1970) - industry involvement in modernizing the non-instructional aspects of the Dallas School System (Case Study #14), 14pp, \$1.50

Chamber of Commerce of the United States  
Urban Strategy Center  
Lynn DeBlois  
1615 H Street, NW  
Washington, DC 20006

Detroit Industries Become Partners of Core-City High Schools (1968) - story of the improvement in one education system after area industries each adopted a high school (Case Study #9), 17pp, \$1.50

(same as above)

Strengthening Volunteer Industry Service to Public Education (1971) - basic manual for school administrators and business executives regarding corporate involvement in education, 32pp, 50¢ (write for quantity discounts)

W. E. Upjohn Institute for Employment Research  
Katherine H. Ford, Editor  
300 South Westnedge Avenue  
Kalamazoo, MI 49007

Industry and Community Leaders in Education (1969) - role of the Advisory Council--national, state and local--in improving vocational education curricula, 54pp, 50¢

(same as above)

The Volunteer in Vocational Education (1969) - orientation for an Industry-Education Advisory Committee member, 10pp, 35¢

(same as above)

\* Volunteers in Industry (1973) - overview of how business has been involved in education, prepared by Office of Education, HEW, single copy free

Project Print  
Washington Technical Institute  
Building 20, Room 105  
4100 Connecticut Avenue, NW  
Washington, DC 20008

\* Project Telefriend (1972) - background and guidelines for one industry's program of academic assistance to junior high students, 8pp, free (limited supply)

Ohio Bell Telephone Company  
Mr. Pat Gallagher  
820 West Superior, Room 600  
Cleveland, OH 44113

## LIBRARY ASSISTANCE

School Library Programs - Rural Areas (1966) - ways of overcoming the obstacles to good library service in rural areas (prepared by American Association of School Librarians and source at right), 48pp, \$1 (discounts)

Department of Rural Education  
National Education Association  
1201 Sixteenth Street, NW  
Washington, DC 20036

Handbook for Library Volunteers (1970) - guide to alert library volunteers to the necessary skill activities needed from day to day, 36pp, \$2

School District of Kansas City, MO  
Department of Instructional Services  
Dr. Gordon E. Wesner, Director  
1211 McGee Street, Room 814  
Kansas City, MO 64106

\* Guidelines for Using Volunteers in Libraries (1973) - overview of the benefits to be derived from expansion of volunteer programs in libraries--community support, increased efficiency, occupational recruitment, etc.; bibliography, 4pp, free

American Association of School Librarians  
American Library Association  
50 East Huron Street  
Chicago, IL 60611

\* Some Non-Professional Jobs in the School Library (Rep. 1973), compiled by Ruth M. Ersted - job designations in seven categories, one-page fact sheet, free

(same as above)

## EDUCATION: Publications

## READING ASSISTANCE

- Handbook for Volunteer Reading Aides (1970) - guide for the tutor of the adult non-reader; includes bibliography, 48pp, \$1  
Lutheran Church Women  
Norma Brookhart  
2900 Queen Lane  
Philadelphia, PA 19129
- Questions and Answers about Adult Literacy, USA ( ) - information for the person interested in the problem of the adult non-reader, 8pp, 1-49 copies 10¢ each; 50 or more copies 8¢ each  
(same as above)
- 
- School Volunteer Reading Reference Handbook and Basic Kit ( ) - manual for volunteers in the school system's Reading Help Program, 39pp, \$1.50  
New York City Board of Education  
School Volunteer Program  
20 West 40th Street  
New York, NY 10018
- \* Handbook for Reading Volunteers in Secondary Schools (1972) - manual highlighting techniques most applicable to older students; includes list of recommended materials, 39pp, \$1.50  
(same as above)
- 
- WISE Guide for Reading (1968) - orientation, suggested activities, book and materials list for the elementary reading aide, 40pp, \$1 (formerly titled: "Guide for Volunteer Reading Aides")  
Minneapolis Public Schools  
Volunteer Services - WISE  
Ellen Hughes, Coordinator  
Bryn Mawr School, Room 201  
400 Russell Avenue, South  
Minneapolis, MN 55405
- 
- Handbook for Volunteer Aides in Reading (1971) - guidelines, activities and checklist of reading skills for tutors to use with primary school students, 35pp, \$2.25  
Omaha Public Schools  
Office of Joe Chase  
3902 Davenport Street  
Omaha, NB 68131
- Handbook for Trainers of the Volunteer Aides in Reading Program (1971) - lessons for orienting and training volunteers, plus supporting material, 72pp, \$5  
(same as above)  
(checks payable to: Charles Beattie)
- 
- \* Teaching Volunteers to Help in the Reading Program (1970), by Marjorie H. Benz - instructor's manual for training volunteer reading aides, 49pp, \$2.50  
New Hampshire Council for Better Schools  
School Volunteer Program  
196 Bridge Street  
Manchester, NH 03104
- \* Reading Handbook (1970) - compilation of materials used in reading workshops for school volunteers and teacher aides, 80pp, \$1.50  
(same as above)
- 
- \* READ: Reading Evaluation--Adult Diagnosis (1972), by Dr. Jane Root and Ruth Colvin - tests of beginning basic reading skills prepared and scored for adults to help eliminate the disservice to them in using children's tests, 63pp, see price below  
Follett Publishing Company  
4300 West Ferdinand Street  
Chicago, IL 60624
- \* TUTOR: Techniques Used in the Teaching of Reading (1972), by Dr. Jane Root and Ruth Colvin - step-by-step instructions designed to help inexperienced tutors apply professional approaches in planning lessons, understanding needs of nonreader, evaluating student, 96pp, two-book set \$4.50 (discounts)  
(same as above)
-



## EDUCATION: Publications

## Reading Assistance (continued)

- \* Guide for the Volunteer in Sullivan and Distar Reading Programs (1971) - overview of two different reading program approaches, and the special need for volunteers in each one, 27pp, 85¢ (printing costs and postage for one copy; write for quantity rates) SVP: Helping Hands  
Oklahoma City Public Schools  
Lois Rogers  
900 North Klein  
Oklahoma City, OK 73106
- 
- \* Right to Read: Education's Moonshot of the 70's (1973) - one school's interpretation of the federally-sponsored "Right to Read" program and its implications for the school, 6-panel foldout, free "Right to Read" of San Diego  
Jack Hill, Program Coordinator  
3838 Orange Avenue  
San Diego, CA 92105
- \* How to Judge a Reading Program (1973) - explanation for parents of the components of a good reading program to help them judge the status in their own child's school, 6-panel foldout, free (same as above)
- 
- \* HOSTS Tutor Trainers Manual (1972) - guide to assist the tutor trainer in setting up a training program for reading tutors, 33pp, single copy free (outline of overall reading program available also) HOSTS Program  
Bill Gibbons, Director  
Fort Vancouver High School  
5700 East 18th  
Vancouver, WA 98661
- 
- \* How to Help a Child (1972) - description of visual perception and testing program for kindergarten and first-grade children to improve their reading skills, sponsored by the Lions Club, foldout brochure, free Winter Haven Lions Research Foundation  
P. O. Box 111  
Winter Haven, FL 33880
- 
- \* Tutor Handbook for Volunteers in Public Schools (1969) - manual for reading tutors working with first, second and third graders; bibliography, 42pp, \$1 Tutorial & Volunteer Services  
Vivian D. Adams, Supervisor  
Cincinnati Public Schools, Education Center  
230 East Ninth Street  
Cincinnati, OH 45202
- 
- \* YOU Can Help Your Child to READ (1973), by Winters, Bielecki, Moran, Paley - handbook for parents and tutors on defining and analyzing the problem, suggested exercises and readings, 69pp, \$3.30 (covers costs only) ADER  
Post Office Box 364  
Norwich, CT 06360
- 
- SCHOOL VOLUNTEERS**
- \* School Volunteer Program Annual Report, 1971-2 (1972) - complete descriptions of procedures of operation and current developments in the New York City School Volunteer Program, 42pp, free New York City Board of Education  
School Volunteer Program  
20 West 40th Street  
New York, NY 10018
- 
- School Volunteers ( ) - basic philosophy and history of the first six years of the New York City School Volunteer Program, 200pp, \$4.50 T. Margaret Jamer  
112 East 70th Street  
New York, NY 10021
- 
- \* Guidelines for the Use of Volunteers (1970) - comprehensive manual covering every phase of a school volunteer program, including parent involvement; sample forms, resource list, bibliography, 35pp, free (limited supply) Montgomery County Public Schools  
Department of Information  
850 North Washington Street  
Rockville, MD 20850
- 
- \* The Volunteer in the Learning Center (1971) - guide for schools considering volunteers for their "learning option" program for remedial/enrichment/reinforcement help for selected students, 8pp, 70¢ (write for quantity costs) Oklahoma City Public Schools  
Lois Rogers, SVP: Helping Hands  
900 North Klein  
Oklahoma City, OK 73106

## EDUCATION: Publications

## School Volunteers (continued)

- The Los Angeles City School Volunteer Program and its Services (1972) - overview of the program's aims, including an annotated list of its services, 6pp, free  
Los Angeles City Schools  
Volunteer and Tutorial Programs  
450 North Grand Avenue, Room G-114  
Los Angeles, CA 90051
- How to Organize a School Volunteer Program (1971) - suggested outline for principals and teachers, plus list of volunteer aids, 40pp, free  
NOTE: Request single copy only of these materials. Nominal fee for postage and handling added for requests outside Los Angeles. Write for complete publications list entitled, "These Materials We Have."
- Procedure and Policy Book for Officers and Chairmen (1971) - description of position responsibilities for all elective and appointed officers of volunteer program, 26pp, free  
(same as above)
- Handbook for School Volunteer Chairmen (1971) - clarification of actual duties--those the Chairman performs himself, and those he can expect program staff to perform, 3pp, free  
(same as above)
- Recruitment: School Volunteers (1969) - methods of recruiting through the media, clubs, schools, etc.; sample news release, flyers, posters, letters, 23pp, free  
(same as above)
- Pre-Service Orientation and Discussion Groups (1971) - helpful hints, reference listings, sample forms, etc., to give the volunteer a preview of his role in the total program, 20pp, free  
(same as above)
- School Volunteer Handbook (1971) - orientation, responsibilities, bibliography, etc., designed for use by teachers and administrators as well as volunteers, 20pp, free  
(same as above)
- 
- \* School Volunteer Handbook (1973) - history of the program and individual write-ups of the various volunteer components, 19pp, \$1  
Columbia Public Schools  
Office of Volunteer Services  
270 East State Street  
Columbus, OH 43215
- 
- The School Volunteer Program (1969) - data sheets on space, training, job descriptions, guidelines for chairmen, etc., \$1 per kit (checks payable to School District of Philadelphia)  
The School District of Philadelphia  
Office of School Volunteers  
Doris B. Wilson, Director  
21st Street South of the Parkway  
Philadelphia, PA 19103
- 
- \* School Volunteer Programs--A Guideline (1972) - suggestions for those in the process of establishing, improving or expanding a school volunteer program (jointly developed by the State PTA, the public school system, and Project Follow Through), 24pp, 75¢ (covers postage and handling only)  
Washington State Printer  
ATT: Cleone Haines  
P.O. Box 798  
Olympia, WA 98504
- 
- School Volunteers: What They Do and How They Do It (1972), by Barbara Carter and Gloria Dapper - helpful advice on how to establish a constructive, encouraging relationship with a child; proven techniques and activities in reading, math and science tutoring, 176pp, \$2.85 (20 or more, 25% discount)  
Citation Press  
50 West 44th Street  
New York, NY 10036
- 
- \* School Volunteers (1973) - benefits, drawbacks, volunteer assignments, cross-age tutoring, recruiting/placing/training/retaining volunteers, evaluation, sample programs, resources, 64pp, \$4  
National School Public Relations Association  
Jeannie Cardinal  
1801 North Moore Street  
Arlington, VA 22209

## EDUCATION: Publications

## School Volunteers (continued)

- 
- \* ABC's: A Handbook for Educational Volunteers (1972) - basic outline to be modified and adapted to meet local needs by those establishing a volunteer program; includes job descriptions, recruitment (including high school students), bibliography, etc., 47pp, free
- Project Print  
Building 20, Room 105  
Washington Technical Institute  
4100 Connecticut Avenue, NW  
Washington, DC 20006
- 
- \* School Volunteer Program of the New Hampshire Council for Better Schools: Annotated Bibliography (updated as needed) - listing of materials for organizing and operating a school volunteer program (NOTE: outside New Hampshire order from primary source at right; inside New Hampshire check SVP library at same address), 47pp, \$2.50
- School Volunteer Program  
New Hampshire Council for Better Schools  
196 Bridge Street  
Manchester, NH 03104
- 
- \* School Volunteer Programs: How They are Organized and Managed (1972), by John W. Hubley - report covering staff attitudes, recruitment, administrative and other aspects of a volunteer program based on information provided by more than two dozen school systems; bibliography, 48pp, \$4 (quantity discounts)
- School Management Institute  
6800 High Street  
Worthington, OH 43085
- 
- \* HOSTS (1972) - overview of a school volunteer program which--although set up to improve students' reading ability--encompasses elements such as improving child's attitude toward self, diagnosing child's total educational potential, etc., 5pp, single copy free
- HOSTS Program  
Bill Gibbons, Director  
Fort Vancouver High School  
5700 East 18th Street  
Vancouver, WA 98661
- 
- \* School Volunteer Song (1973) - a 58-second tape designed by the Des Moines Public School System as a public service announcement with 10-second tape space at end of song for specific organization announcement, cassette \$2; reel \$2.50
- Kajac Record Corporation  
Custom Recording Division  
155 First Street  
Carlisle, IA 50047
- 
- \* Manual for Volunteer Coordinators and Teachers Using Volunteer Tutors (1973) - planning guide for recruiting, assigning, supervising and working with volunteers in the classroom, the tutoring program, and all aspects of the school curriculum, 27pp, single copy free
- "Right to Read" of San Diego  
Jack Hill, Program Coordinator  
3838 Orange Avenue  
San Diego, CA 92105
- 
- Community Involvement Works (1971) - illustrated description of one school system's approach to utilizing community resources to enrich curricula; includes statistics, feedback, etc., 27pp
- Minneapolis Public Schools  
Community Resource Volunteers  
807 Northeast Broadway  
Minneapolis, MN 55413
- How to Initiate and Administer a Community Resource Volunteer Program (1971) - detailed manual discussing initiation, administration, program evaluation, staffing and financing, 101pp
- (same as above)
- Teachers' Guidelines for Using Community Resource Volunteers (1970) - guide to assist the teacher in selecting the right volunteer for topic and grade level, preparing for the visit, follow-up after presentation, etc., 6pp
- (same as above)
- Guidelines for Community Resource Volunteers (1970) - suggestions to help the volunteer prepare for the visit to the classroom, make an effective presentation, evaluate the visit, etc., 6pp
- (same as above)
- NOTE: Donation of \$5 requested for complete set of these materials plus statistical graphs and sample newsletters; checks to CRV.
-

## EDUCATION: Publications

## School Volunteers (continued)

School Volunteer Community Resources (1972) - first publication of this unit after its addition to school volunteer program; description of unit, initiation and operation, resources, 15pp, single copy free

Los Angeles City Schools Volunteer Program  
Community Resources Unit  
450 North Grand Avenue, Room G-114,  
Los Angeles, CA 90051

## TUTORING

The Tutor's Handbook (1971) - ideas and suggestions from experienced volunteer tutors at elementary, junior high, high school, and adult levels; bibliography, 35pp, \$2

Voluntary Resources Division  
United Planning Organization  
1021 Fourteenth Street, NW  
Washington, DC 20005  
(Att: Lillian Horton)

More Tutoring Clues (1972) - supplement to "Tutor's Handbook" above, providing additional activities to improve reading skills, 8pp, free

Tutoring Program Handbook (1970) - guide for college-student tutors depicting typical tutoring situations primarily at junior and senior high levels, but touching on adult tutoring as well, 13pp, single copy free

Office of Volunteer Community Service  
University of Virginia  
1908-A Lewis Mountain Road  
Charlottesville, VA 22903

Tutoring Tips (1970) - guide based on observations and suggestions of experienced tutors, 5pp, free

Los Angeles City Schools  
Volunteer and Tutorial Programs  
450 North Grand Avenue, Room G-114  
Los Angeles, CA 90012

How Can I Help Children Investigate Science? (1970) - guide to help the tutor teach modern science to elementary pupils, 14pp, free

(Nominal fee for postage and handling added outside Los Angeles)

Fact Sheet (1971) - philosophy and activities of the tutorial unit, free

(same as above)

Guidelines for the Volunteer Tutor (1972) - documentation of tutoring tips other tutors have found helpful, 24pp, \$1.65

Des Moines Area Community College  
Project MOTIVATE  
2006 Ankeny Boulevard  
Ankeny, IA 50012

Educational Multi-Media for Mathematics and Science Tutors (1972) - guide to the advantages and techniques of using multi-media in tutoring, 199pp, \$2.65

- \* Handbook for Tutors in Operation One-to-One Tutorial Program (1971) - manual for volunteers tutoring elementary and junior high "low achievers," 58pp, \$1

Tutorial and Volunteer Services  
Vivian D. Adams, Supervisor  
Cincinnati Public Schools, Education Ctr.  
230 East Ninth Street  
Cincinnati, OH 45202

- \* Each One Teach One (1972) - goals, benefits, limitations of a community-based tutorial program; includes sample lesson plans, activity ideas, word lists, etc., single copy free (limited supply available)

Presbyterian Neighborhood Center  
224 Stillwell Street  
Zanesville, OH 43701

- \* Odds 'n Ends (1972) - colorful, innovative leaflets prepared by volunteers and designed to help stimulate creativity in children in areas of: crayon activities, printing activities, stitchery, bookmaking, instrument making, and "recycling" of normally discarded household items, single copy of one or all leaflets, free

Operation SHARE  
Ron Zolezzi  
Santa Clara County Office of Education  
45 Santa Teresa Street  
San Jose, CA 95110

- \* Tips for Tutors: Chicago Public Library (1973) - comprehensive gathering of learning techniques from professional sources and experience--with a focus on the library's role in serving as a resource--to assist tutors working with school-age children, especially in reading, 31pp, free

Chicago Public Library  
Education Department  
Jennifer Nesbit  
78 East Washington  
Chicago, IL 60602

## EDUCATION: Publications

## Tutoring (continued)

- \* HOSTS Tutor Trainers Manual (1972) - guide to the kinds of attitudes and skills a tutor should have; designed to assist the tutor trainer in setting up a training program, 33pp, single copy \$1.75 (outline of overall HOSTS program also available)

HOSTS Program  
Bill Gibbons, Director  
Fort Vancouver High School  
5700 East 18th  
Vancouver, WA 98661

- \* Basic Tutor Guide (1971) - manual describing effective tutoring skills based on a study of a cross-age tutoring program regarding the difference between tutors who were getting results and those who were not, 45pp, 80¢

Benetic Press  
10300 Roosevelt Boulevard  
Westchester, IL 60153

- \* Tutor Self Practice Book (1971) - outline of problems in tutoring, three common tutor responses for each problem, space for the practicing tutor to make a judgment, and the solution proven most effective in a study of tutor programs (see above), 24pp, 80¢

(same as above)

Tutoring by Students: Who Benefits? (1971) - summary of research into cross-age tutoring (one of a series of research bulletins issued quarterly on education), 32pp, \$1 (subscription to quarterly \$3; discount on quantity orders)

Florida Educational Research and Development Council  
College of Education  
University of Florida  
Gainesville, FL 32601

Cross-Age Teaching Resource Manual (1971) - student training manual and guidelines for program operation; bibliography, 126pp, \$2

Cross-Age Teaching Project  
Ontario-Montclair School District  
P.O. Box 313  
Ontario, California 91761

- \* Guide for Volunteers in Mathematics (1971) - supplement to the teacher's edition of the mathematics textbook designed for the volunteer and arranged by grade level for maximum effectiveness in stimulating the student, 69pp, \$1.75 (printing costs and postage for one copy; write for quantity rates)

Materials Development Division  
Oklahoma City Public Schools  
Bart Ward, Coordinator  
900 North Klein  
Oklahoma City, OK 73106

- \* Social Studies and the Volunteer (1971) - basic tools designed specifically for the volunteer for maximum assistance to teachers and students in grades K-9, 46pp, \$1.20 (printing costs and postage for one copy; write for quantity rates)

(same as above)

- \* Fact Sheets on Volunteer Tutoring (1973) - quick-reference materials based on the experience of one school system's program, single copies free:

- Points to remember in tutoring programs
- Course Syllabus for Volunteer Coordinators' and Tutors' Workshop
- Guidelines for Volunteers
- Responsibilities of Teachers who use volunteers in the classroom
- Building a good relationship
- Volunteer Parent Program
- Job Description of Parent Coordinator
- Organizations that provide tutoring publications
- "Know Where You Are Going"
- Articles in the Tiger Times Promoting Right to Read

"Right to Read" of San Diego  
Jack Hill, Program Coordinator  
3838 Orange Avenue  
San Diego, CA 92105

**National Center for Voluntary Action\***

50186

Paramount Building  
1735 Eye Street, N.W., Washington, D.C. 20006

phone: 202-466-8444

UD  
5/31/73**CLEARINGHOUSE**

**Name of Program:** LITERACY VOLUNTEERS OF AMERICA, INC.

**Location:** Syracuse, New York (national office)

**Purpose:** Person-to-person assistance to the under-educated by teaching reading and writing to those who read below the fifth grade level.

**Sponsor(s):** U.S. Government; New York State Dept. of Education

**Contact for Additional Information:** Organization Literacy Volunteers of America, Inc.  
Name Mr. Joseph Gray, Executive Director  
Mailing Address 222 W. Onondaga Street  
City Syracuse, New York 13202  
Telephone (315) 478-2113

**DESCRIPTION OF PROGRAM**

Please give a brief description of your program. You may want to mention when it began, how it operates, approximate annual cost of operation, and what it has accomplished. It would be helpful to describe what types of work volunteers do, the number of volunteers involved and **WHETHER YOU NEED MORE VOLUNTEERS**. Please send any printed material you developed, especially training manuals and operation guidelines. **IF YOU HAVE BEEN ASKED BEFORE PLEASE EXCUSE THE DUPLICATION.**

Literacy Volunteers of America, Inc. (LVA) was founded in 1962 in Syracuse, New York, by Mrs. Ruth Colvin, and incorporated by the State of New York as a non-profit, educational organization in 1967. Its main objectives are to seek out and teach functional illiterates 16 years of age or older to read and write, and to recruit and train volunteers who will teach adults to read and write at a basic level on a person-to-person basis. All tutors, board and committee members, recruiters, instructors of teachers, and supervisors are volunteers. A paid office staff of six persons conducts organizational business.

In May, 1973, LVA had 50 affiliate organizations with 2,400 volunteers tutoring 2,500 functional illiterates. The affiliates are located in Illinois, New York, Maine, Connecticut, and Massachusetts, with the greatest number of affiliates in New York State. With a grant from the Department of Health, Education and Welfare, Office of Education, Adult Education Act, LVA is presently expanding its program in New York City, Connecticut and Massachusetts.

The Teacher Training Workshop (TTW) is the heart of the LVA program. The TTW is a comprehensive 18-hour training course, offering concentrated specific training to enable a volunteer to teach a functionally illiterate adult to read and write. Uniformity of instruction is assured by having all the instructional data recorded on cassettes, with accompanying slides. Following the periods of direct instruction, demonstrations of techniques are given and actual practice, with one-to-one role playing, takes place. Motivational ideas and sensitivity to the problems of the adult illiterate are stressed in the TTW.

THANK YOU FOR PROVIDING THE INFORMATION. OTHER PEOPLE WILL BENEFIT FROM YOUR EXPERIENCES. PLEASE CALL US IF YOU WANT INFORMATION ON THE EXPERIENCES OF OTHER GROUPS. /phone (202) 466-8444

M O R E

\* We have changed our heading—but not our service.

All LVA affiliates offer in-service training in a variety of ways. New teaching and testing techniques are taught, supervisors of teachers meet to devise methods of aiding tutors, and case conferences with individual teachers and professional reading specialists are held when the occasion demands.

A Leaders Training Workshop is led by LVA staff and is one means by which LVA, Inc. reproduces its program in new communities. Up to 20 volunteer leaders are taught at each workshop. In addition, the Leaders Seminar provides annual in-service training for affiliates. Each affiliate is required to send two representatives to the seminar in its own state or area.

Literacy Volunteer handbooks, published by Follett Publishing Company, 1010 W. Washington Blvd., Chicago, Illinois, include the following:

**READ Test** (Reading Evaluation, Adult Diagnosis), by Colvin and Root, fills a need for a basic diagnostic reading test for adults and teenagers. The evaluation gives information leading to instruction in the reading areas where help is needed.

**TUTOR** (Techniques Used in the Teaching of Reading) by Colvin and Root, is a handbook for teaching basic reading to adults and teenagers. Step-by-step instructions to provide the skills and techniques for teaching reading are included. TUTOR serves as a textbook for the LVA Teacher Training Workshop.

**LEADER** (Literacy Education Assistance for the Development of Educational Resources) by Mrs. Colvin is a handbook for the planning, organizing, and directing of a basic reading program for adults and teenagers.

Please contact the National Office for information on location of local affiliates.

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4/30/73

## National Center for Voluntary Action\*

50085

Paramount Building  
1735 Eye Street, N.W., Washington, D.C. 20006

phone: 202-466-8444

### CLEARINGHOUSE

**Name of Program:** PHILADELPHIA ADULT BASIC EDUCATION ACADEMY, INC.  
**Location:** Philadelphia, Pennsylvania  
**Purpose:** To teach adults the skills of reading, writing, and arithmetic  
**Sponsor(s):**  
**Contact for Additional Information:** Organization Philadelphia Adult Basic Education Academy  
 Name Sven H. E. Borei, President, Chief Exec. Officer  
 Mailing Address 3723 Chestnut Street  
 City Philadelphia, PA 19104  
 Telephone (215) 382-3700

The Philadelphia Adult Basic Education Academy, Inc., founded in 1968, is a non-profit, educational corporation chartered solely to teach adults the skills of reading, writing and arithmetic. All Academy teachers and staff are volunteers from metropolitan Philadelphia. There is no charge to students for services received.

Since 1968 about 500 adults have learned to read through the program, and as a result, many have obtained employment and left the welfare rolls. The Academy operates tutoring programs at the Shut-In Society, Mill Creek Community Center, and Mill Creek Public Housing Project. Principal funding is from local private foundations and corporations. PABEA has also begun a tutoring program in Chinatown, operated in conjunction with the Chinatown Christian Center. In addition, PABEA and ASPIRA (a Puerto Rican self-help organization) are beginning a joint venture to teach reading skills to Puerto Rican adults.

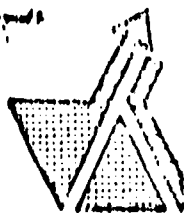
PABEA works with the House of Correction, part of the Philadelphia prison system, to provide a tutoring program for inmates. Begun in 1971, it involves both inmates and volunteers from the outside as tutors. This year the program has expanded into Holmesburg Prison.

Eighteen workshops were held in 1972 to prepare about 144 volunteers. In addition, since 1968, the Academy has held two conferences on literacy. It is serving as consultant to two life insurance companies, the Delaware County Board of Public Assistance, and the University of Pennsylvania External Affairs Office on their development of adult literacy programs. The Academy is also the educational consultant for an adult basic education television series, "Wake Up," produced by WCAU-TV. The program is broadcast daily at 6:30 a.m.

The Free Library of Philadelphia has placed PABEA posters and sign-up slips in each of its branches. Each branch is also available for tutoring space. PABEA now has 42 registration desks throughout Philadelphia.

The Academy's Literacy Information Center publishes "Literacy Exchange," the PABEA newsletter. It also houses the Northeast Regional Headquarters of the National Affiliation for Literacy Advance. (NALA)





## National Center for Voluntary Action\*

Paramount Building  
1705 Eye Street, N.W., Washington, D.C. 20006

phone: 202-466-8444

### CLEARINGHOUSE

Name of Program: ADULT BASIC EDUCATION TUTORING (formerly Portland Adult Literacy)  
 Location: Portland, Oregon  
 Purpose: basic education for adults without high school diplomas  
 Sponsor(s): Portland Community College, Adult Basic Education Department  
 Organization  
 Contact for Additional Information:  
 Name: Gene Barrett, Coordinator  
 Mailing Address: Portland Community College Adult Basic Education Dept.  
 12000 S. W. 49th  
 City: Portland, Oregon 97219  
 Telephone: 503 244-6111, ext. 321

### DESCRIPTION OF PROGRAM

Please give a brief description of your program. You may want to mention when it began, how it operates, approximate annual cost of operation, and what it has accomplished. It would be helpful to describe what types of work volunteers do, the number of volunteers involved and **WHETHER YOU NEED MORE VOLUNTEERS**. Please send any printed material you developed, especially training manuals and operation guidelines. **IF YOU HAVE BEEN ASKED BEFORE PLEASE EXCUSE THE DUPLICATION.**

Portland Adult Literacy project was absorbed by Portland Community College in January 1970. (It began in 1964, and was funded by OEO from 1966-1970.) The program operates almost exactly as it did formerly; however, its efforts are now coordinated with classes taught by professional teachers in the Adult Basic Education Department. The Adult Basic Education program is now expanding to provide services throughout the five-county area in the Community College district. The program costs about \$90,000 in salaries, employment services, and benefits; there is an additional books and supplies cost of \$10-15,000.

All tutors are volunteers. Students under high school level are assigned tutors on a one-to-one basis. Students on high school level are mostly assigned to informal classes (under ten students). Tutors are recruited through civic and religious organizations, and through newspaper and television publicity. Tutors participate in orientation workshops; most have not taught before.

THANK YOU FOR PROVIDING THE INFORMATION. OTHER PEOPLE WILL BENEFIT FROM YOUR EXPERIENCES. PLEASE CALL US IF YOU WANT INFORMATION ON THE EXPERIENCES OF OTHER GROUPS. Phone (202) 466-8444

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3/13/73

# National Center for Voluntary Action\*

50739

Paramount Building  
1735 Eye Street, N.W., Washington, D.C. 20006  
phone: 202-466-8444

## CLEARINGHOUSE

**Name of Program:** OPERATION UPGRADE OF BATON ROUGE, INC. '1  
**Location:** Baton Rouge, Louisiana  
**Purpose:** To reduce the rate of adult illiteracy in our community  
**Sponsor(s):** Local private sources; United Way agency (Capital Area United Givers);  
a Right-to-Read Grantee  
**Contact for Additional Information:** Organization \_\_\_\_\_  
**Name** \_\_\_\_\_ Ms. Catherine H. Stephens  
**Mailing Address** \_\_\_\_\_ 2928 College Drive  
**City** \_\_\_\_\_ Baton Rouge, Louisiana 70808  
**Telephone** \_\_\_\_\_ (504) 926-3189

## DESCRIPTION OF PROGRAM

Please give a brief description of your program. You may want to mention when it began, how it operates, approximate annual cost of operation, and what it has accomplished. It would be helpful to describe what types of work volunteers do, the number of volunteers involved and **WHETHER YOU NEED MORE VOLUNTEERS**. Please send any printed material you develop, especially training materials and operation guidelines. **IF YOU HAVE BEEN ASKED BEFORE PLEASE EXCUSE THE DUPLICATION.**

OPERATION UPGRADE is a program of reaching and teaching adult illiterates in Baton Rouge. Volunteers, trained in the Laubach and other methods, hold free classes in neighborhood locations. We currently have 137 volunteers actively teaching 140 students. Classes meet twice a week in 1½ hour sessions. We hold ten volunteer training workshops each year. In addition to volunteer teachers, we also have a secretary, two center coordinators and eight tutor trainers attending to other phases of literacy work.

The need for the program is great. In East Baton Rouge Parish, 3000 persons are totally illiterate; at least 8,000 more are functionally illiterate. Laubach materials, prepared for adults, will take a student to sixth grade reading level. Other materials (not based on phonics) are used for tutoring the elderly who are hard of hearing or have other problems. UPGRADE graduates are encouraged to continue their studies with the adult education program offered by the parish.

OPERATION UPGRADE has been in operation for 7 years, funded by local private sources. Effective January 1972 the program was funded as a member of the local United Givers agency; our funding for 1973 is \$5718.00. In May 1972 a \$25,000 Right-to-Read grant was awarded. Students' books are furnished free of charge and tutors' books are loaned to them. Students pay nothing for operating expenses.

Our program is affiliated with Laubach Literacy, Inc. (National Affiliation for Literacy Advance, Box 131, Syracuse, New York 13210)

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UD  
3/8/73



## National Center for Voluntary Action\*

50798

Paramount Building  
1735 Eye Street, N.W., Washington, D.C. 20006

phone: 202-466-8444

### CLEARINGHOUSE

Name of Program: OPERATION LIFT (Literacy Instruction for Texas)  
 Location: Dallas, Texas  
 Purpose: to combat functional illiteracy in adults and to teach English language and American citizenship to foreign-born  
 Sponsor(s): volunteer civic organizations  
 Contact for Additional Information: Organization Operation LIFT  
 Name Mrs. Walter W. Hirsch, Chairman  
 Mailing Address Dallas Athletic Club Building, 1805 Elm Street--Suite 1117  
 City Dallas, Texas 75201  
 Telephone 214 742-7565

### DESCRIPTION OF PROGRAM

Please give a brief description of your program. You may want to mention when it began, how it operates, approximate annual cost of operation, and what it has accomplished. It would be helpful to describe what types of work volunteers do, the number of volunteers involved and WHETHER YOU NEED MORE VOLUNTEERS. Please send any printed material you developed, especially training manuals and operation guidelines. IF YOU HAVE BEEN ASKED BEFORE PLEASE EXCUSE THE DUPLICATION.

OPERATION LIFT was organized in 1961 as a pilot project by the Dallas Section of the National Council of Jewish Women. In February of 1962 it was reorganized as a broad community effort. LIFT has no public funds. Support comes from fewer than 100 donors; a Sears, Roebuck grant was awarded several years ago, and we recently received a grant from the Hillcrest Foundation. Because of our extensive use of volunteers, LIFT's approximate annual budget is \$6,000. LIFT has only one paid employee for general office work; the director donates her full-time services.

LIFT has established 23 tuition-free classes all over Dallas and Dallas County, serving approximately 600 students per year. 130 LIFT-trained volunteer teachers are involved. The course is based on a nine-month school year; it is supplemented five days a week by a half-hour live television program, donated by WFAA-TV as a public service. The program parallels what should be done in the classroom. LIFT's curriculum has been developed by the chairman, Mrs. Hirsch, who also produces the daily television program.

LIFT volunteers have assisted in the organization of similar efforts in North and East Texas communities.

Many LIFT graduates who were formerly welfare recipients have become self-supporting; others have been able to qualify for better jobs.

THANK YOU FOR PROVIDING THE INFORMATION. OTHER PEOPLE WILL BENEFIT FROM YOUR EXPERIENCES. PLEASE CALL US IF YOU WANT INFORMATION ON THE EXPERIENCES OF OTHER GROUPS. /phone (202) 466-8444

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# National Center for Voluntary Action\*

54905

Paramount Building  
1735 Eye Street, N.W., Washington, D.C. 20006  
Phone: 202-466-8444

December, 1972

## CLEARINGHOUSE

**Name of Program:** Literacy Volunteers  
**Location:** Somers, Connecticut  
**Purpose:** train inmates to be literacy tutors for other inmates  
**Sponsor(s):** Connecticut Department of Corrections  
**Contact for Additional Information:** Organization Somers Correctional Institution  
**Name** Ms. Judy Koloski - Literacy Volunteers  
**Mailing Address** Shaker Road  
**City** Somers, Connecticut  
**Telephone** (203) 749-8391

## DESCRIPTION OF PROGRAM

Please give a brief description of your program. You may want to mention when it began, how it operates, approximate annual cost of operation, and what it has accomplished. It would be helpful to describe what types of work volunteers do, the number of volunteers involved and **WHETHER YOU NEED MORE VOLUNTEERS**. Please send any printed material you developed, especially training manuals and operation guidelines. **IF YOU HAVE BEEN ASKED BEFORE PLEASE EXCUSE THE DUPLICATION.**

Six inmates of the Somers maximum security prison in Connecticut participated in the Literacy Volunteer teacher training workshop held in the prison in November. Mr. Al Dornan, a recently trained Literacy Volunteer in Hartford, conducted the inmates workshop.

All of the workshop graduates were matched with students in the prison. The ultimate goal is to have the six trained men train other men in the prison to become tutors and to eventually be allowed to go to other penal institutions and train more tutors.

The tutoring is necessary for inmates who, because their reading skills are so low, are not able to take advantage of the adult basic education programs being offered at Somers.

A side benefit which could result for inmates who are certified as tutors is possible acquisition of college credits for completing the tutoring course. This possibility is currently being explored by the Department of Correction's community college program.

THANK YOU FOR PROVIDING THE INFORMATION. OTHER PEOPLE WILL BENEFIT FROM YOUR EXPERIENCES. PLEASE CALL US IF YOU WANT INFORMATION ON THE EXPERIENCES OF OTHER GROUPS. /phone (202) 466-8444

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## National Center for Voluntary Action\*

Paramount Building  
1735 Eye Street, N.W., Washington, D.C. 20006  
phone: 202-466-8444

50851

UD  
3/1/73

### CLEARINGHOUSE

**Name of Program:** ADULT EDUCATION TUTORIAL PROGRAM  
**Location:** Denver, Colorado  
**Purpose:** Preparation for a high school equivalency diploma, Adult Basic Education, and tutoring in English as a Second Language.  
**Sponsor(s):**  
**Contact for Additional Information:** Organization Adult Education Tutorial Program  
 Name Sister Cecilia Linenbrink  
 Mailing Address 1040 Eleventh Street  
 City Denver, CO 80204  
 Telephone (303) 255-7759

### DESCRIPTION OF PROGRAM

The Adult Education Tutorial Program is now in its ninth year, serving men and women ages 17 to 99. The AETP operates learning centers in Westwood, Globeville, Auraria and the Denver County Jail. Most of the classes in this program are planned to help adults review for the General Education Development (GED) test, a nationally standardized examination which entitles those who pass to a high school equivalency certificate. The program also offers Adult Basic Education courses, typing and shorthand.

All classes are staffed by volunteer tutors. Since the program offers continuous registration for all students, there is a constant need for more tutors. More than 3000 men and women have enrolled for AETP's classes since the program's inception in 1964. It began with 40 students and 20 volunteer tutors from two colleges and businesses. Today 250 adults enroll each semester in the various phases of our program, and in the spring of 1973, 86 tutors were volunteering their time and talents.

An experimental alternative adult education curriculum is also currently in operation. The alternative curriculum concentrates on five areas of study --social issues, humanities, natural science, communication, and community resources for work and leisure. Speakers and excursions into the community (interviews, concerts, etc.) are important parts of the experimental program.

A small professional staff handles day-to-day operations. The director of the program reports to a board of directors made up of business and professional people and of representatives of the communities served by the learning centers. Augmenting this leadership is an advisory board of Denver citizens.

AETP is supported by contributions from Denver area business, churches, foundations and private citizens, with occasional grants for special projects from such agencies as the State Department of Education.



## National Center for Voluntary Action\*

Paramount Building  
1735 Eye Street, N.W., Washington, D.C. 20006

phone: 202-466-8444

### CLEARINGHOUSE

Name of Program: PACE INSTITUTE, INC. (PROGRAMMED ACTIVITIES FOR CORRECTIONAL EDUCATION)  
 Location: Chicago, Illinois  
 Purpose: (See Below)  
 Sponsor(s): Numerous companies and state and federal agencies  
 Contact for Additional Information: Organization Pace Institute  
 Name Rev. John R. Erwin  
 Mailing Address Cook County Jail  
2500 S. California  
 City Chicago, Illinois 60608  
 Telephone (312) 927-3675

### DESCRIPTION OF PROGRAM

Please give a brief description of your program. You may want to mention when it began, how it operates, approximate annual cost of operation, and what it has accomplished. It would be helpful to describe what types of work volunteers do, the number of volunteers involved and WHETHER YOU NEED MORE VOLUNTEERS. Please send any printed material you developed, especially training manuals and operation guidelines. IF YOU HAVE BEEN ASKED BEFORE PLEASE EXCUSE THE DUPLICATION.

Recognizing the high rate of recidivism of inmates of the Cook County Jail in Chicago, a project was devised to provide short term inmates with general educational and vocational skills prior to their release from the jail. The volunteer program operates five nights a week, from 7 to 9:30 p.m. and uses about 140 volunteers a week. During the day, the program is manned by staff members.

Volunteers first give inmates the basic educational training necessary for them to pass a G.E.D. exam and receive a secondary school certificate. Once this is completed, the inmates are taken to the shop area of the prison where each man can find a vocational area he feels he would like to master. Volunteers help equip the inmates with vocational skills so that they will be employable when they leave the institution. When the inmates return to the streets, volunteers help them find placement in jobs.

There is no extensive orientation period for Pace Institute volunteers. The staff tries to match each volunteer to a task for which his abilities suit him. Volunteers are all ages, from college students to senior citizens.

THANK YOU FOR PROVIDING THE INFORMATION. OTHER PEOPLE WILL BENEFIT FROM YOUR EXPERIENCES. PLEASE CALL US IF YOU WANT INFORMATION ON THE EXPERIENCES OF OTHER GROUPS. /phone (202) 466-8444

\* We have changed our heading—but not our service.

OFFENDER LITERACY CLEARINGHOUSE PROFILES

PROGRAM SOURCE : LAUBACH LITERACY, INC.  
Box 131  
Syracuse, New York 13210

TITLE : National Affiliation for Literacy Advance,

SCOPE : A network of literacy groups and individuals who are trained volunteers to tutor out-of-school adults and teenagers, one-to-one

PURPOSE : To enable out-of-school adults and teenagers to be functionally literate in order to cope with everyday living needs.

ENTRY LEVEL : From 0.0 to 5.0 reading levels

READABILITY : Pre-primer and reading readiness to 6th-grade

DESIGNED FOR : Young and mature adults

FORMAT : A variety

REMEDICATION : Provided with supplementary helps.

SUPERVISION : Taught on one-to-one basis which provides for great deal of flexibility. Supervision given volunteers by local council leadership.

TIME TO COMPLETE: Approximately 150 hours of study on a one-to-one basis

VALIDATION : Over an average of 30 hours of study there was a .7 reading achievement gain. Reading achievement gain was shown for 68% of the students from .1 to 4.4 grade level change.

COST : Write publisher for Catalog: New Reader's Press\*

AVAILABILITY : Materials available through publisher; training instructions for tutors through the National Affiliation for Literacy Advance, Laubach Literacy, Inc.

\* Same address as above

## COUNCILS TUTORING IN JAILS AND PRISONS

### North Central

Chicago Area Literacy &  
Reading Center  
Mrs. Lucille Huyssen  
10427 South Artesian  
Chicago, Illinois 60655

Madison Literacy Council  
Rev. Rebecca S. Frankford  
Box 346  
Frankton, Indiana 46044

Minnesota Literacy Council  
JoAnn A. Benjamin  
1090 Colette Place  
St. Paul, Minnesota 55116

St. Peter Literacy Council  
Ms. Ann Erickson  
St. Peter Public School  
St. Peter, Minnesota 56082

Miami Valley Council  
Mrs. Thomas Kennedy  
5180 Frederick Road  
Dayton, Ohio 45414

Literacy Services of Wisconsin  
Mrs. Victor Harding  
819 North 27th Street  
Milwaukee, Wisconsin 53208

### Northeast

Eastern Massachusetts Literacy  
Council  
Mrs. Martin Gilman  
56 Bloomfield Street  
Lexington, Massachusetts 02173

Bethlehem Chapter Red Cross  
Miss Barbara Fairback  
241 East Market Street  
Bethlehem, Pennsylvania 18018

Damayanti Circle  
Linda Becker  
3723 Chestnut Street  
Philadelphia, Pennsylvania 19104

### Northwest

Oregon Literacy  
Mrs. Bruce Smith  
510 S. W. Third Avenue Room 322  
Portland, Oregon 97204

### Southwest

California Literacy  
Jane Scanland  
248 East Main Street  
Alhambra, California 91801

### South Central

Springfield Area Council  
Edna Bathe  
2005 South Kings  
Springfield, Missouri 65807

Literacy Council of St. Louis  
Mrs. Evelyn Budlong  
125 West Old Watson Road  
Webster Groves, Missouri 63119

Oklahoma City Literacy Council  
Roxa M. Porter  
15 Whitwell Circle  
Edmond, Oklahoma 73034

Bay Area Literacy Council  
Mary Wilcox  
P. O. Box 90285  
Houston, Texas 77090

### Southeast

Brevard Adult Literacy Volunteers  
Mary Ann Samaco  
1760 Thomas Street  
Titusville, Florida 32780



Southeast (contd.)

Wilkes Literacy Council  
Mrs. Lee Bentley  
Route 2, Box 30  
Moravian Falls, North Carolina  
28654

Nashville Literacy Volunteers  
Mrs. Thurman Allred  
442 Ezell Pike  
Nashville, Tennessee 37217

Cabarrus Literacy Council  
Mrs. J. P. Reece  
424 Briarwood, S. E.  
Concord, North Carolina 28025

## NAMES AND ADDRESSES OF PUBLISHERS

Names and addresses of publishers have been included in this manner to facilitate the user's ability to see if certain publishers have offerings in the ABE reading field. It is also a resource which can be tapped when wishing to inquire about programs other than reading. This listing includes all publishers with reading programs or systems described in the first section of the manual (40 different organizations for the more than 80 programs described).

Publishers are more than eager to respond to potential customers with information concerning their programs. In many instances they will have individuals follow up inquiries through personal visits. This permits in-depth probing of the possibilities which their materials or services provide.

In some cases publishers have the ability to provide staff development or in-service training for the materials which they produce and sell. Correctional education units might wish to inquire as to this capability and what obligations one incurs in order to be a recipient.

Phone numbers were not included as they change more rapidly than do addresses. These can be obtained quickly by dialing the area code of the publisher, then 555-1212. There is no phone charge for this service.

LIST OF PUBLISHERS

Addison-Wesley Publishing Co., Inc.  
Sand Hill Road  
Menlo Park, California 94025

Allied Education Council  
Galien, Michigan 49113

Allyn & Bacon, Inc.  
470 Atlantic Avenue  
Boston, Massachusetts 02210

Behavioral Research Laboratories  
Ladera Professional Center, Box 577  
Palo Alto, California 94302

California Test Bureau/McGraw Hill  
Order Service Department  
Manchester Road  
Manchester, Missouri 63011

Cambridge Book Company  
488 Madison Avenue  
New York, New York 10022

Cenco Educational Aids  
4401 West 26th Street  
Chicago, Illinois 60623

Charles E. Merrill Publishing Co.  
1300 Alum Creek Drive  
Columbus, Ohio 43216

Communacad  
The Communications Academy  
Box 541  
Wilton, Connecticut 06897

Craig Corporation  
921 West Artesia Boulevard  
Compton, California 90220

The Economy Company  
Individualized Instruction Inc.  
P. O. Box 25308  
1901 North Walnut  
Oklahoma City, Oklahoma 73125

Educational Developmental Laboratories  
Division of Mc-Graw Hill Book Co.  
New York, New York, 10020

Educational Progress Corporation  
8538 East 41st Street  
Tulsa, Oklahoma 74145

Educational Projections Corporation  
3070 Lake Terrace  
Glenview, Illinois 60025

Electronic Futures, Inc.  
Learning Resource Division  
202 Lake Miriam Drive  
Lakeland, Florida 33802

EMC Corporation  
180 Sixth Street  
St. Paul, Minnesota 55101

Follett Educational Corporation  
1010 West Washington Boulevard  
Chicago, Illinois 60607

General Learning Corporation  
250 James Street  
Morristown, New Jersey 07960

Grolier Educational Corporation  
845 Third Avenue  
New York, New York 10022

Harcourt Brace Jovanovich, Inc.  
757 Third Avenue  
New York, New York 10017

List of publishers (contd.)

Imperial International Learning  
Box 548, Route 54 South  
Kankakee, Illinois 60901

i/t/a/ - Initial Teaching  
Alphabet, Inc.  
6 East 43rd Street  
New York, New York 10017

Ken Cook Transnational  
9929 West Silver Spring Road  
Milwaukee, Wisconsin 53225

Laidlaw Brothers  
Division of Doubleday & Co., Inc.  
Thatcher & Madison Streets  
River Forest, Illinois 60305

The MacMillan Company  
School Division  
866 Third Avenue  
New York, New York 10022

McGraw-Hill Book Company  
1221 Avenue of the Americas  
New York, New York 10020

\*  
New Reader Press  
Laubach Literacy, Inc.  
Box 131  
Syracuse, New York 13210

Noble and Noble, Publishers, Inc.  
1 Dag Hammarskjold Plaza  
245 East 47th Street  
New York, New York 10017

Oddo Publishing, Inc.  
Storybook Acres  
Beauregard Boulevard  
Fayetteville, Georgia 30214

\*MIND  
1133 Avenue of the Americas  
New York, New York 10036

Open Court Publishing Co.  
1039 Eighth Street  
LaSalle, Illinois 61301

Perceptual Development Labs  
P. O. Box 1911  
Big Spring, Texas 79720

Programs for Achievement  
in Reading, Inc.  
Abbott Park Place  
Providence, Rhode Island 01903

Reader's Digest Services, Inc.  
Pleasantville, New York 10570

Rehabilitation Research Foundation  
P. O. Box 3587  
Montgomery, Alabama 36109

Research for Better Schools, Inc.  
Suite 100  
1700 Market Street  
Philadelphia, Pennsylvania 19103

Scholastic Magazines, Inc.  
50 West 44th Street  
New York, New York 10036

Science Research Associates, Inc.  
259 East Erie Street  
Chicago, Illinois 60611

Scott, Foresman and Company  
1900 East Lake Avenue  
Glenview, Illinois 60025

Silver Burdett Division  
General Learning Corporation  
250 James Street  
Morristown, New Jersey 07960

Steck-Vaughn Company  
P. O. Box 2028  
Austin, Texas 78767

## PROGRAMS USERS LIST

User information has been provided by many of the publishers included in the handbook. It is the result of the Clearinghouse Advisory Board's suggestion that this would be a valuable aid to the concerned educator who could contact some agency that had actually used a given reading program in which he was interested. Educators like to talk to each other about success in certain settings and avoid any bias which a publisher or salesman may, understandably, express.

It should be noted that the user information can be located by first finding the publisher and title of the program. If a specific title does not appear in this section it means that the publisher had not responded with that information at the time of the printing of the handbook. In these cases, the only way to reach representative users would be to contact the marketing section of the publisher in question.

No attempt has been made by the Clearinghouse to contact the agencies or individuals listed in this section. However, more than 20 publishers have seen fit to provide user names and addresses and many of those were able to report correctional users:

Allied Education Council  
Michigan Reformatory

Charles E. Merrill, Publishing Co.  
Medical Center for Federal Prisoners

Craig Corporation  
Stone Mountain Correctional Institute

Educational Development Corp.  
Greenhaven Correctional Facility

EMC Corporation  
New Jersey State Prison  
Skillman Training School for Boys  
Federal Correctional Facility-  
Terminal Island

Educational Projections Corporation  
Federal Reformatory, Petersburg, Va.  
Federal Prisons Industries, Texarkana

Harcourt Brace Jovanovich, Inc.  
Ossining Correctional Facility  
Walkill Correctional Facility  
Department of Correctional Services  
Elmira, New York

Imperial International Learning Corp.  
Federal Correctional Institution  
Terminal Island  
Attica State Prison

Ken Cook Company  
Wisconsin State Reformatory

MIND  
Ossining Correctional Facility  
Albion Correctional Facility

Noble & Noble, Publishers, Inc.  
 Connecticut Correctional Institution  
 Federal Prison Industries, Inc.  
 Tallahassee, Florida  
 Maryland Correctional Institute  
 Hagerstown  
 Massachusetts Correctional Institute  
 West Concord

Oddo Publishing, Inc.  
 Clinton Correctional Facility, N. Y.  
 Belnap County House of Corrections

Perceptual Development Labs  
 Boys Village of Maryland  
 Federal Prisons Industries, Inc.  
 Terminal Island  
 Draper Correctional Center  
 LEA St. Louis County  
 Correctional Institution

Programs for Achievement in Reading, Inc.  
 Jessup Department of Corrections  
 Baltimore Department of Corrections  
 D. C. Department of Corrections  
 Frenchburg Correctional Facility  
 Kentucky

Rehabilitation Research Foundation  
 Department of Offender Rehabilitation

Scholastic Magazines, Inc.  
 Cossackie Correctional Facility

Science Research Associates, Inc.  
 Hagerstown Correctional Facility  
 Jessup Correctional Facility  
 Juvenile Facility-Laurel, Md.

Steck-Vaughn Company  
 Texas Department of Corrections

We would recommend that, in the absence of a full address, you direct your inquiry to the Director of Instruction (in the case of a public school system) or Supervisor of Instruction (in the case of correctional institutions). It may well be that a short phone call will provide better results than a two or three page letter. The reader should consider the precise information being sought before making an inquiry. Be specific with your questions so answers will reflect the same precision.

This section, as with others, will be updated as further information is received and collated.

**PUBLISHER** : ADDISON-WESLEY PUBLISHING COMPANY, INC.  
Sand Hill Road  
Menlo Park, California 94025

**TITLE** : Reading Development

**USERS** : Deep River Board of Education  
Box 187  
Deep River, Connecticut 06417

Billerica School Department  
Superintendent of Schools  
Billerica, Massachusetts 01821

Board of Education  
51 Englewood Street  
Englewood, New Jersey 07231

Board of Adult Education  
Division of Audit  
Buffalo, New York 14202

Board of Education  
Borough of Brooklyn  
Brooklyn, New York 11202

**PUBLISHER** : ALLIED EDUCATION COUNCIL  
Distribution Center  
Galien, Michigan 49113

**TITLE** : The Mott Basic Language Skills Program

**USERS** : Board of Education  
of the City of Grand Rapids  
143 Bostwick Avenue, N. E.  
Grand Rapids, Michigan 49502

Department of Corrections  
(Michigan Reformatory)  
P. O. Box 500  
Ionia, Michigan 48846

School Board of Palm Beach Co.  
3323 Belvedere Road  
West Palm Beach, Florida 33402



PUBLISHER : CHARLES E. MERRILL PUBLISHING CO.  
1300 Alum Creek Drive  
Columbus, Ohio 43216

TITLE : New Modern Reading Skilltext Series

USERS : State of Arkansas  
City of Chicago, Illinois  
City of Baltimore, Maryland

TITLE : The Refresher Program of the Merrill  
Linguistic Readers

USERS : State of Alabama  
State of Georgia  
City of Chicago, Illinois

TITLE : Building Reading Power

USERS : State of Alaska  
State of Arkansas  
District of Columbia  
New York City

**PUBLISHER** : CHARLES E. MERRILL PUBLISHING CO.  
1300 Alum Creek Drive  
Columbus, Ohio 43216

**TITLE** : Merrill Mainstream Cassette Library

**USERS** : Allegheny County Schools  
Pittsburgh, Pennsylvania

The Urban League  
New York, New York

Federal Prison  
Springfield, Missouri

Pinellas County Schools  
Clearwater, Florida

Broward County Schools  
Fort Lauderdale, Florida

**PUBLISHER** : **CRAIG CORPORATION**  
921 West Artesia Boulevard  
Compton, California 90220

**TITLE** : **Craig Reader and materials**

**USERS** : **Draper Institute**  
Weumpka, Alabama 36092

Arthur G. Dozier School  
P. O. Box 490  
Narianna, Florida 32446

Stone Mountain Correctional Institute  
Stone Mountain, Georgia 30003

PUBLISHER : THE ECONOMY COMPANY  
P. O. Box 25308  
1901 North Walnut  
Oklahoma City, Oklahoma 73125

TITLE : Guidebook to Better Reading

USERS : Paradis Elementary School  
Paradis, Louisiana 70080

Bureau of Indian Affairs  
P. O. Box 1060  
Gallup, New Mexico 87301

Department of Education  
State of Louisiana  
Baton Rouge, Louisiana 70804

TITLE : Reach

East Feliciana Parish School Board  
Clinton, Louisiana 70722

Junior High School #120  
890 Cauldwell Avenue  
Bronx, New York 10473

Public School #52  
681 Kelly Street  
Bronx, New York 10455

Base

Woodland Hills Elementary School  
22201 San Miguel  
Woodland Hills, California 91364

Rio Grande Rehabilitation I. S. D.  
P. O. Box 111  
Harlingen, Texas 78550

Junior High School #135  
1111 Pugsley Avenue  
Bronx, New York 10473

PUBLISHER : EDUCATIONAL DEVELOPMENT CORPORATION  
202 Lake Miriam Drive  
Lakeland, Florida 33803

TITLE : Patterns in Phonics II

USERS : Mr. Nick Bruno  
Educational Supervisor  
Greenhaven Correctional Facility  
Stormville, New York 12582

**PUBLISHER** : EDUCATIONAL DEVELOPMENTAL LABORATORIES  
A Division of McGraw-Hill  
1221 Avenue of the Americas  
New York, New York 10020

**TITLE** : EDL Learning 100

**USERS** : Maine State Prison, Thomaston, Maine  
  
Elmira State Prison, Elmira, New York  
  
Illinois State Training School for Girls  
Geneva, Illinois  
  
Youth Development Center  
New Castle, Pennsylvania  
  
U. S. Penitentiary: Atlanta, Georgia  
Fort Leavenworth, Kansas  
Lewisburg, Pennsylvania  
  
Windham School District  
Texas Department of Correction  
Huntsville, Texas  
  
All federal, state and county correctional facilities  
(in one form or another) in the State of Florida.

PUBLISHER : EMC CORPORATION  
180 Sixth Street  
St. Paul, Minnesota 55101

TITLE : Reading Breakthrough

USERS : Calvin College Seminary  
Business Office  
Grand Rapids, Michigan 49506  
Attn: K. Block-Education Department

Scottsdale High School, Dist. #212  
Education Center  
P. O. Box 15428  
Phoenix, Arizona 85060

Superintendent of Schools  
1461 Grand Avenue  
Schofield, Wisconsin 54476

Correctional Institutions using other materials:

New Jersey State Prison  
3rd Street  
Trenton, New Jersey  
(Using kit "African Cliff Dwellers")

Federal Correctional Institution  
Terminal Island  
San Pedro, California 90731  
(Using a Spanish program titled "Complete  
Instruction in Spanish Pronunciation")

Skillman Training School for Boys  
Attn: Mr. Mercantino  
Skillman, New Jersey 08525  
(Using kit "Sports Close Ups")

PUBLISHER : EDUCATIONAL PROJECTIONS CORPORATION  
3070 Lake Terrace  
Glenview, Illinois 60025

TITLE : Prevocational Orientation and Guidance

USERS : U. S. Department of Justice  
Bureau of Prisons  
Federal Reformatory  
Petersburg, Virginia 23803

Fred Nelles School for Boys  
Whittier, California

Federal Prisons Industries  
Texarkana, Texas

TITLE : Reading Readiness

Breckinridge Job Corps  
Breckinridge, Kentucky

Midlands Center  
8301 Farrow Road  
Columbia, South Carolina 29203

Region I Educational Service Center  
Edinburg, Texas



PUBLISHER : GENERAL LEARNING CORPORATION  
250 James Street  
Morristown, New Jersey 07960

TITLE : English: Your New Language

USERS : Washington, D. C. Public Schools  
New York City Public Schools  
Boston Public Schools

PUBLISHER : HARCOURT BRACE JOVANOVICH, INC.  
757 Third Avenue  
New York, New York 10017

TITLE : English Lessons for Adults

USERS : Correctional Institution (formerly Sing Sing Prison)  
Ossining, New York 10562

Walkill Correctional Facility  
Walkill, New York 12589

Department of Correctional Services  
P. O. Box 355  
Elmira, New York 14902

PUBLISHER : IMPERIAL INTERNATIONAL LEARNING CORPORATION  
Box 548, Route 54 South  
Kankakee, Illinois 60901

TITLE : Imperial International Intermediate Reading Program  
Imperial Junior High School Aural Reading Lab

USERS : Federal Correctional Institutions  
Terminal Island  
San Pedro, California 90731

Attica State Prison  
Attica, New York 14011

Dr. King Adult Education Center  
720 North Greenwood  
Kankakee, Illinois 60901

PUBLISHER : KEN COOK COMPANY  
9929 West Silver Spring Road  
Milwaukee, Wisconsin 53225

TITLE : Basic Communications

USERS : Wisconsin State Reformatory  
Attn: Mrs. Carol Van Roy, Project Associate  
Box WR  
Green Bay, Wisconsin 54305

Blackhawk Technical Institute  
Skill Development Center  
Attn: Mr. Charles Conklin  
2228 Center Avenue  
Janesville, Wisconsin 53545

Humphreys County School District  
Vocational Education Department  
Attn: Ms. Ruth Hodges  
P. O. Box 672  
Belzoni, Mississippi 39038

PUBLISHER : LAIDLAW BROTHERS  
Division of Doubleday & Co., Inc.  
Thatcher & Madison Streets  
River Forest, Illinois 60305

TITLE : Target Reading

USERS : Ms. Connie Keown  
EMH Consultant  
Tri-County Special Education Association  
1402 West Olive Street  
Bloomington, Illinois 61701

Mrs. M. Wilson, Principal  
Conwell Middle School  
Jasper and Clearfield Streets  
Philadelphia, Pennsylvania 19134

Mr. Major Armstead, Jr., Principal  
Hess Upper Grade Center  
3500 West Douglas Boulevard  
Chicago, Illinois 60623

PUBLISHER : MCGRAW-HILL BOOK COMPANY  
1221 Avenue of the Americas  
New York, New York 10020

TITLE : Programmed Reading for Adults

USERS : J. T. Miller  
Vaux Jr. High  
24th and Masters  
Philadelphia, Pennsylvania 19121

Metropolitan Adult Education Program  
c/o Robert Culp  
81 North 7th  
San Jose, California 95112

Mr. R. W. Daniel  
Adult Language Center  
School of Education  
North Carolina State University  
Raleigh, North Carolina 27607

PUBLISHER : MIND  
1133 Avenue of the Americas  
New York, New York 10036

TITLE : Reading Technology

USERS : Ossining Correctional Facility  
Ossining, New York 10562

Albion State Institution and  
Western Correctional Facility  
Albion, New York 14411

Detroit Public Schools  
Houston Public Schools

**PUBLISHER** : NOBLE & NOBLE, PUBLISHERS, INC.  
1 Dag Hammarskjold Plaza  
245 East 47th Street  
New York, New York 10017

**TITLE** : Operation Alphabet

**USERS** : Connecticut Correctional Institution  
P. O. Box 100  
Somers, Connecticut 06071

Department of Correction  
340 Capitol Avenue  
Hartford, Connecticut 06106

Federal Prison Industries, Inc.  
Federal Correctional Institution  
Tallahassee, Florida 32304

Maryland Correctional Institute  
Route 3, Box 3333  
Hagerstown, Maryland 21740

Woodbourne Rehabilitation Center  
Woodbourne, New York 12788

Jefferson County Adult Education  
3442 Preston Street  
Louisville, Kentucky 40213

Anne Arundel County Public Schools  
Adult Basic Education  
27 Chinquapin Round Road  
Annapolis, Maryland 21401

Literacy Volunteers of America, Inc.  
222 West Onondaga Street  
Syracuse, New York 13202

Massachusetts Correctional Institute  
West Concord, Massachusetts 01742

Whitney Adult Education Center  
18th & Whitney Avenue  
Niagara Falls, New York 14301



**PUBLISHER** : ODDO PUBLISHING, INC.  
Storybook Acres  
Beauregard Boulevard  
Fayetteville, Georgia 30214

**TITLE** : Photo-phonics I & II; Photo-cabulary

**USERS** : Clinton Correctional Facility  
Dannemora, New York 12929

Belnap County House of Corrections  
Attn: Miss Carol Valentine  
1152 North Main Street  
Laconia, New Hampshire 03246

Wagner Junior High  
18th & Chelton Avenue  
Philadelphia, Pennsylvania 19126

School District of Philadelphia  
William Dick  
25th & Diamond Streets  
Philadelphia, Pennsylvania 19121

Free Library of Philadelphia  
Reader Development Program  
236 North 23rd Street  
Philadelphia, Pennsylvania 19103

PUBLISHER : PERCEPTUAL DEVELOPMENT LABS  
 Box 1911  
 Big Spring, Texas 79720

TITLE : Phonics

USERS : Ft. Huachuca  
 Army Education Center  
 Ft. Huachuca, Arizona 85613

Ft. Carson  
 Education Center 2217  
 Ft. Carson, Colorado 80910

Evangeline Tri-Parish Area  
 Vocational Technical School  
 600 College - Box 68  
 St. Martinville, Louisiana 70582

Boys Village of Maryland  
 Cheltenham, Maryland

TITLE : Intermediate Reading Program

USERS : Draper Correctional Center  
 Draper Vocational Program  
 Elmore, Alabama 35025

Ft. Huachuca  
 Army Education Center  
 Ft. Huachuca, Arizona 85613

Education Services Officer  
 March AFB  
 California 92508

Federal Prison Industries, Inc.  
 Terminal Island  
 San Pedro, California 90731

TITLE : Developmental Reading Program

## USERS

Ft. Huchuca,  
Army Education Center  
Ft. Huachuca, Arizona 85613

Federal Prison Industries, Inc.  
Terminal Island  
San Pedro, California 90731

Army Education Center  
Education Services Off  
Lowry AFB 80230

TITLE : Reading Improvement

Pensacola Junior College  
1000 College Blvd.  
Pensacola, Florida 32504

Instructor Methods Division  
Adjutant General School  
Ft. Benjamin Harrison, Indiana 46216

LEA St. Louis County  
Correctional Institution  
RR #1, Box 63, Highway 40  
Chesterfield, Missouri 63017

**PUBLISHER** : PROGRAMS FOR ACHIEVEMENT IN READING, INC.  
Abbott Park Place  
Providence, Rhode Island 02903

**TITLE** : Basic Studies

**USERS** : Washington Technical Institute  
WIN Program -- Room 601  
1003 "K" Street, N. W.  
Washington, D. C. 20003

Department of Corrections  
P. O. Box 535  
Jessup, Maryland 20794

Opportunities Industrialization Center  
Director: John Yena  
45 Hamilton Street  
Providence, Rhode Island 02907

Community College of Baltimore  
Lighted House Manpower Project  
2510 St. Paul Street  
Baltimore, Maryland 21218

**TITLE** : Powereading

Social Security Administration  
Room 571 -- Altmeyer Building  
Baltimore, Maryland 21235

Brooklyn Adult Training Center  
475 Nostrand Avenue  
Brooklyn, New York 11216

Maryland Department of Corrections  
920 Greenmount Avenue  
Baltimore, Maryland 21202

O. I. C.  
360 Park Avenue, South  
New York, New York 10010

USERS : Powerreading (contd.)  
Malcolm King College  
103 East 125th Street  
Room 1102  
New York, New York 10035

The Department of Corrections  
for the District of Columbia  
Lorton, Virginia 22079

TITLE : High School Equivalency Prep Program

USERS : Maryland Department of Corrections  
920 Greenmount Avenue  
Baltimore, Maryland 21202

Brooklyn Adult Training Center  
475 Nostrand Avenue  
Brooklyn, New York 11216

Frenchburg Correctional Facility  
Frenchburg, Kentucky 40322

Malcolm King College  
103 East 125th Street  
Room 1102  
New York, New York 10035

Urban League  
1424 Sixteenth Street  
Suite 502  
Washington, D. C. 20036

The Department of Corrections  
for the District of Columbia  
Lorton, Virginia 22079

**PUBLISHER** : REHABILITATION RESEARCH FOUNDATION  
P. O. Box 3587  
Montgomery, Alabama 36109

**TITLE** : Individualized Reading Instructional System

**USERS** : Mr. G. Wayne Booker, Superintendent  
Alabama Industrial School  
Mt. Meigs, Alabama 36057 Telephone 205/272-9100

Mr. A. B. Hester, Director, or  
Mrs. Carole Canfield, Supervisor of Instruction  
Birmingham Metropolitan Area Skills Center  
3420 Second Avenue, North  
Birmingham, Alabama 35222 Telephone 205/322-0504

Mrs. Ann Delatte  
Director of Education  
Department of Offender Rehabilitation  
1422 West Peachtree Street, Room 501  
Atlanta, Georgia 30309 Telephone 404/656-3755

**PUBLISHER** : SCHOLASTIC MAGAZINES, INC.  
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**TITLE** : Action and Double Action

**USERS** : The Connecticut School for Boys  
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Meriden, Connecticut 06450

Coxsackie Correctional Facility  
West Coxsackie, New York

Miss Ann M. Moreschi  
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Sherwood Avenue  
Shrewsbury, Massachusetts 01545

**PUBLISHER** : **SCIENCE RESEARCH ASSOCIATES, INC.**  
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**TITLE** : **All titles**

**USERS** : **Maryland Correctional Institution**  
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**Hagerstown, Maryland 21740**

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**Children's Center**  
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**PUBLISHER** : **STECK-VAUGHN COMPANY**  
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**Austin, Texas 78767**

**TITLE** : **English as a Second Language Series**

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**Texas Department of Corrections**  
**Windham School District**  
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**Huntsville, Texas 77340**

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**408 4th Street**  
**San Antonio, Texas 78205**

**Mr. Arturo McDonald**  
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**Brownsville Independent School District**  
**Brownsville, Texas 78520**

## Clearinghouse for Offender Literacy Programs

Activated in August 1973, this project focuses on encouragement of reading programs and improved basic education technology to help reduce the high functional illiteracy rate among adult and juvenile offenders. Its premise is that basic reading and literacy skills are essential for enabling offenders in this group to cope with modern society and achieve a lasting rehabilitative adjustment. Conducted as a joint effort with the American Correctional Association and National Association of Public and Continuing Adult Education, the Clearinghouse is supported by a grant from the U.S. Office of Education awarded through the Maryland State Department of Education.

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