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ABSTRACT

Three innovative instructional approaches in adult education for use in adult basic education programs are presented. The approaches are discussed in these papers: "Individualized Instruction Based on Performance Curriculum in Adult Basic Education" by Atilano A. Valencia, "Team Teaching--An Interacting System for Adult Basic Education" by Atilano A. Valencia and James L. Olivero; "Micro-Teaching--A New and Dynamic ABE Teacher Training Approach" by Atilano A. Valencia; and "About Humanizing Less-Than-Honest ABE" by Robert D. McIlroy. Bibliographies and report resumes are included.  
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INNOVATIVE AND DYNAMIC INSTRUCTIONAL  
APPROACHES IN ADULT BASIC EDUCATION

by

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## PREFACE

The need for Adult Basic Education is becoming increasingly apparent in our nation. The problem of identifying and developing types of models that will prove effective in enhancing learning among adults is of prime importance.

Teaching protocols and materials must be developed with reference to the unique nature and characteristics of the undereducated adult learner. The problems that the teacher encounters in instructing this type of student are, in many respects, different than those of a child. Consequently, an instructional program that is effective with an elementary grade child may not be successful with the adult learner.

Adult educators must give consideration to new and more effective types of teaching protocols and learning materials for adult basic education. The following papers suggest three innovative instructional approaches in adult education. The authors highly recommend them for implementing in adult basic education programs.

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INDIVIDUALIZED INSTRUCTION BASED ON PERFORMANCE CURRICULUM  
IN ADULT BASIC EDUCATION

Introduction

Adult basic education offers a splendid and unique opportunity for teachers to adopt an individualized instructional approach based on performance curriculum. The differences in range of ability, level of comprehension, and schooling among a heterogeneous undereducated adult population pose a special challenge to the adult education teacher. This challenge can be realistically and effectively met through curriculum, content, methodology, and evaluation that take into account individual differences among adult learners.

Performance curriculum proposes continuous learning for each individual student in a course. Because it recognizes a learning scheme based on individual differences, it can be conceptualized as a student-centered model. It offers an opportunity for the student to begin at his level of comprehension or achievement, to proceed at his own learning rate, and to undertake activities with respect to his interest and motivation at various stages of the total learning program.

Time in class (e.g., one or two semesters of electronics) is irrelevant as compared to achievement based on performance criteria. For example, a student who can draw a simple half-wave rectifier circuit with all its components and electrical potentials clearly exhibits the extent to which he has achieved a behavioral objective as compared to time consumed in class.

## Content

Subject matter for the adult learner in basic and vocational education must be based on the following: (1) learning style (adult psychological variables), (2) relevancy to needs (level of comprehension and application of communication skills, etc.), (3) motivation and interest at different instructional levels, and (4) relevance to life situations.

For example, language instruction must be introduced at different levels of difficulty. Pictorial examples and illustrations, especially at the low level of literacy, can facilitate and guide the learner's progress through the lessons. Color and cartoons carry a motivational flavor, together with relevant instructional elements. Further, the construction and arrangement of the content material can be introduced in such a way to give the learner a sense of continuous achievement (a self-reinforcement medium). Moreover, lesson content through performance curriculum can allow the student to progress more rapidly into areas of increased challenge, or to delve more broadly into areas within the course parameter.

### The Instructional Package

Performance curriculum usually follows a series of prescribed instructional packages. These packages represent the teaching materials for a given number of concepts within a course. A lesson package may incorporate one or more concepts, and the length may range from one to ten pages depending on the nature of the concepts to be learned. Likewise, the number of packages in a course is dependent on the total number of concepts to be covered by all of the students. For example,

if the student completes all of the prescribed lesson packages in a particular course within a relatively short time, he may progress into a more advanced course which includes another series of instructional packages.

The learning package usually includes the following ingredients for individualizing instruction:

1. Concepts are abstractions which organize the world of objects, events, processes, structures, or qualities into a smaller number of categories. (2:67)
2. Instructional objectives tell the pupil what he will have to be able to do when he is evaluated, the important conditions under which he will have to perform, and the lower limit or quality of performance expected of him. (3:52)
3. Multi-dimensional media which offer a variety of stimuli to the senses.
4. Pre-evaluation to assess the extent that the pupil has achieved the behavioral objectives in the lesson package.
5. Self-evaluation to permit the student to ascertain his own progress toward achieving the instructional objectives.
6. Post-evaluation to determine the extent to which the student has achieved the instructional objectives as a result of the learning scheme.
7. In-depth or quest activities to allow the student to delve into problem areas with increased intensity or to broaden his scope of learning. (2:69)

A number of corporations and agencies are developing instructional packages for individualized learning. Among them are NearRad Corporation in Fort Lauderdale, Florida, and the Materials Dissemination Center in South Laguna, California.

Yet, individualized instruction based on performance curriculum need not wait for commercialized instructional packages. An ingenious team of adult basic education teachers can develop a set of learning packages for use in their respective instructional settings. It is conceivable that learning packages composed at the actual institutional setting may prove more appropriate and meaningful to both teachers and students.

#### The Role of the Teacher

The teacher in performance curriculum assumes the role of instructional manager. Individual guidance and direction becomes an important aspect in the instructional scheme. Pre-evaluation and post-evaluation instruments provide the teacher with much pertinent information about the student's status and progress in the course. These data give the student's level of achievement, areas of deficiency and strength, rate of learning in given lessons, ability to apply concepts in psychomotor activities, ability to follow directions given in the materials, creativeness and independence in learning. The evaluation instruments are thus interpreted as diagnostic devices rather than grading tools. They provide guidance information so the teacher can help the student select more advanced lessons in the instructional program.

Individualized assistance implies a broader connotation than mere tutoring. For in addition to extending individualized attention to



students as needed, the teacher's role is that of planning, organizing, leading, and controlling activities. (2:74)

#### The Role of the Student

The student's role in an individualized program through performance curriculum is relatively independent of teacher input. The major stimuli for the student are not via large group presentations by the teacher, but through multi-media available to the individual learner in the educational setting. It does not preclude the possibility of an occasional large group assemblage where stimuli apply in common to most of the students in the course. Yet, since progress through the learning scheme is based on individual differences (interest, motivation, rate of learning, achievement level, etc.), daily teacher presentations via the large group become virtually unnecessary.

Similarly, it does not dismiss the possibility of teacher assistance on a one-to-one basis. Here, two philosophical instructional approaches can be envisioned. First, the teacher may extend individual assistance only upon student request; or second, the teacher, cognizant of individual deficiencies and strengths, may voluntarily extend individual assistance as needs are revealed. The author proposes a combination of the two approaches with respect to various levels and degrees of needs among individual students as they proceed through a course.

Individualized learning through performance curriculum increases the use of multi-media by individual students. Learning materials (paper pencil), programmed machines and manuals, filmloops, slides,

recording tapes, charts, films, etc., are a part of the total instructional program. These supplementary aids can be made available for visual and auditory input as the individual student progresses through each instructional package. Needless to say, a current file can be kept so the media can be easily obtained and used by the learner at every stage in the learning. Of course, the categorization of the media must be in relationship to the sequential order of the lessons.

#### Evaluation Instruments

Three types of evaluation instruments can be made available to the students: the pre-evaluation, the self-evaluation, and the post-evaluation.

The pre-evaluation instrument determines the extent to which the student has achieved the objectives in a given lesson package. This enables the teacher, in conference with the student, to select the appropriate instructional level for the learner to undertake in the course or in a particular instructional package.

As the student progresses through the lessons, he may request a self-evaluation test to ascertain his own progress toward achieving the instructional objectives. And when the student feels he has achieved the lesson objectives, a post-evaluation instrument may be requested. This will determine the extent to which the student has achieved the instructional objectives as a result of the instructional exposure.

A student-teacher conference may follow each activity. This serves to select for the student an advanced level of placement in

the instructional scheme or prescribe for him prior objectives in the course content that need additional attention.

In essence, the student progresses through the lessons at a pace commensurate with his ability, coupled with guidance and assistance by the teacher from time to time, and with special reference to achievement based on behavioral objectives and performance criteria. For example, if a student has exhibited the ability to arrange and type-write a short letter (75 words in length) in 15 minutes, with a minimum of four erasable errors as prescribed in the lesson objectives, he has achieved a given achievement level and is ready to select a more advanced lesson in typewriting. And in a second example, if a non-English speaking adult student quickly utters the correct oral English response to a verbal stimulus (e.g., What is your name?), he has achieved a given behavioral objective and is prepared to undertake the next objective in the instructional program.

#### Pacing

A rapid learning pace need not be envisaged as a problem to the teacher using performance curriculum in adult education. Advising the student to decelerate his learning pace can result in detrimental learning effects--particularly with regard to interest and motivation. Yet, the teacher and the student also must be aware that the acceleration option is only one of three options available to the student in a continuous progress plan. The two other options are the in-depth option and the quest option. Howard describes these two options as follows:



When the student pursues a topic beyond the basic unit, by pursuing teacher-built, pre-planned depth units, we say that the student has exercised his depth option. If he rejects the teacher-built depth unit and substitutes for it a project which has been proposed by the student, we say that the student has exercised his quest option. (1:242)

It is conceivable that the three option approach is less likely to stifle student interest and initiative, while it also provides an opportunity for the learner to apply greater depth and coverage in the total learning scheme.

#### Summary and Conclusion

The success of an adult education program, especially one which focuses on the needs of the undereducated adult, depends greatly on a functional and effective instructional approach. We must face the fact that the attrition rate in adult education (basic and vocational) is appallingly high. It is also a fact that students in these two types of adult programs have learning needs which are uniquely different from those encountered among elementary and secondary school pupils. Whatever the reason for discontinuing his exposure to formal instruction, we cannot afford to give the undereducated adult learner the kind of instructional treatment he has experienced as a child or adolescent. Moreover, we must also accept the fact that the range of individual differences in ability, interest, motivation, schooling, etc., will vary greatly among a group of adults as compared to a group of children in a given grade level.

Based on the foregoing observations, it would be impractical to prescribe an instructional program with a structured and common beginning point for all of the adult students in a course. It is

conceivable that this type of an approach frequently has proved ineffective with undereducated adults. Therefore, it is contended that among the instructional approaches described and prescribed by today's educators, individualized instruction through performance curriculum appears to carry more relevancy and meaning to the undereducated adult learner. This instructional strategy is earnestly recommended for consideration and implementation in adult vocational-technical institutes and in adult basic education programs throughout the nation.

## Footnote References

1. "Developing Student Responsibility for Learning," A Presentation to the 50th Annual Convention of the National Association of Secondary School Principals. Eugene R. Howard, Director, Institute for Development of Education Activities. National Association of Secondary School Principals, Washington, D. C., 1966, pp. 235-246.
2. Flexibility for Vocational Education Through Computer Scheduling. Robert V. Oakford and Dwight W. Allen, Directors, Stanford University Educational Research Project. A final Project Report submitted to the U. S. Department of Health, Education, and Welfare. Washington, D. C., 1968, pp. 424.
3. Robert F. Mager, Preparing Instructional Objectives (Palo Alto, California: Fearon Publishers, 1962), pp. 62.

TEAM TEACHING--AN INTERACTING SYSTEM  
FOR ADULT BASIC EDUCATION

Clearly, American education suffers from the self-contaminated classroom in which all teachers are expected to be all things to all students at all times. While the "Little Red School House" concept which emphasized the close relationship between one teacher and thirty-five students may have been realistic for the formative years of our educational development, the structure is no longer applicable.

Some elementary and secondary schools have explored the advantages of team teaching and have experienced different degrees of success or failure; this has often been based upon such criteria as gains in student achievement scores, reduced dropout rates, greater utilization of resource materials, etc. Where failures have resulted, team teaching has quickly lost its luster as an innovative instructional approach.

In this paper we propose that team teaching, based on a multi-teacher approach where teachers simply take turns in conducting large group instruction, is not the most effective and efficient way to use a team's talent. We suggest that other alternatives to the multi-teacher instructional structure, which take into consideration differentiated teaching roles with a variety of instructional modes and media, must be examined across the total educational spectrum. Further, this analysis presupposes that a team teaching relationship, based on role differentiation, will tend to heighten the teacher's perception of role expectation which, in turn, will effect an increase in learning.

Unfortunately, as one views the educational continuum, he is dismayed at the lack of imaginative and creative thinking reflected in most



Adult Basic Education instructional programs. Thus, in this paper, we attempt to analyze the theoretical and practice values for team teaching as it relates to instructional strategies that become a part of the Adult Basic Education teacher's repertoire.

### Theoretical Rationale

The Getzels' Model has been cited to formulate a frame of reference for the discussion on teacher role expectations (by self and others) in a group and in relationship to an institutional setting.

Stogdill, Scott and Jaynes, in citing Getzels, discussed the notion that a distinction between self-expectations and expectation by others exists in a group relationship.<sup>1</sup> In the former, self envisions his role as a type of behavior which seems situationally appropriate to him in terms of the demands of those in his group; and in the latter, reference is made to the expectation by other persons regarding an occupant's behavior in his status, expectation, which may or may not coincide with one another, or with those of the occupant.<sup>2</sup> This model, specifically, is concerned with how the teacher perceives his responsibilities with respect to pupils, colleagues and subordinates.

Getzels, quoted in Charters,<sup>3</sup> proposes two interactive dimensions to human activity: the nomothetic dimension and the idiographic

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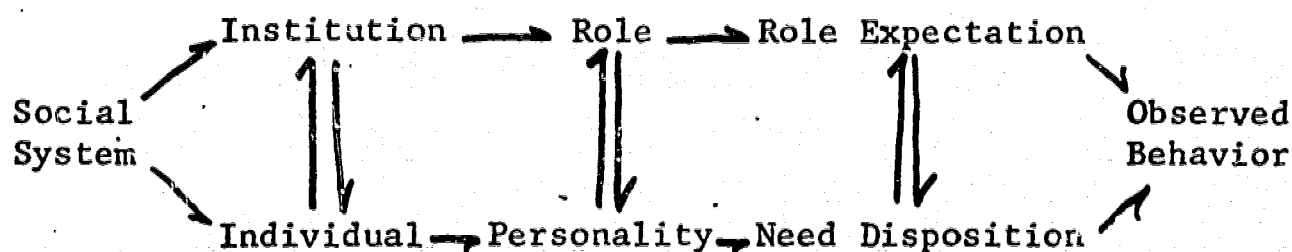
<sup>1</sup>Ralph M. Stogdill, Ellis L. Scott, and William E. Jaynes, Leadership and Role Expectations (Columbus: The Bureau of Business Research, College of Commerce and Administration, The Ohio State University, 1956), p. 1.

<sup>2</sup>Ibid.

<sup>3</sup>W. W. Charters. "The Social Background of Teaching," Handbook of Research on Teaching. Edited by N. L. Gage (Chicago: Rand McNally and Company, 1964), p. 789.

dimension. The nomothetic dimension is basically concerned with "those aspects of social relationship which are oriented to goal attainment in the social system."<sup>4</sup> The idiographic dimension is concerned with the fulfillment of personal needs or the expression of personal characteristics of people in a social system.<sup>5</sup> Both dimensions are relevant to a discussion on teacher interaction in a team teaching situation.

In examining the following diagram, we may conceive that the behavior of the individual may result both from the expectations held for him by others and his own personality needs.<sup>6</sup>



It follows that an ideal condition will exist when the individual is able to fulfill both the expectations held for him by the institution, team or group, and the needs of his own personality.

Indeed, one of the major problems in any ABE program is the difference between the expectations of the adult student and the teachers as perceived by the student, as well as expectations of the teacher and the students as envisaged by the teacher. Students often feel content and methodology is irrelevant to his needs; in essence, students feel that the lessons have little utilization or immediate payoff in terms of work requirements, that teachers often fail to understand the

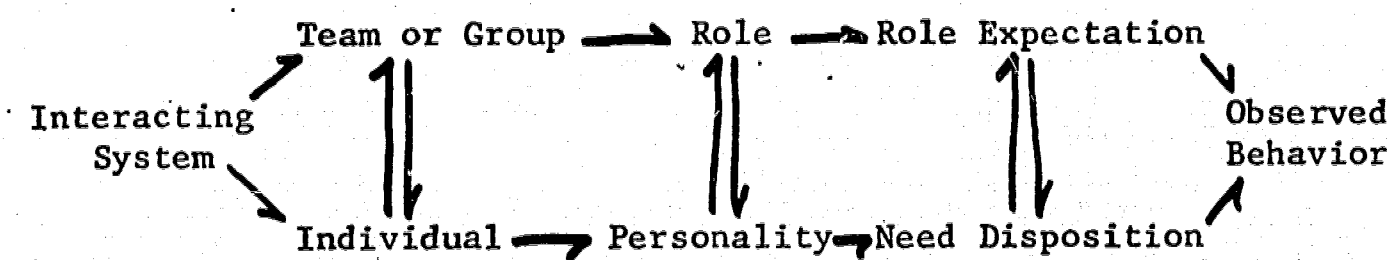
<sup>4</sup>Ibid.

<sup>5</sup>Ibid.

<sup>6</sup>J. R. Kells, "A Concept of Staff Relations," Administrator's Notebook, Vol. VIII, No. 7, (March 1960), p. 22.

circumstances--socio-economic, psychological--in which the student must function and that the formal educational instructional techniques are alien to the student's learning style. As a consequence, different perceptions of student needs and expectations can cause cognitive dissonance which prohibit the learner from making maximum use of his potentials.

As one can see from the model, effectiveness, efficiency and satisfaction are interrelated instructional elements. An examination of the second diagram reveals that behavior is efficient to the extent that it agrees with needs.<sup>7</sup>



We may further conceive that behavior can be at once effective but inefficient; that is, a teacher may perform according to group expectations but may do so unwillingly. It follows that if institutional expectations and individual needs are incongruent,<sup>8</sup> satisfaction cannot be maximized. For example, the student and/or teacher with a high need for autonomy is not likely to be satisfied under close supervision.

Team teaching, we believe, is one viable alternative that can assist in establishing continuity, articulation and congruity between student and teacher needs and result in relevant performance growth.

<sup>7</sup>Ibid., p. 3.

<sup>8</sup>Ibid.



### Goal Attainment

Charters,<sup>9</sup> in citing Getzels, presents the proposition that the teacher's contribution to goal attainment is a function of his conformity to the institutionally prescribed role, whatever it may be. Associated with this are the ego rewards which groups members can furnish. Often, there are sanctions that may be imposed for noncompliance.<sup>10</sup>

This aspect of Getzels' theory becomes quite realistic to the teacher who, for the first time, is cooperatively involved with other teachers in implementing the instructional strategies for one particular course. Since weaknesses in techniques will become apparent, it will no longer be necessary for the individual teacher to live with his inadequacies in solitude.<sup>11</sup> Yet, it is through this interaction that self-improvement is enhanced while individual and group goals are being realized.

A person will express a higher concern for a group goal if he feels that its achievements also will satisfy his own wants.<sup>12</sup> Team teaching, through role differentiation, provides a better opportunity for the realization of individual wants than is possible in conventional, single teacher classes. And as the individual perceives the

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<sup>9</sup>W. W. Charters, Jr., op. cit., p. 798.

<sup>10</sup>Ibid.

<sup>11</sup>M. Delbert Lobb, Practical Aspects of Team Teaching (San Francisco: Fearon Publishers, 1964), p. 11.

<sup>12</sup>David Krech, Richard S. Crutchfield, and Egerton L. Baalachey, Individual in Society (New York: McGraw-Hill Book Company, Inc., 1962), pp. 81-82.

group moving successfully toward its objectives, his acceptance of the group goals will become more complete.<sup>13</sup>

Although there are institutional goals as a "whole," this does not preclude, necessarily, individual goals. Our position, in fact, suggests that institutional goals must coincide with individual objectives. Our hunch, based upon a rather wide sampling of ABE programs, would negate the claim that there is not a close relationship between individual and institutional goals. The operational posture of "here it is, take it or leave it" is not likely to produce desired results--too many people decide to leave it.

For goals to coincide, it is necessary for those responsible for the institution and the students to decide upon specific behavioral objectives. We believe that most adult students are quite able to plan with teachers what learning experiences will be most helpful. Indeed, the student becomes an active member of the teaching team rather than a passive sponge soaking up the words of wisdom that come from the oracle of all knowledge--the teacher.

At least the type of organizational planning structure described provides a custom-designed humanistic environment in which teachers and the learner work cooperatively and collaboratively rather than the typical game of "learning" which the teacher often plays by one set of rules and the learner plays by another set of rules.

#### Changing Attitudes

Attitudes may be defined as "an enduring system of positive and

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<sup>13</sup>Ibid., p. 401.

negative evaluations, emotional feelings and pro and con action tendencies with respect to a social object."<sup>14</sup> As an individual moves into a new group, he will tend to change his attitudes to conform with the norms and values of that group. For example, an authoritarian approach used in a group of 40 students may be acceptable to the team, but the same approach may not be sanctioned in small group sessions. Thus, a teacher may tend to become less authoritarian in small group instruction. In another example, grading standards and disciplinary measures often are based on cooperative planning rather than individual discretion. Therefore, a teacher in a teaching team will tend to revise her grading approach and class-control techniques to conform with the consensus.

In a practical sense, teachers in an ABE team might envision that rather than having grades per se, induction must be based upon performance. This proposes that the established practice of measuring achievement on the basis of time--semesters, minutes of class, number of periods must be replaced with performance criteria. Evaluation must, therefore, be consistent with stated behavioral objectives. And since traditional grading protocols prohibit this type of assessment, the ABE teaching team might suggest, for example, that evaluation practices in an ABE program reiterate the transitions indicated in the chart on the next page.

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<sup>14</sup>Ibid.

Figure I

From:	To:
1. Tests as punishment.	1. Evaluation as a stimulant, a humane guide to continued growth and learning.
2. Measurement by paper and pencil tests.	2. A variety of education techniques.
3. Memory of facts.	3. Focus on curiosity and inquiry.
4. Narrow range of behaviors measured.	4. Evaluation of cognitive, affective, and psychomotor behaviors.
5. Evaluation only by the teacher.	5. Self-evaluation.

Team members would, therefore, envision the foregoing as consistent with institutional goals and individual expectations, as well as with norms and values proposed and sanctioned by the group.

In 1966, one of the writers conducted a series of interviews with teachers associated with ABE programs in the San Francisco Bay area. Those interviewed reported that their attitudes had changed toward conciliation with group norms and values. All felt that constructive comments and suggestions from colleagues had influenced some of their changes in instructional techniques, evaluation and interpersonal relations. Team teaching members said congruity with group norms and values was essential for educational efficiency and effectiveness. For example, a young business education teacher who had been overly democratic in her first three months of teaching said she had gradually adopted a less democratic approach. She felt that being less democratic produced higher student achievements which ultimately heightened



the student's appreciation and satisfaction with the learning scheme. On the other hand, a young social science teacher in the same school felt he had become less authoritarian. He found this technique most effective in small group sessions. Both of these protocols tended to conform with instructional approaches used by colleagues in a teaching team.

The third interview was with an experienced physical fitness teacher whose previous experience was in a traditionally organized curriculum as compared to his involvement in a relatively flexible curricular structure. In his viewpoint, there is a cluster of activities common to most physical fitness classes irrespective of curricular time structure; however, he found that class organization in a flexibly scheduled curriculum demanded more careful and continuous group planning on the part of the faculty which, in turn, brought about greater pupil involvement in the learning scheme.

Another interview was with an experienced vocational arts teacher. His classes were patterned along a traditional, vocational structure of five meetings a week for two hours, one evening each week. His interaction with other department teachers and students was not as evident as the others interviewed, but he, too, expressed the feeling that team teaching induced teachers to seek new ways to improve the instructional program.

#### Instructional Strategies Through Team Teaching

Too often, team teaching is associated with only one teaching mode, i.e., large group instruction. If the concept of team teaching were to

be limited only to one teaching mode, the implementation of the program would be futile; this type of organization structure is different in "name" only. In this paper, team teaching is referred to as an organization consisting of one or more teachers assisted by one or more para-professionals handling one or more classes in a given subject.<sup>15</sup>

With role differentiation, several instructional modes such as large group instruction, small group instruction, medium group instruction, and individual-directed study are possible. (The implementation of this program is more fully realized in a flexibly structured curriculum. This analysis particularly is concerned with flexible scheduling.)

There is little research available which indicates what constitutes a large group, medium sized group or small group in the education enterprise. We do know, however, that it is futile to consider free discussion in a group of 40 unless the class is divided into sub-groups. It also is impractical for a teacher to lecture to a small group of students (8 - 12).

The size of the group is significant only in terms of the behavioral objectives established for a given learning experience. For this reason a large group is conducive for presentation, a small group is conducive for discussion, a laboratory group is conducive for "learning by doing," and individual-directed study is conducive for remediation, enrichment, tutoring. This implies that teachers will give careful consideration to the type of instructional mode most appropriate with respect to learning

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<sup>15</sup>Staff Utilization in Cooperative Teaching. Prepared by Mercedes B. Ritchey. San Diego City Schools, San Diego, California (1964), p. 2, (unpublished).

activity and group size. Where this is done, we may expect that higher expectations and satisfaction will be realized.

### Role Differentiation

The nature of the course, the instructional objectives, the particular talents of the team members and the availability of facilities should determine the type of team structure. Teacher roles are determined by the talents of the team members and the types of instructional modes to be used in the overall structure. We mentioned earlier that lectures, demonstrations, films and resource persons are most appropriate for large group instruction; seminar work and discussions are unique to small group instruction; and individual help can be advantageously provided during unstructured time in the labs, resource centers, libraries and open shops.

From the foregoing, we can envisage teacher roles that gravitate toward their interest and wants. It would be folly to expect all teachers to be competent in all instructional modes. Some teachers are better in large group presentations while others are more effective in small groups. A teacher who is an excellent lecturer with a tendency to do more talking than the students is better suited for large group work than for small-group instruction. The following course structure illustrates how role differentiation is possible in team teaching:



TABLE I

Instructional Mode and Group Size	Mon.	Tues.	Wed.	Thursday	Friday
Large Group (80)	A, B, C (40 min.)				
Med. Group (20)		D, E, F G (40 min.)	D, E, F G (40 min.)		
Small Group				D, E, F G (20 min.)	D, E, F G (20 min.)
Independent Study		A, B, C (40 min.)	A, B, C (40 min.)	A, B, C (20 min.)	A, B, C (20 min.)

In the above illustration we can envision teacher C as a paraprofessional (teacher aide) whose duties are that of checking class role, typing and duplicating materials, correcting tests, and supervising resource centers and other facilities used by students during unstructured time. Our experience has led us to believe that teacher aides from the target population often have better communication channels with students than some of the teachers. We may expect teachers A and B to be highly competent in large group presentations and in providing individual assistance at resource centers, labs, and other study or activity areas. Teachers D, E, F and G are concerned with medium and small group instruction. A number of students from the medium and small groups may be released for individual-directed study at the

discretion of the team teachers, and some with unstructured time on Thursday and Fridays may be scheduled back by the team for additional instruction under teachers A and B.

It is apparent that this plan may provide a better way for utilizing teachers with respect to interests, goals and competencies than is possible in a traditionally structured course. Too, this interdisciplinary approach helps to draw together isolated and fragmented concepts that are sometimes confusing when there seems to be no junction between one traditional class and another class. In this sense, we may suspect that higher role expectations and teacher-student satisfaction will be realized through increased interaction between team members and between teachers and students.

#### Leadership Expectations in Team Teaching

The teacher will simultaneously occupy several statuses in a team, but he may not exercise all the roles associated with those statuses simultaneously.<sup>16</sup> In team teaching, it is possible for the individual to occupy the position of team leader, teacher and as a subordinate to other institutional leadership.

As a leader, he may feel certain pressures or demands. How he envisages his responsibilities and how the students of the class visualize his expectations may not always be congruent. In some situations, he may find himself to be the man in the middle. Faced with

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<sup>16</sup>Stogdill, Scott, and Jaynes, op cit., p. 1.

conflicting pressures, the leader may respond in different ways.

Stogdill, Scott, and Jaynes expressed this thought:

...the leader may conform to one or the other set of expectations and prepare to take the consequences, or, as is more likely, take a compromise position and attempt to reconcile the conflicting elements in the situation.<sup>17</sup>

Chase,<sup>18</sup> in his article "How to Meet Teachers' Expectations of Leadership," contends that when the expectations of the class are appropriate to the situation and coincide with the leader's concept of his job, the opportunities for effective leadership are good, but where teachers have conflicting expectations of leadership, the leadership role is difficult.

In a later article, Moyer<sup>19</sup> described a study involving two research instruments. One identified attitudes toward leadership and the other measured teacher satisfaction. The findings indicated that where there was a similarity of attitude toward leadership, there was also a sharing of satisfaction. The greater the unity of attitudes toward the leadership, the higher the satisfaction.

Team teaching requires pre-planning. To expect teachers to work together effectively simply because the organizational chart is drawn to indicate team teaching is naive. There are a number of possible explan-

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<sup>17</sup> Ibid., p.7

<sup>18</sup> Francis S. Chase, "How to Meet Teachers' Expectations of Leadership," Administrator's Notebook, Vol. I, No. 9 (April 1953), p. 1.

<sup>19</sup> Donald C. Moyer, "Leadership That Teachers Want," Administrator's Notebook, Vol. III, No. 7 (March 1955), pp. 1-4.

ations for the potential problems that might arise. First, teacher education programs are seldom designed to illustrate how a team arrangement might be pulled together; secondly, teachers usually teach as they were taught and not many have observed other models; thirdly, teachers are anxious about teaching in front of their colleagues for fear of criticism; there are a number of other reasons, too, not quite obvious. Anyone, however, can find reasons not to attempt something. We believe it behooves teachers and ABE administrators to ask themselves the question, "What rewards at what costs?" We contend that the rewards of team teaching provide that potential for far more rewards than the one teacher/thirty-student organization.

Therefore, teachers need to consider the educational philosophy of prospective team teaching members, select leaders on the basis of criteria acceptable to the team and decide what kind of team leadership structure is congruent with teacher and student perceptions of the leadership role.

#### Team Teaching Structures

Cunningham,<sup>20</sup> in his article "Team Teaching: Where Do We Stand?" describes four types of team teaching structures. The types are: (1) the team-leader; (2) the associative; (3) the master-teacher-beginning teacher; and (4) the coordinated team.

In the team-leader type, one member of the team serves as chairman.

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<sup>20</sup>L. Cunningham, "Team Teaching: Where Do We Stand?" Administrator's Notebook, Vol. VIII, No. 8 (April 1960), pp. 1-4.



He is expected to exercise varying degrees of leadership in addition to carrying limited teaching duties. The associate type is described as a collective, non-leadership team; i.e., "...planning and instruction are worked out cooperatively so as to recognize special talents in deciding upon teaching responsibilities."<sup>21</sup> The master-teacher-beginning-teacher type is described as a combination of beginning teachers and experienced teachers linked with one or more master teachers. Here "status differences are implicit in the team arrangement, but these normally exist between old timers and newcomers."<sup>22</sup> The coordinated team type is described as one in which members have not been assigned joint responsibilities for a large group of students but who must meet regularly for joint planning to integrate and coordinate teaching. In this structure members switch sections during certain periods to capitalize upon special talents, but each retains responsibility for a class of normal size.<sup>23</sup>

The writers could describe a number of other alternative structures as well as variations along the various themes described by Cunningham. The point is, each group of ABE teachers and their students should define the team relationship that is most likely to produce the desired results in a given situation. Because needs and resources differ, the team teaching organizational design is also likely to differ. One who relies on a cookbook formula for determining the best team arrangement will likely make some mistakes.

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<sup>21</sup> Ibid, p. 2.

<sup>22</sup> Ibid, p. 3.

<sup>23</sup> Ibid, p. 3.

### Conclusion

The limited scope of this paper does not offer conclusive evidence that team teaching, interaction heightens the role expectations and satisfaction of teachers irrespective of subject matter field as compared to their single teacher roles in conventional classes. Much evidence, however, tends to substantiate the position we emphasize.

If the ABE programs of tomorrow are going to be significantly better they will need to be significantly different. In addition to such new inputs as relevant curricular materials, interpersonal sensitivity on the part of the teacher and further refinement of performance criteria, we believe team teaching offers new hope to often stifled and frustrated teachers looking for a better approach.

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## MICRO-TEACHING--A NEW AND DYNAMIC ABE TEACHER TRAINING APPROACH

A new teaching approach was used at the Adult Basic Education Teacher Training Institute held at the Southwestern Cooperative Educational Laboratory November 6-7, 1968. ABE teachers and program coordinators from the Proteus ABE Training Project, Visalia, California, and the Individualized ABE Program, in McMinnville, Oregon, were exposed to two variations of teaching techniques in a one-day micro-teaching program developed by SWCEL ABE staff members Dr. Atilano "Al" Valencia, Felipe Gonzales and Lenin Juarez.

Mrs. Ida Carrillo and Mrs. Dena Dayton, who have had much experience advising teachers at the SWCEL Oral Language Program Institutes for teachers of Mexican American, Indian, and Negro children reviewed the practical aspects of micro-teaching which also can be applied in the ABE teacher training programs. Cleto Duran, English as a Second Language teacher at the Technical Vocational Institute in Albuquerque, was the chief advisor in the feedback sessions after each micro-teaching exposure.

Eight non-English speaking adults with Spanish surnames, who are attending ABE classes at the Technical Vocational Institute in Albuquerque, served as students in the teach-reteach sessions. The micro-teaching schedule was as follows:

10-minutes in 2-minute rotating blocks.	Time Exposure per Teaching Session	ESL Lesson	Teachers	1st Micro-Teaching Exposure (Students)	Teachers (1st Feedback Conference)	2nd Micro-Teaching Exposure (Students)	Teachers (2nd Feedback conference)
1			A	1-4	A	5-8	A
2			B	1-4	B	5-8	B
3			C	1-4	C	5-8	C
4			D	1-4	D	5-8	D

Participants were given a preliminary orientation on micro-teaching principles by Dr. Valencia, followed by a presentation by Mrs. Carrillo on specific techniques and teacher behavioral patterns associated with two of four areas used in the SWCEL OLP micro-teaching scheme: Conventions (Cues) and Reinforcement Techniques. Five convention behavioral patterns were observed and rated, using the medium of television: listen (verbal signal and hand signal); come here (verbal signal and hand signal); whole class, repeat after me (verbal signal and hand signal); individual repeat after me (verbal signal and name); and chain dialog (verbal signal).

Five reinforcement variables were treated: provide obvious consequences for all appropriate responses, reinforce immediately, wait for long-latency responses, prompt with partial utterances, and reinforce group responses.

Two other major teaching areas were discussed for inclusion in the proposed model (modeling and correcting errors), but were not tried in the training program.

Highly positive changes in teacher behavior on the given variables were observed by the institute participants. Based on these observations, the SWCEL ABE staff proposes to refine this model with particular reference to the adult learner and teachers of adults. Further consideration to the introduction and development of variables other than those tried and presented at this institute will be given in the SWCEL ABE Micro-teaching Model. This innovative teacher training approach can have far-reaching effects in preparing teachers and teacher aides in adult basic education programs through the nation. Additional information on this new instructional medium for ABE Teacher Training Program is available at SWCEL.

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 Dated June 29, 1966 and Amended October 21, 1966 and  
 January 9, 1967 for Period February, 1967 - June, 1968  
 By Adult Education Branch, Division of Adult Education,  
 U.S. Office of Education and National University  
 Extension Association, 1820 Massachusetts Avenue, N.W.  
 Washington, D.C. 20036

The Educational Resources Information Center (ERIC)

The Southwestern Cooperative Educational Laboratory  
 Clearinghouse on Adult Basic Education for the  
 Spanish-speaking

This bibliography is divided into four parts:

	Pages
Individual and Family Development	2 - 10
Occupational and Vocational Skills	11 - 15
Communication Skills	16 - 40
ERIC Report Resumes	41 - 95

The ERIC Report Resumes section is composed of resumes directly from the ERIC system. These resumes include the code number which ERIC has assigned to it, title, author, the name of the institution, date, grant number, if it is a government project, the price /both in microfiche (MF) and hard copy (HC)\_, number of pages, descriptions of the content of the article, and a brief abstract describing the article.

One can get a good idea whether a certain article is of use by merely reading the abstract. If it is, and he wants to obtain the whole article, then he can do one of two things: find out what institution near him has the ERIC system and make use of it (usually the universities, offices of education in the state departments, the educational service centers and the schools have them. Often it is not necessary to buy the article; the materials can be read in the center.) or, the article can be ordered from the ERIC Document Reproduction Service, The National Cash Register Company, 4936 Fairmont Avenue, Bethesda, Maryland 20014



INDIVIDUAL AND FAMILY DEVELOPMENT

HASKELL INSTITUTE  
 Publications Service  
 Lawrence, Kansas 66044

Jeffery, Nina. A Good Home for the Family, 1966. 49 pp.

This booklet prepared for the Bureau of Indian Affairs is suitable for low income groups. It discusses use and care of household equipment, washing dishes, bathroom care, caring for one's yard. Grade level 3 - 5.

Table Manners.  
How to Use the Telephone.  
Driver Education.  
Buying and Caring for Your Car.

HOLT, RINEHART AND WINSTON, INC.  
 383 Madison Avenue  
 New York, New York 10017

Stark, Johnetta. Measure, Cut and Sew. 1965. 202 pp.

This softcover book provides detailed instruction in sewing methods. Grade level 7 and up.

Troyer, Aurelia. Get Your Money's Worth. 1956. 202 pp.

In telling the story of Adam Johnson the problems of a consumer are covered. Adam Johnson moves to the city, needs to lease an apartment, buy furniture and other consumer goods. Grades 6 - 8.

HOUSEHOLD FINANCE CORPORATION  
 Prudential Plaza  
 Chicago, Illinois 60601

Children's Spending. 1955.  
Your Food Dollar. 1960  
Your Shopping Dollar. 1962.  
Your Shelter Dollar. 1957.  
Your Savings and Investment Dollar. 1959.  
Your Home Furnishing Dollar. 1963.  
Your Health and Recreation Dollar. 1961.  
Your Equipment Dollar. 1963.



INDIVIDUAL AND FAMILY DEVELOPMENT

Your Clothing Dollar. 1959.  
Young Moderns. 1963.  
Your Automobile Dollar. 1963.  
Your Budget. 1960.

Useful information. Filmstrips also available for one week period. Grades 7 - 8.

INDUSTRIAL UNION DEPARTMENT  
 AFL-CIO  
 815 Sixteenth Street, N.W.  
 Washington, D. C. 20006

It's What's Inside That Counts (Packaging).  
In Your Interests (Credit costs).

INSTITUTE OF LIFE INSURANCE EDUCATIONAL DIVISION  
 277 Park Avenue  
 New York, New York 10017

Making the Most of Your Money.

A series of "lessons in consumer education for adults."  
 Five stories about people with problems related to money.  
 Teaching aids at the end of each story. Interesting reading.  
 Illustrated. Upper level readers.

MONEY MANAGEMENT INSTITUTE OF  
 HOUSEHOLD FINANCE CORPORATION  
 Prudential Plaza  
 Chicago, Illinois 60601

Mind Your Money Series.

- No. 1. When You Spend.
- No. 2. When You Shop.
- No. 3. When You Use Credit.

An excellent series of pamphlets prepared for low income groups. Format makes ideas stand out and reading easier. Some difficult words. Good for preparing word lists. Grade 3 and up. Filmstrips available. Request information.

INDIVIDUAL AND FAMILY DEVELOPMENT

NATIONAL DAIRY COUNCIL  
 Dairy Council of Greater  
 Metropolitan Washington, D. C.  
 1511 K Street, N.W.  
 Washington, D. C. 20005

Letton, Mildred C. Feeding Your Baby During His First Year. 1959.

For mothers of small babies. Grade level 4 - 5.

Letton, Mildred C. It's Always Breakfast Time Somewhere. 1947.

For mothers of small babies. Grade level 5.

Piltz, Albert. How Your Body Uses Food. 1960.

Useful illustrations dealing with digestion. Grade level 5 - 6.

NEW READER'S PRESS  
 Box 131  
 Syracuse, New York 13210

Carnes, Marion. Going to Have a Baby? 1958. 16 pp.

This softcover book deals with the vocabulary and health of having a baby. Grade 3.

Everon, Beverly. Eating is Fun. 1958. 10 pp.

This book about nutrition is aimed at the mothers of young babies. Grade 3.

Gillespie, George and Wanyee, George. Why You Need Insurance. 1963. 24 pp.

Discusses fire, car, health and life insurance. Includes a glossary of insurance terms. Grade 4 - 5.

NOBLE AND NOBLE, PUBLISHERS  
 750 Third Avenue  
 New York, New York 10017

Cass, Angelica W. Your Family and Your Job. 1966. 71 pp.

Reading selections deal with shopping and family life situations. Develops comprehension and vocabulary. Grade levels 3 - 4.

INDIVIDUAL AND FAMILY DEVELOPMENT

Cass, Angelica W. How We Live. Sections on Health and Safety.

Reading selections deal with shopping and family life situations. Develops comprehension and vocabulary. Grade levels 3 - 4.

OXFORD BOOK COMPANY  
222 Fifth Avenue  
New York, New York 10003

Cass, Angelica. How to Be a Wise Consumer. 1959. 174 pp.

Discusses the kinds of stores, following ads and the buying of food, clothing, furniture and household appliances. Lists consumer words. Grades 3 and up.

PUBLIC AFFAIRS PAMPHLETS  
381 Park Avenue South  
New York, New York 10013

A Guide to Consumer Credit.  
How to S-T-R-E-T-C-H Your M-O-N-E-Y.

FRANK E. RICHARDS, PUBLISHER  
215 Church Street  
Phoenix, New York 13135

Cochran, Eileen. Finding Ourselves. 1964. 42 pp.

Practical geography that includes highway map reading and traffic signs. Comprehension questions are based on the reading. Fine illustrations. Grade levels 4 and up.

Hudson, Margaret and Weaver, Ann A. Getting Ready for Pay Day. 1963.

Book 1 - Checking Accounts. 35 pp.  
Book 2 - Savings Accounts. 31 pp.  
Book 3 - Planning Ahead. 29 pp.

Practical illustrated worktexts dealing with the spending and saving of one's income. Grade level 2 plus.

INDIVIDUAL AND FAMILY DEVELOPMENT

Prevo, Helen R. Happy Housekeepers. 1964.

The story of two domestics. Suitable for females.  
Includes vocabulary and exercises. Grades 4 - 6.

SILVER BURDETT COMPANY  
Morristown, New Jersey 07960

Call Them Heroes. Books 1, 2, 3, 4.

Stories about successful lives and success in careers.  
(Select stories related to unit) Grade level 5 - 6.

STECK-VAUGHN COMPANY  
P. O. Box 20208  
Austin, Texas 78767

Butman, Grace. New Fabrics, New Clothes, and You. 1966. 92 pp.

Softcover book deals with reading clothing tags, kinds of fabrics, shopping tips, methods of clothing care. Grade levels 7 - 9.

Hanson, Margaret J. The Care We Give Our Clothes. 1966. 94 pp.

Softcover book deals with daily and seasonal care of clothes, ways to remodel clothes and efficient shopping practices. Grade levels 7 - 9.

Spitze, Hazel Taylor and Rotz, Patricia. We Are What We Eat.

Softcover worktext deals with meal planning, the selection and preparation of good foods, and economical shopping habits. Accompanied by Teacher's Manual. Grade levels 7 - 9.

Whaley, R. F. Health for Happiness. 1966. 106 pp.

Deals with causes of disease and death, mental health, good eating habits, quacks. Grade levels 7 - 9.

U. S. GOVERNMENT PRINTING OFFICE  
Superintendent of Documents  
Washington, D. C. 20402

U. S. Department of Agriculture. Federal Extension Service. Low Income Publications.



INDIVIDUAL AND FAMILY DEVELOPMENT

Child Development Series:

Babies Touch, Taste, and Learn.  
Talk With Baby.  
Babies Look and Learn.  
Play Games With Babies.  
Parents and Babies.  
A Note to Agents on Parents and Babies.  
Fun With Circles.  
Learning Through Touch.  
Learning Different Shapes.  
Books for Children.  
Talk and Listen.  
Helping Parents Teach Young Children.  
A Note to Agents on Helping Parents Teach Young Children.  
A Note to Agents on Parents and Teenagers.  
Parents and Teenagers. (Guide for Program Assistants)  
Parents and Teenagers. (Pamphlet for Parents)

Films and Filmstrips

The Film libraries of State departments of education and State departments of mental health contain many films that may be used in Adult Basic Education. Other resource agencies and organizations may provide films as well as discussion leaders. Ask for suggestions from the specialist or consultant. Preview the film to be shown to be sure that it is suited for the particular group and worth the time and effort.

A booklet - Selected Films on Child Life is available from the Children's Bureau - Department of Health, Education, and Welfare, Washington, D. C. 20201.

Children at Play - With Poison. 10 minutes, color, 1963.  
 Communicable Disease Center, for loan.

In animation the story is told of three children who come in contact with products in the home that are potentially dangerous to children if accidentally swallowed. Eight steps for "poison proofing your home" and descriptions of what to do in case of accidental poisoning are included.

The Dangerous Stranger. 10 minutes, black and white or color. 1950. Sid Davis Productions.

INDIVIDUAL AND FAMILY DEVELOPMENT

This film is designed to impress children with the need to be on guard against molesters and not to become friendly with strangers.

Heroine of the Week. 6 minutes, black and white or color. 1954. Association Films.

A 12-year old baby sitter saves the lives of two younger children from a threatened fire because of safety training she has received in school.

Home Homicide. 8 minutes, black and white, 1954. Yeshiva University.

Statistics on home safety are presented including animated drawings showing how accidents occur. This film provides a springboard for discussion.

How to Have an Accident in the Home. 8 minutes, color, 1957. Walt Disney Productions.

Common causes of accidents in the home are illustrated through animation.

Save Those Teeth. 11 minutes, black and white, 1949. Encyclopedia Britannica Films.

The importance of proper cleansing of the teeth is emphasized. The film shows how teeth are affected by excessive use of refined sugar and demonstrates the use of sodium fluoride solution in the prevention of tooth decay. Prescribes specific rules to be followed in the care of teeth.

The School that Learned to Eat. 22 minutes, color, 1948. General Mills.

The children and teachers in a small Georgia grade school work to improve their health standards with the cooperation of the whole community.

Smoking and You. 11 minutes, color, 1963. Contemporary Films.

This film is designed to cope with the problem of cigarette smoking and to safeguard the health of youth.

INDIVIDUAL AND FAMILY DEVELOPMENT

Something You Didn't Eat. 9 minutes color, 1945. Walt Disney Productions.

This film combines entertainment with basic instruction on the seven major food groups necessary to good health and points out sins of omission as well as of commission in eating.

The Time of Growing. 29 minutes. Metropolitan Life Insurance Company. Free.

To stimulate thought and discussion about the needs and problems of children.

To Keep Them Well. 15 minutes, color, 1958. Sam Orleans Film Productions.

The importance of continuous medical supervision of children from birth through school years is emphasized.

Wise Parents - Health Babies. 11 minutes, color, 1947. DuArt Film Laboratories.

The role of prenatal services in safeguarding the mother and the coming child is analyzed. The film also shows the importance of well baby care and is available in English, Spanish, and Portuguese versions.

In preparation. Adult Basic Education, Department of Education, Albany, New York. Filmstrips and accompanying materials for 10 units: Filmstrip tapes; flip charts; student work material; teachers' guide and references. Area: Health & Nutrition; Consumer Education; Home and Family Life, Practical Government.

Highly recommended films for all who participate in Adult Basic Education. Students, professional workers, volunteers. The relationship between the growth and self-realization of the person and the strengthening of the family and community are seen in all of them. Excellent for civic clubs and other community groups.

Spring Comes to Ventreux. 20 minutes, color.

People in a West Virginia settlement learn what it means to work together in making their homes and community a better place in which to live.

Contact the local agricultural extension agent. Distributed through the agricultural extension service of universities and the U.S. Department of Agriculture.

INDIVIDUAL AND FAMILY DEVELOPMENT

EDWARD FEIL PRODUCTIONS  
1514 Prospect Avenue  
Cleveland, Ohio 44115

Step a Little Higher. 20 minutes, color-sound.

Probing the thoughts and inner feeling of men who have never learned to read well.

To Touch a Child. The Mott Foundation, Flint Michigan.

An excellent film showing the importance of bringing help through education to adults and through them, to their children. Presents the idea and service of the community school.



OCCUPATIONAL AND VOCATIONAL SKILLS

## Books and Pamphlets

ADDISON-WESLEY PUBLISHING COMPANY  
Reading, Massachusetts 01867

Educational Design, Inc. How to Get a Job. 1966.

This is a role playing book that provides situations dealing with interviews for a job.

CALIFORNIA MIGRANT MINISTRY  
3330 West Adams Boulevard  
Los Angeles, California

Goble, Dorothy. The Practical Education Series.

Driver Education I and II (California Laws).

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

Homemaking Handbook.

How to Be a Citizen of the United States. 1964. 30 pp.

How to Get a Job.

The Lopez Family. 1964. 57 pp.

Read to Learn. 1964. 65 pp.

You and Your Money. 1964. 60 pp.

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

CHANNING L. BETE CO.  
Greenfield, Massachusetts.

Scriptographic Books. 1965.

You and Machines - The ABC's of Technological Progress. 15 pp.

Why Vote: The ABC's of Citizenship. 15 pp.

ABC's of Life Insurance. 15 pp.

WILLIAM B. COATES & ASSOCIATES  
533 Title Building  
Lexington & St. Paul Streets  
Baltimore, Maryland 21201

OCCUPATIONAL AND VOCATIONAL SKILLS

Filmstrips.

Telling Your Story on an Employment Application.  
Your Job Interview.

FOLLETT PUBLISHING COMPANY  
1010 W. Washington Boulevard  
Chicago, Illinois 60607

Dare, Barbara and Wolfe, Edward J.

Accent Education Titles.  
You and Your Occupation. 30 pp.  
Getting That Job. 24 pp.

Turner, Richard H. The Turner-Livingston Reading Series.

The Person You Are. 48 pp.  
The Friends You Make. 48 pp.  
The Money You Spend. 48 pp.  
The Jobs You Get. 48 pp.  
The Town You Live In. 48 pp.  
The Family You Belong To. 48 pp.  
Teacher's Guide. 32 pp.

These softcover books deal with individual adjustment. Housing, family relationships, money and budgeting, health habits are just some of the topics touched upon. May be used as reading, for special class discussions. Grade levels 6 - 8.

Lerner, Lillian and Moller, Margaret C. Vocational Reading Series.

Marie Perrone, Practical Nurse. 96 pp.  
The Delso Sisters, Beauticians. 96 pp.  
John Leveron, Auto Mechanic. 96 pp.  
The Millers and Willie B. Butcher, Baker, Chef. 96 pp.

Through the adventures of the leading characters one learns about the trades they are learning. Photographs portray people at work. The language is teenage slang, but these are usable with explanation for other ages. There are comprehension and vocabulary exercises. May be used for classroom discussion.

OCCUPATIONAL AND VOCATIONAL SKILLS

HOBBS, DORMAN AND COMPANY, INC.  
44 Lexington Avenue  
New York, New York 10017

Elis, E. B., How to Fill Out Application Forms.

Manual A. 40 pp.

Manual B. 40 pp.

HOLT, RINEHART AND WINSTON, INC.  
383 Madison Avenue  
New York, New York 10017

Cooper, William M. and Ewing, Vivian C. How to Get Along on the Job. 1966. 133 pp.

This easy-to-read job guidance handbook presents a series of case histories about employees with job problems. Could be used as a reader with follow-up class discussion. Grade 4.

MCGRAW-HILL BOOK COMPANY  
Webster Division  
330 West 42nd Street  
New York, New York 10036

What Job For Me? Series of Vocational Guidance Booklets. 1966.

..... On the Job. 1965. 34 pp.

This softcover worktext is a sequel to I Want a Job. It deals with getting ready for work, grooming, doing and knowing how to do a good job and keeping safe. May be used as a reader or for class discussion. Grade levels 3 and up.

Mooney, Thomas J. The Getting Along Series of Skill-Workbooks.

Volume 1 - After School is Out. 54 pp.

Volume 2 - Al Looks for a Job. 61 pp.

Volume 3 - A Job at Last. 61 pp.

Volume 4 - Money in the Pocket. 62 pp.

Volume 5 - From Tires to Teeth. 69 pp.

OCCUPATIONAL AND VOCATIONAL SKILLS

These softcover workbooks dealing with the world of work all have reading selections and questions based on the reading. Thus they may be readily used in Communication Skills classes as well as for class discussion. Volume 4 correlates arithmetic problems with concepts of time, salaries, deductions and cost. Grade level 4 and up.

Schneider, Bernard. Getting and Holding a Job. 1966. 60 pp.

A softcover worktext developed for those ready to enter the business world. Discusses applying for a job, fringe benefits, social security, unions, methods of salary payment, deductions and how to hold a job. The vocabulary and abbreviations found in want ads are taken up. Usable in Communication Skills classes for reading and vocabulary.

Trenkle, Clare. You. 1966. 200 pp.

The first of a series of hard cover social adjustment books for teenagers. Many illustrations. The correlated You Workbook has exercises and vocabulary drill. While the primary purpose of the book and the workbook emphasizes social adjustment, the language arts skills receive secondary emphasis.

Charley the TV Serviceman. 48 pp.  
John Second Best Cook in Town. 48 pp.  
Frank the Vending Machine Repairman. 48 pp.  
Carmen the Beautician. 48 pp.  
Nick the Waiter. 48 pp.  
Ginny the Office Assistant. 48 pp.  
Pete the Service Station Attendant. 48 pp.  
Judy the Waitress. 48 pp.  
Joe the Salesman. 48 pp.  
Timo the Draftsman. 48 pp.  
Phil the File Clerk. 48 pp.

Fictionalized short stories about people in various jobs written in a style designed to appeal to young adults but conceivably good for older adults. In the process of telling a story the booklets describe the various jobs. Sound filmstrips are available that show and explain what is involved in various kinds of work. Grade level 4.

OXFORD BOOK COMPANY  
 222 Fifth Avenue  
 New York, New York 10003



OCCUPATIONAL AND VOCATIONAL SKILLS

Howard, Richard D. Unemployed Uglies. 1966. n.p.

A course on what not to do on the job. This is a book for the teacher with twenty cartoons to display to the class. These cartoons evoke class discussion. All levels.

FRANK E. RICHARDS, PUBLISHER  
215 Church Street  
Phoenix, New York 13135

Hudson, Margaret W. and Weaver, Ann A. I Want a Job. 1964. 36 pp.

This softcover worktext contains job applications, discusses the job interview and keeping a job. May be used as a reader or for class discussion. Grade levels 3 and up.

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

The Job Ahead: New Rochester Occupational Reading Series.  
1963. 169 pp.

Stories deal with jobs available to the adult with little education. It is available on three levels: 2nd grade level, 4th grade level, 6th grade level. The stories and illustrations are the same. Exercise workbooks and a teacher's guide are available.

Rochester Occupational Reading Series.

Paperback books deal with jobs available to those of low skills. They are available on three levels: 2nd grade level, 4th grade level, and 6th grade level. The stories and illustrations are the same. Subjects covered include restaurants and cafeterias, bakeries, truck farming, supermarkets and gas stations.

U. S. GOVERNMENT PRINTING OFFICE  
Washington, D. C.

Joe Wheeler Finds a Job and Learns About Social Security. 1964. 23 pp.

Joe Wheeler learns about old-age retirement, disability benefits and survivors' benefits. There are comprehension exercises dealing with the material. Grade 3 and above.

COMMUNICATION SKILLS

ALLIED EDUCATION COUNCIL  
5533 Woodlawn Avenue  
Chicago, Illinois 60637

Chapman, Byron E. and Schulz, Louis. The Mott Basic Language Skills Program. An Adult Reading Program. 1965. A teaching system.

Reading 300 - For Beginners (through 3rd grade level).  
Basic Language Skills 300A  
Basic Language Skills 300B  
Wordbank - A pictatex book of illustrated words.  
Basic Numbers and Money - Everyday use of arithmetic and money.

Reading 600 - For Intermediates (Grades 4, 5 and 6).  
Basic Language Skills 600A  
Basic Language Skills 600B  
Wordskill - Applied Daily Reading Experiences.

Reading 900 - For Junior Level (Grades 7, 8 and 9).  
Basic Language Skills 900A  
Basic Language Skills 900B  
Each series accompanied by an Instructor's Manual.

Reading 1500 Series - For the Teacher.  
Teaching Adults to Read.  
Key to Basic Language.

A sequential program to teach writing, spelling, reading, comprehension, numbers and money. Phonics approach. Paperbound.

APPLETON CENTURY CROFTS, INC.  
35 West 32nd Street  
New York, New York 10001

Programmed Vocabulary. 1964. 214 pp.

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

COMMUNICATION SKILLS

ARGYLE PUBLISHING CORPORATION  
605 Third Avenue  
New York, New York 10016

Improving Your Written Communication.

Self-paced program teaching the proper forms of letters. Grades 7 and up.

BEHAVIORAL RESEARCH LABORATORIES  
Box 577  
Palo Alto, California 94301

M. W. Sullivan. Programmed Reading for Adults. 1967

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

CALIFORNIA TEST BUREAU  
Del Monte Research Park  
Monterey, California

Lessons for Self-Instruction in Basic Skills. 1965-66.

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

<u>Following Directions.</u>	3-4	5-6	7-8	9	plus
<u>Reference Skills.</u>	3-4	5-6	7-8	9	plus
<u>Reading Interpretations I.</u>	3-4	5-6	7-8	9	plus
<u>Reading Interpretations II.</u>	3-4	5-6	7-8	9	plus

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

	<u>Levels</u>	
<u>Sentence Patterns.</u>	5-6	7-8
<u>Verbs.</u>	5-6	7-8
<u>Punctuation.</u>	5-6	7-8
<u>Capitalization.</u>	5-6	7-8

COMMUNICATION SKILLS

CENCO EDUCATIONAL AIDS  
 EDUCATIONAL READING AIDS CORPORATION  
 Carle Place, L. I., New York

Caruse, Domenick and Krych, Robert. You Can Read Better: An Adult Approach to Better Reading. 1966.

You Can Read Better. 258 pp.

Teacher's Guide.

Reading Pacer (machine).

14 Lessons Rolls (To use in Reading Pacer).

Thorndyke Barnhart Beginning Dictionary, Fifth Edition.

735 pp. (Published by Doubleday and Company).

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

EDUCATIONAL DEVELOPMENT LABORATORIES  
 284 Pulaski Road  
 Huntington, New York 11743

EDL Study Skills - Library for Reference. 1962.

Organized like the other EDL packaged programs, this program teaches the use of reference skills and places great stress on critical reading.

EDL Word Clues, Book G. 1962. 160 pp.

A programmed text which enables the student to build his word power. The student works through the first set of frames and starts from the beginning again to do the second set of frames. The words selected for use are high figuring words according to research. The back has 30 lessons of 10 words each. Teacher's Manual and unit tests are available. Grade 7.

ELECTRONIC TEACHING LABORATORIES  
 952 Frederick Street  
 Hagerstown, Maryland 21740

Bordie. English.

This program consists of 40 reels with instructions given in Latin American Spanish. There are grammatical drills correlated to texts of other publishers.



COMMUNICATION SKILLSFoltz. Spanish Series I, Spanish II, and Elementary Spanish.

Series I consists of 41 reels with grammatical drills correlated to texts of other publishers. Series II has 40 reels.

ENGLISH LANGUAGE SERVICES, INC.  
1620 Belmont Street, N. W.  
Washington, D. C. 20009

English 900, A Basic Course. 1965.

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

Designed for English as a second language, the six textbooks present 900 base sentences (hence the name) that cover the basic structures and vocabulary of English. New vocabulary and structures are learned by varying the basic sentences. Each textbook has a student workbook that is programmed for independent student use, accompanying readers and tape recordings.

NOTE: The programmed workbooks may be used without the basic textbooks, alone, or as a supplement to other text.

FOLLETT PUBLISHING COMPANY  
1010 W. Washington Boulevard  
Chicago, Illinois 60607

Hook, J. N. and Dr. Evans, William. Individualized English, Set J.

Programmed grammar and usage. Grades 7 - 9.

Instructor's Book I - 171 pp.  
Instructor's Book II - 152 pp.

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

COMMUNICATION SKILLS

GLOBE BOOK COMPANY  
175 Fifth Avenue  
New York, New York 10010

Glassman, Jerrald, Programmed Reading. Grade 7 and up.

LANGUAGE LABORATORIES, INC.  
4823 Fairmont Avenue  
P. O. Box 5999  
Bethesda, Maryland 20014

Ingles.

This programmed course is designed for the Spanish-speaking who are learning English. The emphasis is on pronunciation and vocabulary of conversational English. Reading and writing are also taught. The course includes 1200 words and 120 hours of instruction.

A language laboratory type of tape recorder is required.

MACMILLAN COMPANY  
866 Third Avenue  
New York, New York 10022

English 900.

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

Learning How to Use the Dictionary. 1963. 99 pp.

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

COMMUNICATION SKILLS

McGRAW - HILL BOOK COMPANY  
 Webster Division  
 330 West 42nd Street  
 New York, New York 10036

Buchanan, Cynthia D. Programmed Reading for Adults. 1966.

This linear programmed series consists of eight text-books, placement tests and teacher's guides. Book 1, The Letters of the Alphabet, and Book 2, The Sounds of the Letters, require teacher direction. The other books are self-pacing.

After using the placement test the student may start at any point in the program. Grades 0 - 6.

- Book 1 - The Letters of the Alphabet. 128 pp.
- Book 2 - The Sounds of the Letters. 96 pp.
- Book 3 - From Words to Sentences. 96 pp.
- Book 4 - Sentence Reading. 96 pp.
- Book 5 - Paragraph Reading. 96 pp.
- Book 6 - Consecutive Paragraphs. 96 pp.
- Book 7 - Content Analysis. 96 pp.

Teacher's Guide to Programmed Reading for Adults. 1966.  
 96 pp.

Placement Test, 1966. 16 pp.

Teacher's Manual, Programmed Reading for Adults, Book 1, The Letters of the Alphabet. 1966. 128 pp.

Teacher's Manual, Programmed Reading for Adults, Book 2, The Sounds of the Letters. 1966. 96 pp.

CHARLES E. MERRILL, INC.  
 1300 Alum Creek Drive  
 Columbus, Ohio 43209

Building Reading Power.

Reading instruction programmed at Grade level 5.

COMMUNICATION SKILLS

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

Woolman, Myron. Reading in High Gear. 1965.

A reading program designed primarily for adolescents who speak and understand English. Starts with introduction of the most common letter sounds and shapes. It is a highly structured, semi-programmed, phonic reading system consisting of four teachers' manuals and eight students' workbooks. All students must start at the beginning but progress is at an individual rate of speed except that answers are not provided. The vocabulary has much adolescent slang. Grade level 0 - 8.

SILVER BURDETT COMPANY  
Morristown, New Jersey 07960

Laubach, Frank C. and Wolf, William C. Building Your Language Power. 1965.

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

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

WASHINGTON SQUARE PRESS  
630 Fifth Avenue  
New York, New York 10020

Shefter, Harry. Six Minutes a Day to Perfect Spelling. 1962.

A self-help text for individuals to proceed at their own pace. Grades 1 - 8.



COMMUNICATION SKILLS

GROLIER EDUCATIONAL CORPORATION  
845 Third Avenue  
New York, New York 10002

The Reading Attainment System. 1967.

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

COMMUNICATION SKILLS

AMERICAN BOOK COMPANY  
55 Fifth Avenue  
New York, New York 10003

Kittle. Writing For Adults.

Manuscript and cursive writing. Grades 1 - 4.

AMERICAN INCENTIVE TO READ  
2015 W. Olympic Boulevard  
Los Angeles, California 90006

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

AMERICAN SOUTHERN PUBLISHING COMPANY  
Colonial Press Building  
Northport, Alabama 35476

Boone, Lalia Phipps. Word Study for Adults. 177 pp.

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

Word Study for Adults, Book II.

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

Boone, Lalia and Twitty, Lalia. Manuscript for Adults.

Shows the six basic strokes used in manuscript writing.

Boone, Barrett and Twitty. Advanced Manuscript for Adults.

Provides basic forms such as driver's license, job application, voter registration and social security. It is useful as accompaniment to Manuscript for Adults.

COMMUNICATION SKILLS

Poore, Mary. Advanced Handwriting for Adults.

Legible handwriting, good study habits, and good citizenship are related to each other. Grades 5 - 8.

BARNELL LOFT, LTD.  
111 South Centre Avenue  
Rockville Centre, New York 11570

Specific Skills Series, Books A - F.

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

CASCADE PACIFIC BOOKS  
5448 Forty-Seventh Avenue, S.W.  
Seattle, Washington

Allasina, T. A. and McLeod, N. N. Beginning English for Men and Women. 1958.

Part I - 107 pp.  
Part II - 109 pp.

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

ARTHUR C. CROFT COMPANY  
100 Garfield Avenue  
New London, Connecticut 06320

Bright, Emma Lewis and Mitchell, Eva Cornelia. The Home and Family Life Series. 1957.

Reader 1 - A Day With the Brown Family. Grades 1 - 2.  
Reader 2 - Making a Good Living. Grade 2.  
Reader 3 - The Browns at School. Grade 2.  
Reader 4 - The Browns and Their Neighbors. Grades 2 - 3.  
Accompanying Teacher's Guide.

COMMUNICATION SKILLS

DOUBLEDAY & COMPANY, INC.  
277 Park Avenue  
New York, New York

Zenith Books:

Dobler, Lavinia and Toppin, Edgar A. Pioneers and Patriots.  
1965. 118 pp.

Tells the stories of six Negroes who contributed to America's fight for independence, and her growth as a nation: Peter Salem, Jean Paptiste Pointe DeSable, Phyllis Wheatley, Benjamin Banneker, Paul Cuffe, and John Chavis. Grade level 5.

Meltzer, Milton and Meier, August. Time of Trial, Time of Hope.  
1966. 120 pp.

A history of the period between the First and Second World Wars during which American Negroes waged a painful, turbulent, and often uncertain war for justice. Grade level 5.

Sterling, Dorothy and Quarles, Benjamin. Lift Every Voice.  
1965. 116 pp.

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

Dobler, Lavinia and Brown, William A. Great Rulers of the African Past. 1965. 120 pp.

Stories of five African rulers who led their nations in times of crises. The stories take place between the thirteenth to seventeenth centuries and describe conflict, foreign domination and the lives of five great African men. 5th grade level.

Davidson, Basil. A Guide to African History. 1965. 118 pp.

Tells the story of the African people from their earliest origins and their independent past through the days of the slave trade and finally to the new Africa of today. 5th grade level.



COMMUNICATION SKILLS

ENCYCLOPEDIA BRITANNICA, INC.  
425 North Michigan Avenue  
Chicago, Illinois 60617

Gattegno, Caleb. Words in Color.

Each of 47 sounds of English is printed in a distinctive color but represented by traditional letters. Consists of three books, Book of Stories, Worksheets. For class use there are 21 charts, a phonic code of 8 additional charts and word cards. Some teachers who do not use the books find the charts useful. Grades 0 - 2.

ENGLISH LANGUAGE RESEARCH, INC.  
Cambridge, Massachusetts

Learning the English Language. Book IV. 1953. Grades 4 - 6.

Richards, I. A. and Gibson, C. M. A First Workbook in English. 1956.

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

\_\_\_\_\_ . Words on Paper. 1943.

FOLLETT PUBLISHING COMPANY  
1010 W. Washington Boulevard  
Chicago, Illinois 60607

Adair, J. B. and Curry, R. L. Talking It Over. 1966. 24 pp.  
Accompanying Instructor's Book. 24 pp.

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

The Reading For a Purpose Program. 105 pp.  
Accompanying Instructor's Book.

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

COMMUNICATION SKILLSReading for a Viewpoint.

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

Bauer, Josephine.

Getting Started: Communications I. 1965. 105 pp.

On the Way: Communications II. 1965. 107 pp.

Full Speed Ahead: Communications III. 1965. 90 pp.

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

Beck, J. H. Understanding the Automobile.

Written at 6 - 7th grade level. Drawings and a clear text explain the workings of an automobile.

D. C. HEATH AND COMPANY  
285 Columbus Avenue  
Boston, Massachusetts 02116

Colton, R. G., Dans, G. M. and Hansaw, E. A.

Living Your English. Grades 7 - 8.

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

HOLT, RINEHART AND WINSTON, INC.  
383 Madison Avenue  
New York, New York 10017

Goss, Jocelyn Pretlow. The Thomas' Live Here. 1965. 150 pp.

COMMUNICATION SKILLS

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

Henderson, Ellen C. and Henderson, Twila L. Learning to Read and Write! 1965.

Henderson, Ellen C. and Henderson, Twila L. Learning to Write. 1965.

Hollander, Sophie Smith. Impressions of the United States. 1964. 278 pp.

This softcover book is for use in classes of English as a Second Language. It consists of a series of letters written by foreigners who describe their impressions of the United States. There are vocabulary and comprehension exercises after each selection. Grades 5 - 6.

Morris, Phyllis D. Life with the Lucketts. 1965. 151 pp.

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

Owens, A. A. and Sharlip W. Elementary Education for Adults. 1950.

Worktext that develops vocabulary. Grades 1 - 3.

Wachner, Clarence W. English for Adults. 1964. Grades 7 - 8.

Weinhold, Clyde E. English. 1962.

Basic course in language skills such as vocabulary and punctuation. Supplementary for reading. Grades 5 - 6.

HOUGHTON-MIFFLIN COMPANY  
53 West 43rd Street  
New York, New York 10036

COMMUNICATION SKILLS

Richards, I. A. and Gibson, C. M. Learning the English Language.

Textbook Workbook 1 - Grades 2 - 3. 1963.  
 Book 2 - Grades 2 - 3. 1943.  
 Workbook, Book 2 - Grades 2 - 3. 1949.  
 Book 3 - Grade levels 3 - 6. 1943.  
 Workbook, Book 3 - Grade levels 3 - 6. 1949.  
Teacher's Guide for Learning the English Language.  
 Books 1 - 3. 1945.

An oral-aural approach to learning English as a second language. Possible application for literacy training for native Americans if selective.

LAIDLAW BROTHERS  
 36 Chatham Road  
 Summit, New Jersey 07901

Neal and Foster. Study Exercises for Developing Reading Skills. 1965.

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

Book A - Grades 4 and 5.  
 Book B - Grades 5 and 6.  
 Book C - Grades 6 and 7.  
 Book D - Grades 7 and 8.

J. B. LIPPINCOTT COMPANY  
 East Washington Square  
 Philadelphia, Pennsylvania 19105

Guilder, W. S., Coleman, J. H., and Jungeblut, A. Reading for Meaning. 1965.

These nine softcover worktexts were designed for children but may be useful if material is carefully selected. There are practice exercises for reading speed and comprehension. Accompanying teacher's guide. Grade levels 4 - 12.



COMMUNICATION SKILLS

MACMILLAN COMPANY  
866 Third Avenue  
New York, New York 10022

English This Way.

Designed for English as a Second Language. There are 12 books and 2 teacher's manuals in this series. Books 1 - 6 cover 3 years of English study.

Gateway English. 1966.Coping.Who Am I?A Family is a Way of Feeling.Stories in Song and Verse.

Designed for the educational disadvantaged these stories deal with problems relevant to those living in urban problem areas. Grades 7 - 8.

Laubach, Frank D., and Hord, Pauline Jones. A Door Opens. 1963. 122 pp.

A reader for adults that tells the story of the Hill family. Consumer, health and job problems come up. Grade levels 4 - 5.

Laubach, Frank C., and Hord, Pauline Jones. Going Forward. 1963. 78 pp.

Laubach, Frank C., and Kir; Mooney, Elizabeth; and Laubach, Robert S. The New Streamlined Series. 1966.

This basic reading and writing course is a phonic approach to reading. This is a revision and elaboration of the original Streamlined English. A key feature of the Laubach method is a memory-aid device that uses pictures with superimposed letters to associate sound with sight. The series may be used for individual instruction and for class groups. The early books are suitable for those who are totally illiterate. An initial placement test and periodic diagnostic test are provided.

COMMUNICATION SKILLSSKILL BOOKSPart ICorrelated Readers

Book 1 - Sounds and Names of Letters.  
 Book 2 - Short Vowel Sounds.  
 Book 3 - Long Vowel Sounds.  
 Book 4 - Other Vowel Sounds.  
 Book 5 - Special Consonant Sounds.

In the Valley.  
City Living.  
New Ways.  
People and Places.  
A Door Opens.

Teaching Aids

Teacher's Guide for Part I.  
 Wall Charts and Stories.

Part II

Book 6 - Every Reading and Writing.  
 Book 7 - Readings in Literature.

Teacher's Guide for  
 Part II.

Laubach, Frank C. Streamlined English. 1955. 111 pp.

Phonic system of associating familiar pictures with sounds. The predecessor to The New Streamlined English. Grades 2 to 6.

McGRAW-HILL BOOK COMPANY  
 Webster Division  
 330 West 42nd Street  
 New York, New York 10036

Grover, Charles C. and Anderson, Donald G. New Practice Readers,  
 Book B. 1960.

This book contains vocabulary, taking tests, how to study, and the checking of reading rate. Grades 3 - 5.

Olsen, Jim. Step Up Your Reading Power. 1966. 90 pages each.

Book A - Grades 3 - 4.  
 Book B - Grades 4 - 5.  
 Book C - Grades 5 - 6.  
 Book D - Grades 6 - 7.  
 Book E - Grades 7 - 8.

Aimed at the young adult, this series of softcover, graded readers is designed to improve reading comprehension. Stories deal with help-wanted ads, health, famous people, and a great miscellany. Good as supplementary reading.

COMMUNICATION SKILLS

POCKET BOOKS, INC.  
 Affiliated Publishers, Inc.  
 630 Fifth Avenue  
 New York, New York 10020

English Through Pictures. 1952. 286 pp.

Designed for the foreign born, pictures are associated with their vocabulary.

PRENTICE-HALL, INC.  
 Englewood Cliffs, New Jersey 17632

Mitchell, Elizabeth Gillian. Beginning American English. 1965.  
 247 pp.

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

READER'S DIGEST SERVICE, INC.  
 Educational Division  
 Pleasantville, New York 10570

Reader's Digest Readings for teaching English as a Second Language. 1964.

Although designed for those learning English as a second language, the selections are suitable for anyone improving reading ability. Comprehension exercises.

- Book 1 - 144 pp. Designed for those who know the 500 most-used words. Grade 5.
- Book 2 - 144 pp. 500 most-used words. Grade 5.
- Book 3 - 144 pp. 1,000 most-used words. Grade 6.
- Book 4 - 144 pp. 1,000 most-used words. Grade 6.
- Book 5 - 144 pp. 2,000 most-used words. Grades 7 - 8.
- Book 6 - 144 pp. 2,000 most-used words. Grades 7 - 8.

Adult Readers. 1964.

Supplementary readers for adults include stories adapted from articles in the Reader's Digest. The stories deal mostly with sports and adventure.

## COMMUNICATION SKILLS

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Grade levels indicated are based on tryouts and differ slightly from publisher grading. Exercises following reading selections test comprehension.

### STEP ONE

Workers in the Sky. 32 pp. Grade 2.  
Second Chance. 32 pp. Grades 2 - 3.  
Mystery of the Mountains. 32 pp. Grade 3.  
"Send for Red!" 32 pp. Grade 3.

### READING SKILL LABS

Children's Press, Inc.  
1224 W. Van Buren Street  
Chicago, Illinois 60607

Hurst, John A. and Tom, Judith. "and hereby hangs a tale."

This series of 10 books and 10 correlated filmstrips was designed for teenagers but can be used as supplementary reading for adults. The subjects covered deal with sports, exploration, music, people, science, history, the sea, literature, and discoveries and inventions.

Blind Luck, Sore Feet and a Cold Day - Level 3.  
Mysteries, Nicknames, and Medals - Level 4.  
Out of the Past - Level 5.  
Dreams, Decisions and Disasters - Level 5.  
Horses, Bats and Christmas Trees - Level 6.  
Fascinating Stories from Yesterday - Level 6.  
Famous Americans - Level 7.  
Each One - A Success! - Level 7.  
The Strange and the Impossible - Level 8.  
Rocks, Runts and Redheads! - Level 8.

### STEP TWO

A Race to Remember. 32 pp. Grades 3 - 4.  
Valley of 10,000 Smokes. 32 pp. Grade 4.  
Santa Fe Traders. 32 pp. Grades 3 - 4.  
Men Who Dare the Sea. Grade 4.

### STEP THREE

Guides to High Adventure. 32 pp. Grade 3  
First at the Finish. 32 pp. Grade 4.  
"I Fell 18,000 Feet". 32 pp. Grade 3.  
What's On the Moon? 32 pp. Grades 4 - 5.

### Reader's Digest Science Readers.

The Earth. 128 pp. Grade level 3.  
Living Things. 128 pp. Grade level 4.  
Matter and Energy. 144 pp. Grade level 5.  
Astronomy and Space. 144 pp. Grade level 6.



COMMUNICATION SKILLS

Although not designed especially for adults, there is nothing in this reading matter to indicate this. Introduces the reader to the wonders of the world.

The Reading Skill Builders.

Although not designed especially for adults, stories can be selected that are not juvenile. The books for grades 1 - 3 have too much child oriented materials. Selections for adults can be found in grade levels 4 - 6. There are three 144-page books at each grade level.

REGENTS PUBLISHING COMPANY  
200 Park Avenue South  
New York, New York 10003

Dixon, Robert J. English in Action. 192 pp.

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

RINEHART & COMPANY, INC.  
232 Madison Avenue  
New York, New York

Paratore, Angela. English Exercises. 1959. n.p.

Repetitive drill intended for those who have progressed beyond the fundamentals of English. The frequency with which a topic is treated indicates the frequency of errors made by the foreign-born. English as a second language.

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

<u>Reading Laboratory.</u>	(Word Games).	Grade levels 1 - 3.
<u>Reading Laboratory.</u> IA	(Word Games).	Grade levels 1 - 3.
<u>Reading Laboratory.</u> IB	(Word Games).	Grade levels 1 - 4.
<u>Reading Laboratory.</u> IC	(Word Games).	Grade levels 1 - 5.
<u>Reading Laboratory.</u> IIA	(Word Games).	Grade levels 2 - 5.
<u>Reading Laboratory.</u> IIB	(Word Games).	Grade levels 3 - 6.
<u>Reading Laboratory.</u> IIC	(Word Games).	Grade levels 4 - 7.

Designed for children but suitable for adults. Makes learning enjoyable.

COMMUNICATION SKILLS

- Reading Laboratory. (Elementary Edition). Grades 2 - 9.  
Reading Laboratory. IIIA (Elementary Edition). Grades 3 - 11.  
Reading Laboratory. IIIB (Elementary Edition). Grades 5 - 12.
- Reading for Understanding - General Edition. Grades 5 - 12.
- Reading for Understanding - Junior Edition. Grades 3 - 8.

SILVER BURDETT COMPANY  
 Morristown, New Jersey 07960

Bernardo, Leo U. and Pantell, Dora F. English: Your New Language. Book 1. 1966. 275 pp.

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

STECK-VAUGHN COMPANY  
 P. O. Box 20208  
 Austin, Texas

Ayer, Fred C. Gateways to Correct Spelling. n.d. 164 pp.

Spelling words are divided into the basic group, the Practical Group of Spelling Words and the Special Groups of Spelling Words. The basic group is for grade levels 5 and up. The Practical Group is for grade levels 7 and 8. The last group is high school level.

Knott, Bill. They Work and Serve. 1967. 151 pp.

Stories about people in service industries: waitress, janitor, policemen, taxi driver, and others. 5th grade level.

Putnam, Mildred. Working With Words. 1966. 96 pp.

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

COMMUNICATION SKILLS

Robertson, M. S. Learning and Writing English. 1964. 125 pp.

Emphasis is placed on troublesome verbs, capitals, punctuation, sentences, and other fundamentals. Softcover workbook format. Grade level 3.

Smith, Harley A. and Wilbert, Ida Lee King. How to Read Better. 1964.

Book 1 - 64 pp.

Book 2 - 64 pp.

Comprehension and vocabulary exercises follow reading selections. Softcover, workbook format. Grade levels 5 - 6.

Smith, Harley A. and Wilbert, Ida Lee King. I Want to Learn English. 1965. 112 pp.

Fundamentals of English, reading and writing in softcover, workbook form. May be used to follow I Want to Read and Write. Grades 4 - 5.

Smith, Harley A. and Wilbert, Ida Lee King. I Want to Read and Write. 1965. 128 pp.

Instruction in the basic reading skills for beginning students or for remedial work. Softcover, workbook format. Grades 1 - 3.

Varnado, Jewel. English Essentials: A Refresher Course. 1965. 96 pp.

Grammar, capitalization, punctuation principles and exercises designed for those studying for the GED test. Softcover, workbook format.

U. S. GOVERNMENT PRINTING OFFICE  
Superintendent of Documents  
Washington, D. C. 20402

Dale, Edgar. New Flights in Reading. MC004. 1964.

Expands vocabulary, has comprehension.

\_\_\_\_\_. Stories for Today. MC002. 1954.

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

COMMUNICATION SKILLS

Dale, Edgar. Stories Worth Knowing. MC003.

Expands vocabulary, has comprehension exercises.  
Grades 5 - 6. Workbook - MC003.

ZANER-BLOSER COMPANY  
612 North Park Street  
Columbus, Ohio 43715

"Peek Thru" Alphabets and Diagnostic Rules.

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

Dictionaries

HOLT, RINEHART AND WINSTON, INC.  
393 Madison Avenue  
New York, New York 10017

Basic Dictionary of American English. 1962. 848 pp.

BEHAVIORAL RESEARCH LABORATORIES  
Box 577  
Palo Alto, California 94301

The United States Constitution. 1964. 260 pp.

This programmed workbook covers the evolution of our Constitution and teaches the early history of America and the Constitution as it has evolved today. It is appropriate for some adults at the 7th or 8th grade readability levels. It may be particularly useful for reinforcing concepts developed in discussion. It may also be used as a source for learning more about specific topics such as the Articles of Confederation or the Judicial Branch of Government. Definitely not for slow learners. The Teacher's Manual is helpful.



COMMUNICATION SKILLS

GENERAL PROGRAMMED TEACHING CORPORATION  
Ginn and Company  
Back Bay P. O. Box 191  
Boston, Massachusetts 02117

How A Bill Becomes A Law. 1963.

This is a softcover programmed text. It is completely self-instructional. Grades 7 - 8.

The Constitution.

This softcover text clearly describes the workings of the Federal government through a study of the Constitution. Completely programmed.

THE MACMILLAN COMPANY  
60 Fifth Avenue  
New York, New York 10011

Programmed Geography Book I, The Earth in Space. 1963. 114 pp.

This programmed text is a basic introductory course in geography. The book contains clear multi-colored illustrations. Concepts covered include the earth, its movement, the solar system, Milky Way, and Universe. It also includes simple map reading skills. A teacher's manual and test booklet are available.

Programmed Geography, Book II, Continents and Oceans. 1964. 277 pp.

This programmed text contains hundreds of illustrations and maps in multi-colors. The text emphasized topics in geography. Teacher's manual and test booklet are available. Grade 5.

WEBSTER PUBLISHING COMPANY  
1154 Reco Avenue  
St. Louis, Missouri

Kottmeyer, William. Our Constitution and What It Means. 1961.

This is a programmed text that explains the workings of Federal government. Useful for native Americans and those studying for citizenship test.

COMMUNICATION SKILLS

FOLLETT PUBLISHING COMPANY  
1010 W. Washington Boulevard  
Chicago, Illinois 60607

Abramowitz, Jack. American History. Study Lessons. 1963.

- Unit 1 - From Colonial Times to Independence. 80 pp.
- Unit 2 - The Constitution. 80 pp.
- Unit 3 - The Growing Nation: 1789-1840. 80 pp.
- Unit 4 - Change and Crisis in American Life: 1800-1861. 80 pp.
- Unit 5 - The Civil War and Reconstruction. 64 pp.
- Unit 6 - Changing American Life Since 1865. 77 pp.
- Unit 7 - American Politics: 1865-1960. 93 pp.
- Unit 8 - American Policy. 77 pp.
- Unit 9 - Problems of American Democracy. 61 pp.
- Teacher's Guide. 48 pp.

Each history unit makes up a separate softcovered book. The format is attractive. The content is traditional. The Problems of Democracy deals with immigration, education, atomic energy, foreign aid, and foreign relations and can be used as a basis of discussion. Grade levels 7 - 9.

Abramowitz, Jack. Study Lessons on Documents of Freedom. 1964. 144 pp.

This softcover book takes up the Declaration of Independence, the Constitution, and the Bill of Rights. The format is attractive. The material is traditional. Accompanying Teacher's Guide. Grade levels 7 - 9.

## ERIC REPORT RESUME

ED 010 073 10-05-66 08 (REV)

Conditions of Participation in a Public Affairs Adult Education Program,  
A Developmental Study

By Blum, J. Michael \* Fitzpatrick, Robert

ATA02486 American Inst. for Res. In Behavioral Sciences, Pittsburgh

BR-6-8191

-Jul-66 DEC-1-6-068191-0676

Edrs. Price MF-\$0.18 HC-\$3.72 93 pp.

\*World Affairs, \*Adult Education Programs, \*Program Evaluation, \*Public Education, \*Participation, Social Studies, Current Events, Program Improvement, Measurement Instruments, Rewards, Action Programs (Community), Limited Experiences, Pittsburgh, Pennsylvania, Great Decisions Program, Foreign Policy Association

This developmental study had as its basic objectives to gather background information about the structure and function of the "great decisions" program within and across communities and to develop instruments for further study of the program. "Great Decisions," sponsored by the Foreign Policy Association (FPA), is an 8-week, adult study-discussion program in foreign affairs. Background information was collected from two principal sources. Approximately 40 participants in Denver, Colorado, were interviewed about their "great decisions" experience. In addition, questionnaires, which FPA designed and included among the 1965 program materials and which were returned by over 500 participants throughout the country, were obtained and analyzed. Questionnaires of the program were tried out either on the interview respondents, on three great decisions groups convened especially for the study, or on both. The instruments were refined on the basis of these tryouts. An overview of the project results was discussed in terms of three prominent themes--(1) Rewards of "great decisions" participation, (2) "Great Decisions" as Educational Program versus action program, and (3) limits on "great decisions" participation. (JH)

## R E P O R T   R E S U M E S

ED 010 294

Patterns of Adult Information Seeking

By Parker, Edwin E. and others

Stanford Univ., Inst. for Comm. Res., Calif.

Report Number CRP-2583

Pub. Date Sept 65

Report Number BR-5-0083

Contract OEC-4-10-193

Edrs. Price MF-\$0.45    HC-\$11.00    275 pp.

Descriptors - Behavior Patterns, \*Adult Education, \*Reading Materials, \*Mass Media, \*Library Services, Interviews, Surveys, Stanford, California

Instrumental information-seeking behavior among adults was studied to determine "what kinds of people seek what kinds of information through what channels." Interviews were conducted with 1,869 adults who were asked about (1) their use of adult education, mass media, and interpersonal information sources, and (2) their methods of obtaining information in specific topic areas - Business-Financial, Health, Welfare, Education, Religion, National and International affairs, Local Public Affairs, occupations, homemaking, and leisure activities. Responses were tabulated by age, sex, education, occupation, income, and length of community residence. The findings indicated the ways the information source used varies with educational background, occupation, and kind of data sought. (AL)



## R E P O R T   R E S U M E S

ED O10 681

Graduate Research in Adult Education and Closely Related Fields at Florida State University, 1950-1966.By Carpenter, William L.      Kapoor, Sudarshan  
Florida St. Univ., Tallahassee, Sch. of Education

Pub. Date      Jun 66

Edrs. Price    MF-\$0.18      HC-\$3.56      89 pp.

Descriptors - \*Annotated Bibliographies, \*Adult Learning, \*Adult Education, Educational Research, Abstracting, Educational Methods, Program Planning, Program Evaluation, Community Development, Tallahassee.

In this compilation of abstracts of 78 doctoral dissertations and master's theses prepared at Florida State University in Adult Education and related fields, 48 percent come from the field of education (education, home and family life, and social welfare), 6 percent from psychology and sociology, and the remainder from other departments. Research reports are described briefly as to purpose and methods, with a summary of findings. Areas covered are agency and program analysis and evaluation, program development and planning, community development and community services, adult education practices, methods and techniques, the adult educator, clientele analysis, and adult learning. (FH)

## R E P O R T   R E S U M E S

ED 010 753

A Study of Dropouts from Adult Literacy Programs

By Nicholson, Eunice    Otto, Wayne

Pub. Date Dec 66

Contract OEC-5-10-154

Edrs. Price    MF-\$0.09    HC-\$0.60            15 pp.

Descriptors - \*Adult Students, \*Adult Education Programs, \*Dropout Prevention, \*Elementary Education, \*Dropout Identification, Dropout Characteristics, Attendance, Socioeconomic Influences, Economic Factors, St. Petersburg

The factors which might have caused adults to drop out of an adult basic education program were examined. This adult program was conducted in a small city in Wisconsin from January to June, 1966. Two teachers, a reading teacher and an English teacher, held class twice a week for 50 sessions. Thirty-eight adults ranging in age from 18 to 60 were divided into two groups according to reading levels. Sixteen adults completed the 50 sessions or 100 hours. Data were gathered by means of a questionnaire, and personal interviews with 10 of the 22 dropouts. The change to daylight saving time, payment for child care and transportation, and change in job were factors affecting students' non-completion of the program. Results confirmed the findings of the National Opinion Research Center that adults of the lower socioeconomic class drop out of adult education classes mainly for external or situational reasons. Implications are discussed, and recommendations and references included. This paper was presented at the National Reading Conference annual meeting (16th St. Petersburg, December 1-3, 1966). (BK)

## R E P O R T   R E S U M E S

ED 010 792

Study of Illiteracy in Texas as Related to Vocational Education

By Adair, J. B.

Texas Education Agency, Austin

Report Number TEA-9-64-1M-487-B-485

Pub. Date Sep 64

Edrs. Price MF-\$0.18 HC-\$4.47

84 pp.

Descriptors - Mexicans, Racial Differences, Negro, \*Illiteracy, Migrants, \*Adult Vocational Education, Literacy Classes, Crime, \*Unemployment, Economically Disadvantaged, \*Ethnic Groups, Educational Disadvantage, Academic Achievement, Aliens, Population Trends, Economic Factors, Austin

Because of the large educationally deficient segment of the Texas population, a study was authorized to relate illiteracy to adult vocational education. The study was based on the assumptions that there is a significant relationship between illiteracy and (1) membership in an ethnic group, (2) low socioeconomic status, (3) crime, and (4) unemployment and ability to pursue vocational training. The report is divided into five sections--(1) development of literacy programs in Texas, (2) distribution of illiteracy in Texas, (3) illiteracy in relation to crime, (4) economic status and illiteracy, and (5) unemployment among illiterates. Little organized effort had been made from 1942 to 1957 to combat illiteracy. The Texas Literary Council was organized in 1959 and has 25 affiliated councils, with all teaching done by voluntary teachers. Illiteracy among Latin Americans and Nonwhites was almost four times that of the Anglo population. About one-fourth of the illiterate population was located in areas of high concentration of migrant workers. One of the eight recommendations was that the Texas Education Agency should assume responsibility for initiating a program of basic and vocational education. (MS)

## R E P O R T   R E S U M E S

ED 010 860

Public School Adult Education in Northern Illinois, report of A Survey  
Conducted by the Northern Illinois Round Table of Adult Education.

By Griffith, William S. and others

Illinois State Off. Supt. Pub. Inst., Springfield

Report Number Circular Series-A-192      Pub. Date Jul 66

Edrs. Price MF-\$0.18    HC-\$3.84    96 pp.

Descriptors - \*Adult Education, \*Program Development, \*Surveys, \*Program Evaluation, Community Relations, Administrative Personnel, Educational Finances, Questionnaire, Administrative Problems, Physical Facilities, Springfield

A questionnaire survey was conducted by the Northern Illinois Adult Education Department to determine the characteristics of, and participation in, adult education programs in Northern Illinois in 1963-64. The questionnaire was designed to collect information in several areas, such as programs -- creation, development, scope, purposes, changes, personnel, evaluation, and persistent problems confronting the director in the administration of the over-all program, student enrollment, community relations, finances, promotion and advertising, and physical facilities. The results of the survey showed 48 public schools serving 97,000 adult students, with programs stressing instruction in vocational, homemaking, and leisure-time activities. Administrative directors were part-time, not trained in adult education, made little use of advisory committees, and had full control of programs. Curriculum development and program planning consisted of course selection and teacher recruitment. Adult students in Northern Illinois pay more for courses than the national average. Promotion and advertising consisted mainly of brochures listing courses, fees, time and location. Less than half of the programs provided student counseling services. Program evaluation was cursory, and major problems were teacher recruitment and program development on a broad basis. (PG)

## R E P O R T   R E S U M E S

ED 010 867

The Arts in Higher Adult Education, A Second Review of Programs.

By Goldman, Freda H.

Center for the Study of Liberal Education for Adults

Pub. Dat 66

Edrs Price MF-\$0.18 HC-\$3.36 84 pp.

Descriptors - \*Art Education, \*Adult Education Programs, \*Program Descriptions, \*University Extension, Sociocultural Patterns, Educational Trends, Boston.

A general description of the arts in the contemporary university precedes descriptions of specific adult program prototypes. The current place of the arts outside the university includes recent trends in are institutions, government, business, foundations, arts councils, publications, and educational television. Issues and problems concerning the role of the arts in society are discussed in relation to the education of the adult audience. This document is also available from the Center for the Study of Liberal Education for Adults at Boston, University, 138 Montfort Street, Brookline, Massachusetts 02146, for \$1.75. (JA)



## R E P O R T   R E S U M E S

ED 011 097

A History of the Bureau of Studies in Adult Education at Indiana University

By Baker, Michael Robin

Indiana Univ., Bloomington, Sch. of Education

Pub. Date Sept 66

Edrs. Price    MF-\$0.18    HC-\$4.68

117 pp.

Descriptors - \*Higher Education, \*Graduate Study, \*Adult Education, \*University Extension, \*Historical Reviews, Professional Education, Program Development, Research, Adult Educators, Bloomington

The Bureau of Studies in Adult Education was founded at Indiana University in 1947 and assigned the task of providing off-campus noncredit courses in adult education. The Bureau began by providing field services, ranging from providing assistance to local communities on Adult Education problems to providing general Adult Educational activities. It started a research program which examined how adults learn effectively, and the conditions that promote learning in practical situations. Between 1947 and 1952, the Bureau grew, and became a multisponsorship operation. It initiated formal adult education courses at the graduate level at Indiana University and introduced a newsletter on adult education. Between 1952 and 1958, the Bureau experimented with an institutional approach to adult education, stressing research on adult learning. It developed a graduate program for adult educators. From 1958 to 1965, it conducted more adult education research than did any other college or university adult education department, for example, on alcoholism, mental health, gerontology, and fundamental and literacy education. (EB)

## R E P O R T   R E S U M E S

ED 011 195

Dropout Patterns in the New Hope Project.

By Pearce, Frank C.

Modesto Junior College, California

Report Number 2-2

Pub. Date Oct. 66

Edrs Price MF-\$0.09 HC-\$0.80

Descriptors - \*Junior Colleges, Dropouts, \*Adult Education Programs, Retraining, \*Prevocational Education, Student Characteristics, Employment, Vocational Education, Manpower Development, Vocation Retraining, Stanislaus County Multi-occupational Training Project, Modesto, Manpower Development and Training Act New Hope School

Of 1,006 referrals from the State Department of Employment, 29 percent dropped before completion of this Adult Training Project. Of these, 6 percent went to work and 11 percent dropped for reasons which were unavoidable. The actual dropout rate was 12 percent. Of the dropouts, 41.9 percent gave reasons which were within the capacity of the programs to correct, while 21.4 percent dropped for work purposes. Findings show that two-thirds of the total dropouts were students with no prevocational training, and tables detail percentages within the prevocational, trade and industrial, business, and agriculture programs for the rest of the dropouts. The prevocational program showed the only significant decrease in dropout rate, due to a concentrated effort to improve attendance and identify problems as early as possible. Suggestions and recommendations for program modification are included.  
(DE)

## R E P O R T   R E S U M E S

ED 011 618

The University and Adult Education. (Title Supplied).

By Miller, Paul A.

New England Ctr. for Continuing Educ., Durham, N. H.

Report Number OP-1

Pub. Date      1966

Edrs. Price   MF-\$0.09      HC-\$0.32      8 pp.

Descriptors - \*University Extension, \*Educational Planning, \*Adult Education, \*Universities, \*Leadership Responsibility, Financial Support, Urban Extension, Extension Education, Community Role, Regional Cooperation, Intagency Cooperation, Durham, Kingston

Two forces are colliding in the life of the American University today -- historic sentiment, nurtured by the faculty, and the pressures of public affairs to which administrators have had to accommodate. Adult Education is at the point of impact and the basic questions about the role of the university necessary to meet the issue have not been raised. One of the most exciting ideas in higher education is the consortium. The regional center developed in New England could become a model laboratory for a regional faculty of adult education which would relate institutions, conduct basic research, prepare graduate students, and teach adults. Title I of the higher education act will be a source of funds but careful planning is imperative. A comradeship between cooperative extension service and general extension would extend resources by combining their expertise in methodology and philosophy. Finally, the author states, the presidents and trustees of institutions should realize that continuing education of adults is as vital as the education of adolescents. This function must be part of the normal budget of the institution, much like research and teaching, not an expendable extra. These excerpts were from an address presented at a conference on Extension Activities (University of Rhode Island, October 25, 1966).. (AJ)

## R E P O R T   R E S U M E S

ED 011 619

Subjective Description of Trainees.

By Pearce, Frank C.

Modesto Junior College, California

Report Number MJC-1

Pub. Date 14 Jan 66

Edrs Price MF-\$0.09   HC-\$0.60   15 pp.

Descriptors - \*Adult Characteristics, \*Socioeconomic Background, \*Migrants, \*Socioeconomic Status, Social Change, Mobility, Retraining, Adjustment (To Environment), Participant Characteristics, Investigations, Stanislaus County, Modesto Multi Occupational Project, Modesto

This report gives a subjective description of the general population from which trainees for the Modesto Multi-occupational Project were selected. It includes an extensive study of the sociological background of a group of white migrants who moved from the Eastern United States to California. The author also included references to the changing socioeconomic and moral standards of this group and their eventual welfare status. The author hoped that the project will recreate feelings of self-determination, involvement, and responsibility in this group through adult training programs. (PG)

## R E P O R T   R E S U M E S

ED 011 631

Measurement and Classification of Teacher Attitudes Toward Adult Illiterates.

By Johnson, Raymond L. and Others

Edrs Price MF-\$0.09 HC-\$0.44 11 pp.

Descriptors - \*Illiterate Adults, \*Teacher Attitudes, \*Changing Attitudes, \*Adult Basic Education, \*Measurement Instruments, Negroes, Females, Attitude Tests, Research, Tables (Data).

As a first step in a study of the role of attitude and attitude change as a variable in the interaction between basic literacy teachers and their adult students, a general procedure for the classification of attitudes by detecting "attitude clusters" was developed. This report discusses how the member components of clusters may be represented as a simple closed structure called a circumplex. Cluster analysis and the construction of a circumplex were used with group data obtained from a class of 23 young Negro women teacher trainees in adult basic education. This method is also appropriate for intensive study of a single subject. Each trainee completed a 100-item attitude scale at the beginning of a 1-week orientation and training course, and again at the end of the course. Respondents' judgment for each item was made on a seven-point bi-polar "true or false" scale, with intervals numbered consecutively from one through seven. This report includes the attitude scale used and circulant correlation matrices, and discussions on the detection of clusters and the construction of the circumplex. (AJ)



## R E P O R T   R E S U M E S

ED 011 633

A Discussion of the Gap Between Knowledge and Use of New Practices.  
By Loewenstein, Duane E. and Others

Edrs Price MF-\$0.09 HC-\$0.60 15 pp.

Descriptors - \*Adoption (Ideas), \*Adult Characteristics, \*Agricultural Skills, \*Farmers, Research, Questionnaires, Research Reviews, Knowledge Level, Age Differences, Educational Background, Occupational Information.

A study on Farmers' use of suggested practices in handling alfalfa crop production was conducted to determine (1) if selected personal and occupational characteristics might affect hay production methods, (2) if a discrepancy exists between the farmer's level of knowledge of quality hay production practices and his use of these practices, and (3) if this discrepancy exists, in what areas. Two sample groups were used. For one, knowledge of quality hay production practices was determined, and for the other, the use of these practices. The groups were matched on personal and occupational characteristics. A mailed questionnaire was developed for each group. Statistical analysis showed significant differences between the knowledge of, and the use of, most factors and practices. Possible explanations for the differences are discussed. The study showed that an increase in age reduced differences between knowledge and use for some practices. Increased them for others, and had no effect on the remainder. Education, occupational rating, and size of operation were positively related to differences between knowledge and use. The bibliography includes 53 references. (JA)

## R E P O R T   R E S U M E S

ED 011 821

Basic Literacy Programs for Adults - A National Survey.

By Otto, Wayne      Ford, David

Pub. Date Dec 66

Edrs Price MF-\$0.09      HC-\$0.60      15 pp.

Descriptors - \*Adult Basic Education, \*Adult Education Programs, \*Reading Programs, \*Literacy, \*National Surveys, Illiterate Adults, Adult Students, Student Characteristics, Reading Level, Enrollment Trends, Instructional Materials, Federal Aid, Questionnaires, Saint Petersburg

Basic Education programs for adults in 36 states were surveyed in the Spring of 1966 to obtain information about location, length of time of operation, prior education and sex of enrollees, level of instruction provided, total enrollment, and materials used. Data from a two-page questionnaire completed by the directors of 367 local programs (A 71 percent return) were analyzed according to the age of programs to determine if older programs, established before the Title 118 funds were available, had characteristics which differed from the more recently developed programs. Results of the data, presented in tabular form, are discussed and interpreted, and trends are noted. Additional study of the following is recommended--The growth rate of newly established programs, the trend toward more men in the literacy programs, the lack of instruction for illiterates offered in the various programs, and the teacher knowledge and use of materials primarily designed for adults. Five tables are included. This paper was presented at the National Reading Conference (Saint Petersburg, December 1-3, 1966).  
(LS)

## R E P O R T   R E S U M E S

ED 011 984

Action for Employment, A Demonstration Neighborhood Manpower Project.  
Final Report.

Action-Housing Inc., Pittsburgh, Pa.

Pub. Date Feb. 66

Edrs Price MF-\$0.18 HC-\$3.24

Descriptors - \*Adult Counseling, \*Counselor Training, \*Vocational Counseling, \*Volunteers, \*Disadvantaged Youth, Interagency Cooperation, Neighborhood Centers, Community Action, Selection, Employment Opportunities, Volunteer Training, Recruitment, Unemployed, Evaluation, Motivation, Participant Characteristics, Action Housing, Pittsburgh

A 1-year demonstration project studied a neighborhood-based system in which volunteer neighborhood counselors helped unemployed and underemployed young men through a job training program and into employment. A mid-way report concentrated on recruitment and training. This final report concentrates on the role of the volunteer and on the development of a neighborhood support system for training and employment. Volunteers helped the professional staff of the neighborhood employment center recruit and interview trainees, they counseled them through the training period and assisted in getting them jobs. The project showed that indigenous, nonprofessional neighborhood people could be trained to carry out some professional employment functions. Women made the best interviewers, but were reluctant to make home visits, while men were more successful as counselors. Certain characteristics seem to make for success--such as maturity, marriage, a long term, steady job, and previous community volunteer work. Reasons for trainees' staying in the training program were counselor support, motivation, excellent teachers, training allowance, and neighborhood support. Reasons for dropping out were dislike of school situation, lack of motivation, and no training allowance. This document is also available from Action-Housing, Inc., Number Two Gateway Center, Pittsburgh, Pennsylvania 15222. (EB)

## R E P O R T   R E S U M E S

ED 011 985

Test of Adult College Aptitude (TACA). Manual for Administration, Scoring and Interpretation.

By Wientge, King M. Dubois, Philip H.

Washington University, St. Louis, University College

Pub. Date 66

Edrs Price MF-\$0.09 HC-\$0.72 18 pp.

Descriptors - \*Aptitude Tests, \*Adult Learning, \*Testing, \*Academic Ability, Academic Aptitude, Manuals, Research, Statistical Data, Adult Education, University Extension, Test Construction, Test of Adult College Aptitude (TACA), Saint Louis

This preliminary manual outlines content, administrative and scoring procedures, antecedent research, and available norm data for the test of adult college aptitude (TACA). The TACA, a combined test and answer sheet adapted for visual scoring by an optical scanner, consists of 22 items on biographical data (age, sex, occupation, family and marital status, education, cultural, and other pursuits) and 54 multiple-choice verbal and numerical items. Procedures include a 45-minute time limit, calculation of raw scores (right answers and personal data) and percentile ranks, and (wherever possible) well-supervised large group testing sessions. The test was formulated on the basis of Washington University research relating biographical information and objective test data to academic success among evening division participants. Norm data available for interpretation are based mainly on studies involving 149 participants in freshman English and 102 students in business and beginning psychology. Findings significantly correlated TACA scores with class achievement. The document includes two footnotes, four tables and the text of the test. (LY)

## R E P O R T   R E S U M E S

ED 011 996

Participation of Adults in Education, A Force-Field Analysis.

By Miller, Harry L.

Center for the Study of Liberal Education for Adults

Report Number CSLEA-OP-14

Pub. Date 67

Edrs Price MF-\$0.09 HC-\$1.48 37 pp.

Descriptors - \*Adult Education, \*Adult Characteristics, \*Motivation, \*Participation, \*Force Field Analysis, Psychological Needs, Socio-economic Influences, Status Need, Achievement Need, Affiliation Need, Self Actualization, Educational Attitudes, Lower Class, Middle Class, Organizations (Groups), Tables (Data), Technological Advancement, Research Methodology, Need Gratification, Brookline

Various sociological and psychological theories relating to motivation are potentially useful tools for predicting and influencing adult education participation. Maslow's need hierarchy is based on fundamental needs (survival, safety, and belonging), which are normally followed by ego needs (recognition or status, achievement, and self-realization). The Warner and Gans Social Categories are lower-lower class (main targets of antipoverty programs), working class (cohesive and pragmatic, with high union membership), lower-middle class (the most active joiners and value setters in our society), and upper-middle class (largely executive and professional people), each with distinct value systems, associational structures, and relationships to technological change finally, Lewin's Force-Field Analysis, here used as the overall framework for discussion, treats motives for participation or nonparticipation as products of positive and negative forces, both psychological and situational, which shape educational needs and desires. Relationships between social class and patterns of organizational membership suggest that some forms of participation can be increased by reaching people in their own organizations. The document is also available from the Center for the Study of Liberal Education for Adults, 138 Mountfort Street, Brookline, Massachusetts 02146, For \$0.75. (Author/ly)



## R E P O R T   R E S U M E S

ED 011 997

Review of Stanislaus County Multi-Occupational Vocational Training Project  
1964-1965.

Modesto Junior Coll., Calif.

Pub. Date Sep 65

Edrs Price MF-\$0.18 HC-\$2.84 71 pp.

Descriptors - \*Adult Vocational Education, \*Manpower Development, \*Retraining, \*Adult Basic Education, Investigations, Program Administration, Statistical Data, Job Placement, Interagency Cooperation, Unemployed, Prevocational Education, Program Descriptions, Instructional Staff, Educational Facilities, Federal Legislation, Evaluation, Test Performance, Employment Patterns, Modesto, Stanislaus County Multi-occupational Vocational Training Project, MDTA, Modesto

This report outlines problems encountered and progress made in the Stanislaus County, California, training project. Initial difficulty in securing federal approval and funds for prevocational or basic education was ended by the amended manpower training and development act. However, difficulties, mainly in re-orienting prevocational and vocational instructors, obtaining suitable materials, setting up courses, and selecting trainees, and the medical, emotional, financial, and other problems of trainees, still had to be met. Projects in basic reading and arithmetic and in reading above Grade 4 level used Readers' Digest materials, the Science Research Associates Reading Laboratory kit, "News for You" (Level B), and local newspapers, and stressed practical activities and exercises, tests and drills, audiovisual aids, and discussion and counseling. Community resources (Field Enrichment) supplemented the classes. Vocational and prevocational programs and auxiliary services come under the Yosemite Junior College Board. Placement follow-ups showed gains in employment, wage scales, job tenure, and training related work. The document includes personnel requisites, test results, employment data, patterns of local and State cooperation, the overall status of projects, and the community service role of the Junior College. (LY)

## R E P O R T   R E S U M E S

ED 012 000

Kansas State Plan for Adult Basic Education.

Kansas State Department of Public Instruction, Topeka

Pub. Date Oct. 65

Edrs Price MF-\$0.18 HC-\$2.52 63 pp.

Descriptors - \*Adult Basic Education, \*Program Development, \*Federal Aid, \*State Programs, Program Planning, Interagency Cooperation, Educational Policy, Community Action, Federal Legislation, State Legislation, Program Administration, Teacher Qualifications, Teacher Recruitment, Teacher Education, Educational Responsibility, Criteria, Kansas, Topeka, Economic Opportunity Act Title II.

The Kansas Plan is designed to help establish new local Adult Basic Education Programs, and to expand and improve existing ones. Instructional content will include reading and writing, speaking and listening skills, citizenship, consumer education, human relations, and family life education. Early stages of planning (to June 30, 1966) will stress the formulation of instruction and the recruitment and training of teachers, with state officials advising and assisting local school districts and community action groups. The state director of adult education will oversee recordkeeping, instructional materials program evaluation, staff training, publicity, program coordination and expansion, and local fiscal policy. The document includes provisions for quality control of instruction and of pilot projects, State of Kansas Technical and Supervisory Services, Aspects of Federal Financial Participation and Control (Auditing, Reimbursements, Salaries, and Benefits), Appendixes (State of Kansas Legal Authority and State Cooperative Health Services Plan), and an organizational chart of the State Department of Public Instruction. (LY)

## R E P O R T   R E S U M E S

ED 012 002

Catalog of Authorized Subjects for Adult Schools, Graduation Requirements and Curricula (1966-67 Revision).

By Gardiner, Glenn N. and others  
Los Angeles City Schools, California

Pub. Date            67

Edrs. Price   MF-\$0.27   HC-\$5.80            145 pp.

Descriptors - \*Adult Education Programs, \*Graduation Requirements, \*Public School Adult Education, Program Descriptions, Directories, Catalogs, Los Angeles

The Adult Education Program of the Los Angeles City Schools, conducted in 28 adult schools, had an enrollment of 190,000 and a teaching staff of 2,200 during 1965-66. Instruction is provided in response to public demand expressed by organizations and advisory committees in 10 areas--Academic, Business, Civic, Elementary and Citizenship, Fine Arts and Crafts, Health, Homemaking, Horticulture, Industrial, and Music Education. This catalog contains course descriptions, prerequisites, grade levels, work achievement credits, graduation requirements, and number of high school credits that may be earned. Intended primarily for the use of counselors and adult administrators as a working manual with which they may guide adults in achieving educational goals, it is also a statement of standard of curriculum requirements of the Los Angeles Board of Education. (AJ)

## R E P O R T   R E S U M E S

ED 012 054

The Next Twenty Years--Background Notes for Adult Counseling Planning.

By Michael, Donald N.

New England Board of Higher Education, Winchester, Massachusetts  
Center for the Study of liberal Education for Adults

Pub. Date      65

Edrs Price   MF-\$0.09    HC-\$1.36      34 pp.

Descriptors - \*Adult Counseling, \*Cybernetics, \*Counselor Training, Systems Analysis, Values, Computers, Adult Education, Conferences, \*Planning, \*Counseling, Chatham, Winchester, Brookline

To counsel adults within the next 20 years, advanced planning and action based on long-range assessments must take place now. Highly rationalized management technologies, cybernation, social engineering, and biological engineering can potentially affect this planning. Social and demographic conditions interacting with these technologies will influence the characteristics of work, leisure, education, values, and decision making. Values and behavior that emphasize commitment to task, flexibility in learning, and effective use of increased leisure must be learned in childhood and modified throughout life. Dealing with social problems and utilizing the opportunities which technologies and social growth afford will require that priorities be assigned, and that more effective criteria for choice be developed. The increasing older population will exert political pressures to protect it against material, ideological, and emotional dispossession. Belief in man as being unique in himself and in his relation to the rest of the universe will be increasingly challenged in many of the influential and policy-planning levels of society. The most important lesson social institutions will have to learn is how to change rapidly and frequently. This address was presented at the Conference on the Training of Counselors of Adults (Chatham, May 22-28, 1965). (RM)

## R E P O R T   R E S U M E S

ED 012 055

The Adult Years.

By Neugarten, Bernice L.

New England Board of Higher Education, Winchester, Massachusetts  
Center for the Study of Liberal Education for Adults

Pub Date 65

Edrs Price MF-\$0.09 HC-\$1.88 47 pp.

Descriptors - \*Adult Counseling, Developmental tasks, \*Adult Development, Adults, \*Self Concept, Counselor Training, Conferences, \*Counseling, Chatham, Brookline, Winchester

The author discusses (1) the psychological issues that preoccupy different adult age groups and (2) the age-status system as it is changing in American society. The relations of the individual to the social groups of which he is a member, the ways of absorbing and using new ideas, and the obstacles and opportunities that the individual recognizes in furthering his goals will continue to provide the concerns about which adult men and women will turn to counselors for guidance and assistance. As new problems and new satisfactions of human life are created, more and different types of adult counseling will appear in society, and new expertise will be expected. The issues affecting adulthood are (1) the individual's use of experience, (2) his structuring of the social world in which he lives, (3) his perspectives of time, (4) the ways in which he deals with the major themes of work, love, time, and death, and (5) the changes in self-concept and identity as individuals face marriage, parenthood, career advancement and decline, retirement, illness, and widowhood. This address was presented at the Conference on the Training of Counselors of Adults (Chatham, May 22-28, 1965). (RM)



## R E P O R T   R E S U M E S

ED 012 056

Self-Actualization and Beyond

By Maslow, Abraham

New England Board of Higher Education., Winchester, Mass  
Center for the Study of Liberal Educ. for Adults

Pub. Date

65

Edrs. Price MF-\$0.09 HC-\$1.08 27 pp.

Descriptors - \*Self Actualization, \*Adult Counseling, Adult Development, Adults, \*Learning, Self Concept, Human Development, Counselor Training, Conferences, \*Counseling, Chatham, Winchester, Brookline

Two types of learning, Extrinsic and Intrinsic, are described. Intrinsic learning involves those processes which can help people become all that they are capable of becoming. Intrinsic learning is the ultimate goal of all education, including Adult Education, and is also the ultimate goal of counseling. Self-actualizing people learn through the processes of Intrinsic learning, self-actualizing people are described as those who listen to their own voices, take responsibility, are honest, and who work. They are involved in a cause outside of themselves. They experience fully, vividly, and selflessly with full concentration and absorption. At the various choice points presented to them, they make the choice for growth. The Intrinsic learning model is especially adaptive in working with adults since they already have capacities, talents, directions, missions, and callings. The counselor's job, therefore, is to help them to become what they already are more perfectly; and to realize what they potentially can be. This address was presented at the Conference on the Training of Counselors of Adults (Chatham, May 22-28, 1965) (RM)

## R E P O R T   R E S U M E S

ED 012 057

Fundamentals of Statistical Decision Theory

By Sitgreaves, Rosedith

New England Board of Higher Educ., Winchester, Mass

Center for Study of Liberal Educ., Brookline, Mass.

Pub. Date                    65

Edrs Price   MF-\$0.09   HC-\$1.56            39 pp.

Descriptors - \*Problem Solving, \*Probability, \*Counseling, Counseling Theories.  
 \*Decision Making, \*Adult Counseling, Counselor Training, Conferences, Chatham,  
 Winchester, Brookline

Statistical decision-making theory provides a frame of reference within which the counselor and client can consider a wide range of problems of decision making. In the face of uncertainty, a set of actions is available. Preference among these actions depends on the true state of nature which is generally unknown. To gain this information, an experiment can be performed which will yield a set of data. A strategy for decision making is a complete prescription which specifies the experiment to be performed and the terminal decision to be made for each set of data collected. With the use of a loss table, the expected loss for any strategy for each state of nature can be found. Comparisons generally make it possible to eliminate inadmissible strategies. Two criteria can be employed to select from the remaining classes of admissible strategies. First is the minimax principle which is based on the criterion of selecting the strategy for which the maximum expected loss is the smallest. Second is the Bayes criterion which is based on the assumption that there is a known probability distribution over the states of nature and, therefore, the expected risk of wrong decisions can be minimized by computing the average of the assumed probability distribution. This address was presented at the conference on the training of counselors of adults (Chatham, May 22-28, 1965). (RM)

## R E P O R T   R E S U M E S

ED 012 411

Guidelines for Teaching the "Under-Educated" Adult

By Donohue, Dan and others

Washington Off. State Supt. Pub. Inst., Olympia

Pub. Date            66

Edrs. Price    MF-\$0.50    HC-\$4.52    113 pp.

~~De~~criptors - \*Teaching Guides, \*Illiterate Adults, \*Literacy Education, \*Adult Basic Education, Motivation Techniques, Evaluation Techniques, Instructional Aids, Audiovisual Aids, Language Skills, Reading Skills, Arithmetic, Handwriting, Teacher Qualifications, Annotated Bibliographies, Reading Materials, Functionally Illiterate, Non-English Speaking, Participant Characteristics, Teaching Methods, Spelling, Olympia

The Washington State Department Of Public Instruction prepared these guidelines for teachers of undereducated adults--illiterate, functionally illiterate, and non-english-speaking. The rate of illiteracy has been declining, standing in 1960 at 18,059. Functional illiteracy is harder to define since criteria are constantly changing, but it is found mostly among rural populations and migrants. In 1960, there were 178,658 foreign-born persons in the state. Student-teacher relationships are discussed first--the problems of the school situation for adults, developing strong motivation, a minimal testing program, varied methods of teaching depending on the type of student, and desirable teacher qualifications. Communication skills are presented in a sequential manner to show the students the everyday applications of such skills for their advantage--English language (grades 0-3, 4-6, and 7-8), spelling, reading, handwriting, and arithmetic. Included in the appendix are tips for teachers, a condensed reading curriculum, a bibliography of texts for teaching reading, basic reading texts, supplemental reading materials, a list of audiovisual aids, and film catalogs. (EB)

## R E P O R T   R E S U M E S

ED 012 423

Research Studies with Implications for Adult Education, Mountain-Plains Region, 1945-1966.By Burrichter, Arthur    Jensen, Glenn  
Wyoming University, Laramie, College of Education

Pub. Date    March    67

Edrs Price    MF-\$0.50    HC-\$3.36    84 pp.

Descriptors - \*Adult Education, \*Annotated Bibliographies, \*Research, Adult Learning, Higher Education, University Extension, Public School Adult Education, Adult Basic Education, Leadership Training, Rural Extension, Participation, Vocational Training, Professional Training, Adult Educators, Educational Interest, Doctoral Theses, Masters Theses, Migrant Adult Education, Participant Characteristics, \*Educational Methods, Women's Education, Educational Needs, Laramie

This compilation of abstracts of adult education research studies conducted in New Mexico, Arizona, Nevada, Utah, Idaho, Wyoming, and Colorado covers college and university adult education, public school adult programs (mainly secondary and adult basic education), vocational and technical training (including industrial inservice training), adult learning and creativity and appropriate testing, migrant adult education, civil defense education, educational methods and media, program administration, socioeconomic influences, the need for research personnel, and the needs, interests, and other characteristics of various clientele groups (rural dwellers, veterans, the aged, and welfare recipients). Criteria for judging the significance and suitability of these studies included (1) studies completed since 1945, (2) specific studies carried on in each state and distinctly pertaining to that state, and (3) studies done in a given state, involving people of projects outside the state where the findings would apply to the entire field of adult education. Each abstract contains the purposes, methods used, and a summary of the findings. (LY)

## R E P O R T   R E S U M E S

ED 012 427

Some Dimensions of the Dropout Problem in Apprenticeship Training.

By Johnson, Ronald W.

New Brunswick Department of Labour, Fredericton

Report Number Stud-U

Pub. Date March 67

Edrs Price MF-\$0.25 HC-\$1.32

Descriptors - \*Apprenticeships, \*Dropout Prevention, \*Adult Dropouts, \*Industrial Education, \*Participant Characteristics, Dropout Rate, Aptitude Tests, Interest Tests, Dependents, Age, Educational Background, Research, Intelligence, Motivation, Immaturity, Fredericton, Canada

During the 1966 summer research program, the New Brunswick Department of Labour conducted a study of the high dropout rate among the 2,673 apprentices in the Province. The purpose was to find an adequate selection method for trainees. Data from existing files and from a questionnaire filled in by former employers and district supervisors were examined. It was found that apprentices completing training were significantly older, had more dependents, and had more preapprenticeship credit prior to indenture, but they did not have more formal education. Although discrepancies appeared on the questionnaire filled in by employers and supervisors, it seemed that apprentices did not lack intelligence or adequate education, but did lack interest, which showed up in poor attendance, frequent illness, and tardiness. It was suggested that a battery of aptitude and interest tests be administered to all apprenticeship applicants prior to selection for training. (EB)



## R E P O R T   R E S U M E S

ED 012 475

Community Involvement in the Rehabilitation Process--A Report on the Cove Program.

By Worley, Bert H.

Pub. Date 20 March 67

Edrs Price MF-\$0.25 HC-\$0.56 14 pp.

Descriptors - \*Vocational Rehabilitation, \*Adult Vocational Education, Counseling, Research Projects, Feedback, \*Handicapped, Employment Experience, \*Employer Attitudes, \*Controlled Environment, Speeches, Community Involvement, Community Oriented Vocational Education Program (Cove), American Personnel and Guidance Association, Dallas

The Community-Oriented Vocational Education Program (COVE) uses the community as a vocational rehabilitation resource by providing opportunities in business and industry for the handicapped. The handicapped become productive, learn work skills, and collect vocational information through job sampling. The contributing employers provide guidance, supervision, and evaluation regarding the client's potential for the work being sampled. The COVE process is based on the needs of the long-term, dependent handicapped who believe they have no place in competitive society. Their dependency requirements are so great that COVE established sheltered living situations supervised by counselor-aides. In addition to vocational exploration, the handicapped are assisted in developing skills in social living. After the client has made a realistic vocational choice and has salable skills, the staff assists him in securing employment and a suitable living situation. Feedback information to contributing employers is a vital factor in the program. Employers begin to realize that the handicapped are real people and not faceless statistics. The community offers most of their services without charge, making the efforts of this rehabilitation program cost less than most. This paper was presented at the American Personnel and Guidance Association Convention (Dallas, March 20, 1967). (AO)

## R E P O R T   R E S U M E S

ED 012 755

Vocational, Technical and Adult Education. Report of Master Plan Committee H.

By Simon, Ernest J. and Others

Illinois State Board of Higher Education, Springfield

Pub. Date Dec. 63

Edrs Price MF-\$0.25 HC-\$1.64 41 pp.

Descriptors - \*Vocational Education, \*Technical Education, \*Adult Education, Postsecondary Education, \*Educational Planning, Unemployed, Dropouts, Educational Needs, Student Enrollment, Enrollment Trends, Employment Statistics, Employment Trends State Programs, \*Higher Education, Master Plans, Illinois, Springfield.

The study committee presented its report to the board of higher education for use in developing a "master Plan" for higher education in Illinois. Included were--(1) characteristics of Illinois' unemployed, (2) data on high school dropouts, (3) the role, nature, and demand for adult and technical education, (4) a recommended plan for adult, technical, and semitechnical education, and (5) conditions for successful technical education in 2-year colleges. It was projected that--(1) by 1970, 58-million persons now at work and still employed will need training to keep pace with new methods, new materials, and new opportunities, (2) 3-million women who will switch from housework to jobs will need marketable skills in the decade ahead. Illinois should provide new, college-level educational facilities and programs to enroll approximately 13,900 full-time and 13,200 part-time students at the technical level (2 years), and 43,000 full-time and 40,000 part-time student at the semitechnical level (1 year). (PS)

## R E P O R T   R E S U M E S

ED 012 779

Meeting Educational Needs for Post-High School Age Youth and Adults in Alabama, A Report of Conferences Held on Vocational, Technical, and Junior College Education (Auburn University, 1964).

Auburn University, Alabama, School of Education

Pub. Date      64

Edrs Price   MF-\$0.50   HC-\$4.00      100 pp.

Descriptors - \*Speeches, \*Educational Needs, \*Post Secondary Education, \*Adult Education, Program Planning, Educational Programs, Educational Trends, Junior Colleges, Trade and Industrial Education, Technical Education, \*Vocational Education, Social Influences, State Programs, Conference, North Carolina, Florida, California, Alabama, Auburn

Speeches given at three meetings are included--(1) a faculty meeting of the School of Education, Auburn University (January 31, 1964), (2) the annual spring conference of the Alabama Association of School Administrators (April 26-27, 1964), and (3) a conference sponsored by the School of Education Auburn University (June 22-23, 1964). The speeches are--(1) "The Role of the Junior College," by B. Lamar Johnson, (2) "Social Forces Affecting School Programs," by Robert R. Wiegman, (3) "Emerging Purposes and Programs for Community Education," by Raymond E. Schultz, (4) "Emerging Patterns of Organizing, Administering, and Financing Community Education," by Robert R. Wiegman, (5) "Programs in North Carolina," by Fred Eason, (6) "Programs in Florida," by James L. Wattenbarger, (7) "Programs in California," by Fred L. Wellman, (8) "Overview of State Plans in Alabama for Trade, Technical, and Junior College Education," by Austin R. Meadows, (9) "Developments and Directions in Junior College Education in Alabama," by Ben a. Forrester, (10) "Alabama Plans and Programs with New Federal Legislation in Vocational Education," by J. Fred Ingram, (11) "Alabama Plans and Programs for Vocational-Technical Education," by Dorsey L. Haynes, (12) "Alabama Plans and Programs for Junior College Education," by Ernest R. Knox, (13) "Conference Summary and Recommendations," by Maurice Litton, and (14) "Problems Confronting Alabama," by Truman M. Pierce. (PA)

## R E P O R T   R E S U M E S

ED 012 852

Curriculum Guide to Adult Basic Education, Intermediate Level

By Hollis, Jennie-Clyde

Office of Education, Washington, D. C.

Report Number OE-13031

Pub. Date                    66

Edrs. Price    MF-\$1.00            HC-\$9.60

240 pp.

Descriptors - \*Adult Basic Education, \*Curriculum Guides, \*Teaching Guides, \*Reading Instruction, English (Second Language), Science Instruction, Social Studies, Arithmetic, Audiovisual Aids, Testing, Handwriting, Screening Tests, Literacy Education.

To meet the needs of the undereducated whose skills approximate fourth to eighth grade reading levels and those for whom learning English as a new language is the first step in job training, 20 occupationally-oriented units of instruction in reading and related skills and a section on teaching the course are outlined. Units, planned for 20 40-hour weeks, are presented sequentially in graded order, and in each one the previous unit is reviewed as the basis of new learning. Primary emphasis is on reading, but arithmetic, speech, handwriting, the social studies, and science are presented concurrently, making each unit and each day's instruction an interrelated whole. Suggestions on teacher preparation, teaching aids, and methodology are built into the units. These are reinforced by the second part of the guide--teaching the course--which includes a daily schedule, a sample unit plan, suggestions for drills, exercises, testing, and using visual aids, and guides to related subjects. Appendixes are -- a word list, evaluating instructional material, english as a second language, readable writing, and simplified plan for screening prospective students. This document, FS 5.213 13031, is also available from U. S. Government Printing Office, Washington, D. C., 20402, for \$1.50. (AJ)

## R E P O R T   R E S U M E S

ED 012 857

Counseling the Adult Student, Report of Commission 13 on Student Personnel Work for Adults in Higher Education.

By Thompson, Clarence H.

American College Personnel Assn.

Pub. Date    April    67

Edrs Price   MF-\$0.50   HC-\$2.68      67 pp.

Descriptors - \*Adult Counseling, \*Counseling Goals, \*Counselor Training, \*Participant Characteristics, \*Evening Colleges, Criteria, Adult Characteristics, Counseling Services, Evening Programs, Counselors, Selection, Counseling Effectiveness, University Extension.

A preconvention workshop held by the American College Personnel Association in Dallas, Texas, March 17-18, 1967, dealt with the special characteristics and needs of adult participants, implications for counseling, recent progress and remaining areas of need in adult counseling, and the selection and training of personnel workers for adults in evening colleges. The main points were the following-- (1) the distinctive life experiences, problems and obligations, physical and mental characteristics, and motives of adults call for experience-oriented teaching methods, special facilities, and a new approach to testing, admission, financial aid, and student activities-- (2) acceptance of the individual, personal consistency and integrity, and understanding are essential counselor attributes-- (3) the ultimate goal of counseling is to help the adult discover ways to realize his potential, respond more effectively to new experiences, and work out a meaningful, viable life style-- (4) personnel trainees should be chosen primarily for appropriate character traits and academic background, and should receive broad training that stresses skills in short-term counseling. Proceedings included workshop evaluations. (Document also contains appendixes, background statistical data, and 102 references.) (LY)



## R E P O R T   R E S U M E S

ED 012 866

Syllabus for Adult Education Programs for Teachers of Disadvantaged, Ed. 444G.By Richardson, William      Shelton, Donald  
Oregon Coll. of Education, Monmouth

Pub. Date 1 Nov 66

Edrs. Price    MF-\$0.50    HC-\$2.84      71 pp.

Descriptors - \*Adult Basic Education, \*Curriculum Guides, \*Adult Educators, \*Disadvantaged Groups, \*Bibliographies, Adult Learning, Learning Motivation, Guidance Counseling, Vocational Education, Testing, Correspondence Courses, Tutoring, Teaching Techniques, Migrants, Teacher Characteristics, Adult Characteristics, Reading, Language Skills, Mathematics, Citizenship, Family Life, Minority Groups, Films, Filmstrips,

Broad topics covered in the Syllabus for Teachers of Adult Basic Education are--The introduction to the course, definition of the disadvantaged population (conditions and problems of minority groups and their characteristics), adult learning process (motivation, objectives, types of teachers needed, teaching techniques), counseling and guidance (basic principles, responsibility of staff members for counseling, testing), adult education development and history, adult education program (types of programs, legislation, migrant adult education), introduction to adult basic education curriculum (Development of basic and intermediate skills), vocational education (types of programs and materials used), and general educational development testing program and certificate of equivalency (uses and preparation for tests) including future trends in adult education. The extensive bibliography includes teacher materials, student materials, and films and filmstrips. (AJ)

## R E P O R T   R E S U M E S

ED 013 403

A Teacher's Guide for Adult Basic Education.

By Brown, Antronette

Missouri State Department of Education, Jefferson City

Report Number MSBE-Pub-134-G

Pub. Date 67

Edrs Price MF-\$0.75 HC-\$6.04

Descriptors - \*Adult Basic Education, \*Course Content, \*Teaching Guides, \*Instructional Materials, \*Teaching Techniques, Mathematics, Educational Objectives, Science Instruction, Communication Skills, Reading, Social Studies, Citizenship, Classroom Environment, Achievement Tests, Aptitude Tests, Interest Tests, Reading Readiness Tests, Diagnostic Tests, Learning Motivation, Educationally Disadvantaged, Testing.

Compiled as an idea and information guide for teachers of adult basic education, this document includes detailed teaching objectives, methods, and materials (films, filmstrips, books, transparencies). The course includes (1) reading and communication skills--phonics, vocabulary, reference, and so on, (2) social studies--government, geography, history, world affairs, citizenship, economics, social and political problems, (3) mathematics--computation, fractions, measurement, geometry, basic algebra, and (4) science--health and safety, biology, and physical science. Each learning objective is reinforced with suggested practical and common experience applications. Among the suggestions for successful classroom learning experiences are-- individualized study, creation of informal and friendly classroom climate, dramatic presentation of material, utilization of programmed material and technological devices, and inclusion of socialization opportunities in instructional procedures. Lists of achievement, diagnostic, reading readiness, and aptitude and interest tests are included. (The document includes a bibliography.) (PT)

## R E P O R T   R E S U M E S

ED 013 422

MDTA Vocational Experimental-Demonstration Project for Training and Placement of Youthful Offenders. 13th Progress Report.

By McKee, John M. and Others

Rehabilitation Research Foundation, Elmore, Alabama

Pub. Date 66

Edrs Price MF-\$0.50 HC-\$4.96 124 pp.

Descriptors - \*Corrective Institutions, \*Delinquent Rehabilitation, \*Adult Basic Education, \*Reading Improvement, \*Educational Games, Programmed Instruction, Individual Instruction, Reinforcement, Motivation, Tachistoscopes, Educationally Disadvantaged, Remedial Instruction, Followup Studies, Vocational Education, Program Evaluation, Conferences, Material Development, Public Relations, Rehabilitation Programs, Perceptoscope, Manpower Development and Training Act, Draper Correctional Center

Individually designed basic education programs emphasizing programmed instruction to provide motivation through continuous feedback complement the vocational training given each inmate participating in the Demonstration Project at the Draper Correctional Center. A remedial reading program for all trainees scoring below 7th grade includes phonics training and a reading improvement program of 40 lessons in which lecture-articles, tachistoscopic exercises (the perceptoscope), and controlled practice articles with comprehension tests are used. A program of academic games which can provide additional motivation and opportunities for intellectual group interaction is planned. In a controlled experiment, four games--equations, on sets, democracy, and propaganda--will be used in varying combinations with other teaching methods by six groups of students whose achievements will be tested and compared. Each game teaches one subject and is so structured that in order to win a player must be able to communicate his knowledge to other players. Aspects of the project reviewed in this report include contingency management studies, materials development, follow-up case histories, community sponsor program, inservice training, reading program evaluation, materials and reading resources, training conferences, and the study of recidivists. (AJ)

## R E P O R T   R E S U M E S

ED 013 429

Methods and Techniques of Adult Training, Number 1. Current Information Sources.

Syracuse University, New York, ERIC Clearinghouse on Adult

Pub. Date Dec. 67

Edrs Price MF-\$0.25 HC-\$0.84 21 pp.

Descriptors - \*Annotated Bibliographies, \*Adult Education, \*Educational Methods, \*Training Techniques, Military Training, Management Development, Program Costs, Research Methodology, Programmed Instruction, Vocational Retraining, Training Objectives, Correspondence Study.

This annotated bibliography on adult training contains 35 indexed items, many with abstracts, in such areas as military training, management development, and vocational education and retraining, and on such methods, techniques, and related aspects as research methodology, training costs, correspondence study, programmed instruction, training objectives, and terminology. (LY)

## R E P O R T   R E S U M E S

ED 014 028

Organizational Patterns of Programs at Universities in the United States Which Offer a Doctoral Degree in Adult Education.

By Veri, Clive C.

Nebraska University, Lincoln

Pub. Date    Sept. 67

Edrs Price   MF-\$0.25   HC-\$1.12    26 pp.

Descriptors - \*Graduate Study, \*Adult Education, \*Surveys, \*Universities, \*Doctoral Programs, Administrative Organization, Questionnaires, Educational Background, Student Teacher Ratio, Degrees (Titles), Program Administration, Educational Trends, Organizational Change, Educational Needs, College Faculty, University Administration, Program Development, Masters Degrees.

To survey the organizational patterns of graduate adult education programs, a questionnaire was mailed to the 19 universities in the United States offering adult education doctoral degrees, requesting names, titles, faculty academic interests, program organizational charts, plans for expansion, and graduate student load. There was a 94.4 percent return. All doctoral programs were affiliated with a university, 11.8 percent in separate department, 17.6 percent conjoined with other areas of education, and 41.2 percent operating within departments of education. Respondents indicated that few organizational changes were planned within the next three years. Official titles of programs were too varied to provide a cluster for analysis. There averaged three and one-half faculty members per program with 18 advisees (11 doctoral candidates and seven master's) for each. Faculty members devoted 52 percent of their time to teaching, 21 percent to administration, and 27 percent to research. Their academic backgrounds included 49.3 percent in adult education, 11.6 percent in administration, 10.2 percent in sociology, and 7.3 percent in higher education. By 1968 approximately 80 percent of the full-time staff of adult education programs will be adult education majors. (Document includes questionnaire, covering and follow-up letters, and charts of program organizational patterns.) (AJ)



## R E P O R T   R E S U M E S

ED 014 106

Counseling Techniques for Mature Women. Report of the Adult Counselor Program (June 14 - August 6, 1965).

By Dolan, Eleanor F. and Others

American Assn. of University Women, Washington, D.C.

Pub. Date 31 July 66

Edrs Price MF- \$1.75 HC-\$18.24 454 pp.

Descriptors - \*Research, \*Adult Counseling, \*Counseling Instructional Programs, Females, Vocational Counseling, Case Studies (Education), Manpower Utilization, \*Counselor Training, Adult Students, Nondirective Counseling, Employment Problems, Employment Potential, Occupational Information, Volunteers, Legislation, Reports, Minnesota Importance Questionnaire, George Washington University Cont. Educ. Prog.

This project determined successful counseling techniques and the length of time necessary to prepare employment counselors to work with women 35 to 54 years old, and presents a guide to help others interested in such a program. Research was carried out by a director, three faculty members who planned and presented the eight week curriculum, consultants for special topics, and 29 women students. These participants had classes in the morning and counseling experience with adult women in the afternoon. The first curricular area explored the history, place in society, psychology, and education of the adult woman. In all areas, comparisons with men and women of other age groups were provided. Principles basic to counseling were presented in "Counseling Techniques and Practicum." Conclusions from taped interviews between participants and counselees indicated--(1) there was no difficulty in establishing rapport, (2) the two major counselee problems were lack of self confidence and lack of information, and (3) most women did not respond well to the exclusive use of the client-centered approach. Group methods were investigated, and are seen as an adjunct, rather than substitute, for individual counseling. Occupational and related information, health, relevant legislation, and volunteer jobs are also discussed. Recommendations for future programs are presented. (PR)

## R E P O R T   R E S U M E S

ED 014 664

Aides for Adult Education, A Training Program Funded by the Ohio Board of Regents under Title 1 of the Higher Education Act. Final Report.

By Edwards, William L. Cohen, Edmund D.

Western Reserve University, Cleveland, Ohio

Cleveland Public Schools, Ohio

Pub. Date 67

Edrs Price MF-\$0.25 HC-\$0.80 18 pp.

Descriptors - \*Teacher Aides, \*Adult Basic Education, \*Public Schools, \*Teacher Workshops, \*Evaluation, Welfare Recipients, Participant Characteristics, Economic Disadvantage, Selection, Criteria, Training Techniques, Rating Scales, Classroom Environment, Negroes, Evaluation Techniques, Indigenous Personnel, Program Effectiveness, Statistical Data, Analysis of Variance, Tests, Cleveland, Ohio, Case Western Reserve University, Cleveland College.

The aides for adult education workshop (February 10 - May 20, 1967) was held in Cleveland College and the public school system to develop better classroom communication and a more intensive learning situation for disadvantaged adult students. Twenty welfare recipients, almost all Negro women, were selected for aide training on the basis of verbal ability, reading comprehension, interpersonal attitudes, and attitudes toward educational institutions and community organization. Experienced teachers in public school adult education were chosen for the project according to successful classroom performance, interest in a training project, and a felt need for the help of an aide. Workshop activities were designed to give both aides and teachers an overview of adult basic education, curriculum materials, classroom organization, and procedure. An evaluation of classes with and without aides showed that with aides, more individual help is given, and teachers lecture more and answer questions less. The teachers themselves felt that they could effectively handle larger classes with aides. (The document includes appendixes and workshop statistics.) (LY)

## R E P O R T   R E S U M E S

ED 015 117

Improving the Reading Level of Disadvantaged Adults

By McKee, John M. and others

Rehabilitation Research Foundation, Elmore, Ala.

Pub. Date                    67

Edrs Price   MF-\$0.25      HC-\$1.12            26 pp.

Descriptors - \*Adult Reading Programs, \*Reading Improvement, \*Remedial Reading, \*Phonics, \*Reading Comprehension, Mechanical Teaching Aids, Manpower Development, Educationally Disadvantaged, Illiterate Adults, Perceptual Development Laboratories Diagnostic Reading Test, MDTA Vocational Experimental Demonstration Project, Draper Correctional Center, Elmore, Alabama,

To help disadvantaged inmates with low reading levels and those considered functionally illiterate, the Draper Correctional Center in Alabama experimented with various reading improvement programs. Most successful was the reading improvement program using the perceptoscope. All applicants who scored below the seventh grade reading level in the Metropolitan Achievement Test took the perceptual development Laboratories (PDL) Diagnostic Reading Test and were then enrolled either in the Phonics Program or in the intermediate Reading Program. The Phonics Program helped inmates who could not function at the intermediate level know about language sounds and develop the ability to convert sounds into words through the PDL Phonics Training System. The 40-lesson intermediate reading program used lessons read from the screen with speed controlled by the perceptoscope and lessons to improve comprehension. The whole program was effective in teaching reading skills, particularly comprehension, and in enhancing other language skills. The experimental group gained 2.5 grade levels, the control group had a .7 gain. This report lists other reading programs used at Draper Correctional Center. (NS)

## R E P O R T   R E S U M E S

ED 015 361

Texas Adult Migrant Education. Progress Report.  
Texas Education Agency, Austin

Pub. Date Jan 66

Edrs Price MF-\$0.25 HC-\$0.44 9 pp.

Descriptors - \*Migrant Adult Education, \*Adult Basic Education, \*Adult Vocational Education, \*Homemaking Education, English (Second Language), Literacy Education, Safety Education, Work Attitudes, Vocational Counseling, Child Rearing, Home Management, Clothing Instruction, Service Occupations, Migrant Problems, Teacher Recruitment, Participant Satisfaction, Training Allowances, Community Involvement, Hygiene, Texas.

The Texas Office of Opportunity has devised a program to meet the educational problems of the migrant laborer. Basic education provides reading, writing, and English instruction, citizenship and safety education, occupational orientation, and guidance and counseling programs. Homemaking education includes nutrition, child guidance and development, sanitation, home management and clothing. Occupational training for jobs such as appliance and mechanical repairing, food service, and in building and metal trades is provided. An advisory committee composed of migrant, representatives from occupational groups, and educators provides program guides. Present problems include recruiting qualified teachers, providing teaching materials and aides, solving controversies over paying of stipends, and meeting educational needs of non-migrants. The program has generated much enthusiasm and created a positive home learning atmosphere for migrant children, revealed in their higher rate of school attendance. Teachers have expressed great satisfaction with their classes and a greater social consciousness of the migrant problems as well as greater community participation has developed. (PT)

## R E P O R T   R E S U M E S

ED 015 410

Catalog of Resource Materials for Adult Basic Education.  
South Carolina State Department of Education, Columbia

Pub. Date 67

Edrs Price MF-\$0.50 HC-\$3.04 74 pp.

Descriptors - \*Adult Basic Education, \*Audiovisual Aids, \*Catalogs, \*Resource Materials, \*Reading Materials, Instructional Films, Instructional Program Divisions, Instructional Materials, Supplementary Reading Materials, South Carolina.

This catalog of resource materials for adult basic education was prepared by the State Department of Education in South Carolina for use by audiovisual coordinators in schools. Part one lists films (1) alphabetically by title with order number, grade level, length of film, and whether in black and white, (2) by subject area which includes biography, business education, guidance, health, reading, safety, language, science, and general social studies, and (3) by series showing individual films within series, including American literature, basic earth science, developing reading maturity, English literature, and exploring. Order forms and instructions for coordinators are bound in. Part two lists printed materials arranged alphabetically by publisher. It includes teacher manuals, practice readers, progress test booklets, workbooks, specific skills and basic concept series and supplementary reading. Reading levels are indicated by one of three categories-- grades 1 to 3, grades 4 to 6, and grades 7 and 8. Publishers' addresses and prices are included. (RT)



## R E P O R T   R E S U M E S

ED 015 411

Curriculum Guide for Adult Education

South Carolina State Department of Education, Columbia

Pub. Date Feb. 67

Edrs Price MF-\$0.25 HC-\$1.68 40 pp.

Descriptors - \*Adult Basic Education, \*Curriculum Guides, \*Adult Education, Instructional Program Divisions, State Curriculum Guides, General Education, Academic Education, High School Curriculum, Educational Objectives, Educational Certificates, Civil Defense, South Carolina.

The State Department of Education in South Carolina prepared this curriculum guide for adult education supported by public funds. Objectives and curriculum outlines for adult basic education are given to cover levels I (Grades 1 to 3), II (Grades 4 to 6), and III (Grades 7 and 8). The outlines cover courses in reading, basic language arts and skills, arithmetic, the general knowledge areas of social studies, everyday science, family and community living, and occupational attitudes and concepts. At the high school level curriculum content is outlined for review courses in American history, civics, English, and mathematics to prepare for the general educational development examinations which are accepted as the basis for issuing state high school certificates. The acceptable courses for the state high school diploma program for adults are also listed. The civil defense course for personal and family survival which may be conducted with public funds is briefly mentioned and some acceptable programs of academic nature for the general education of adults at all educational levels are listed. A selected list of eight references is appended. (RT)

## R E P O R T   R E S U M E S

ED 015 417

Basic Education for Adults, A Report of the California State Committee on Basic Education.

By Koehler, Lawrence E.

California State Department of Education, Sacramento

Pub. Date 67

Edrs Price MF-\$0.50 HC-\$3.1y 77 pp.

Descriptors - \*Adult Basic Education, \*Adult Learning, \*Program Administration, \*Vocational Development, \*Communication Skills, Administrator Qualifications, Student Placement, Testing, Teaching Methods, Achievement Tests, Physical Facilities, Instructional Aids, Teacher Qualifications, Learning Readiness, Personal Growth, Participant Characteristics, Mathematics, Social Sciences, Career Planning, Textbooks, Filmstrips, Films, Opaque Projectors, Programmed Materials, California.

Adult Basic Education encompasses four stages--(1) introductory, for the illiterate who is learning to read but who must also learn to listen and communicate, (2) elementary, for those with a foundation in communication skills who must develop vocabulary and social competencies and explore occupational interests, (3) intermediate, with emphasis on further skill development bases on individual educational and occupational goals, and (4) developmental, with courses leading to high school diploma and vocational training. Readiness for each stage can be assessed informally, through nonstandard, teacher-made tests, or through standard tests. Programs can be held in schools or elsewhere, but the site must be accessible, with room for small group instruction and individual work. A variety of teaching methods may be used within the laws of adult learning. (The instructional program is outlined for oral and written communication, mathematics, social sciences, occupational planning, development of self, and vocational training. Skills and activities are presented for each stage. The list of instructional aids, screened by the committee in 1963, includes textbooks, films and filmstrips, aids for teaching handwriting and listening skills, readability formulas, achievement tests, and programmed materials.) (AJ)

## R E P O R T   R E S U M E S

ED 015 418

California Plan for Adult Basic Education Under the Economic Opportunity Act of 1964, Title II, Part B, of P.L. 88-452.

California State Department of Education, Sacramento

Pub. Date 67

Edrs Price MF-\$0.25 HC-\$1.72 41 pp.

Descriptors - \*Adult Basic Education, \*Public School Adult Education, \*Program Proposals, \*Expenditures, \*State Programs, Program Evaluation, Administrator Responsibility, Pilot Projects, Interagency Cooperation, Program Descriptions, Federal Legislation, California.

The plan includes specific guidelines for program proposals to qualify California for Title II Funds and serve as a policy guide for state and local programs. It provides for secondary school districts to provide instruction in civic, vocational, literacy, health, homemaking, technical, and general education for adults. Short term objectives include developing new approaches in recruitment and retention of lowest income adults and developing effective methods of reducing illiteracy and updating instruction. Emphasis will be on design of instructional programs, demonstration projects, and teacher training. Assistance will be given in developing curriculum materials and in coordinating school district activities with community action and work training programs. Long term plans will involve putting effective programs and techniques in practice throughout the state. Organization of the state plan administration involves duties and qualifications of the professional personnel, and custody and expenditures of federal funds. (Criteria for selection and evaluation of students are included. Pilot projects, state technical and supervisory services, and fiscal control are discussed. A legal appendix, addendum on discrimination in employment practices, and proposed budget are included.) (PT)

## R E P O R T R E S U M E S

ED 016 184

Survey Study of Correspondence Dropouts and Cancellations.

By Sloan, Denver

Kentucky University, Lexington

Pub. Date Dec. 65

Edrs Price MF-\$0.25 HC-\$0.64 14 pp.

Descriptors - \*Correspondence Study, Adult Dropouts, Enrollment Influences, \*Dropout Prevention, \*Statistical Data, Questionnaires, Time Factors (Learning), Student Teacher Relationship, Reading Assignments, University Extension, Units of Study (Subject Fields), College Students, High School Students.

To determine why one-third of the students enrolling in correspondence work during any calendar year do not complete the courses and to elicit suggestions for reducing the number of dropouts and cancellations, questionnaires were mailed to 762 correspondence study dropouts. Data from the 135 questionnaires returned are tabulated in this study. Degree and certification requirements and self-improvement were reasons most often cited for enrollment. The major reason for non-completion was lack of time. In comparing residence and correspondence instruction, respondents thought correspondence study was more work and less interesting, because of lack of classroom contact. Recommendations based on the study are that--(1) correspondence study guides has a variety of assignments including more thought-provoking questions, (2) instructors offer more suggestions and criticisms by registering comments on assignments returned to students, (3) provision be made for time extensions, (4) less writing be required in assignment preparation, (5) more non-technical courses be made available by correspondence, and (6) applicants for correspondence study be screened. (AJ)

## R E P O R T   R E S U M E S

ED 016 539

Adult Education for Migrant and Seasonal Farm Workers.

Project Report, June 12 - September 1, 1967.

By Maurer, Wayne F.

Collier County Board of Public Instruction, Naples, Florida

Report Number OEO-PROJ-11-4010-67001

Pub. Date Sept. 67

Edrs Price MF-\$0.50 HC-\$4.12 101 pp.

Descriptors - \*Adult Basic Education, Administration, \*Curriculum, Counseling Services, Consumer Economics, Educational Certificates, Guidance Services, Home Economics, Industrial Arts, Language Arts, \*Migrant Adult Education, Migrant Education, \*Migrant Worker Projects, Migrants, \*Organization, Seasonal Laborers, School Schedules, Special Services, Student Application, Testing Programs, Vocational Education, Immokalee, Naples, Everglades, Collier County Florida.

The chief purpose of Adult Migrant Education, as discussed in this report, is to eliminate poverty by preparing the migrant for profitable participation in society. The Florida State Department of Education states that the purpose of the Immokalee Migrant Adult Education Project is to provide adult basic education and pre-vocational experiences for unemployed migrants and seasonal workers. To gain this end, 8 specific project objectives and 10 curriculum objectives are defined. Criteria for selection of students, stipend information, daily schedules, teaching objectives in the subject areas of language arts, industrial arts, home economics, health and science, and mathematics and consumer education are presented. The educational programs of curriculum, guidance, counseling, testing and auxiliary services are outlined. Included are charts of administrative organization, test data, enrollment and attendance of students and staff. Examples of application blank, entitlement questionnaire, certificates of merit, completion, and release of liability are incorporated into the report. Lists of consultants, advisory committees, project publicity, staff and director summarization and recommendations are included. (JH)



## R E P O R T   R E S U M E S

ED 018 209

Experiences and Attitudes of American Adults Concerning Standardized Intelligence Tests.

By Brim, Orville G., Jr. and Others

Russell Sage Foundation, New York, New York

Report Number RSF-TR-1

Pub. Date 65

Edrs Price MF-\$0.75 HC-\$7.88

Descriptors - \*Adults, \*Attitudes, \*Experience, \*Intelligence Tests, \*Aptitude Tests, Field Interviews, Russell Sage Foundation.

As a phase of a study of the Social Consequences of Ability Testing, a national stratified random sample of 1,482 adults was interviewed. Of the respondents, 59 percent reported at least one experience with a test of aptitude or intelligence. While they said they were relatively well informed about test results they considered such tests as less important than school or work success as indications of ability. Test experiences were more common among males, among younger respondents, and among white persons. Members of lower classes are less likely to have taken tests and their experience is in fewer contexts. Those who have a favorable attitude toward such tests tend to be better informed about tests and about their own scores. Intelligence tests are seen as measuring what is inborn, rather than what is learned, more frequently by women, by Negroes, and by lower class members. The bulk of the report consists of tables showing distributions of responses. (WO)

## R E P O R T   R E S U M E S

ED 018 727

The Relation of Re-creative Experience to Ego Stage Development.

Paper Presented at the National Seminar on Adult Education Research  
(Chicago, February 11-13, 1968).

By Colley, Louise

Guelph University (Ontario), Wellington College

Pub. Date 68

Edrs Price MF-\$0.25 HC-\$0.24 4 pp.

Descriptors - \*Diaries, \*Adult Development, \*Personality Development,  
Females, Research, Self Concept, Self Actualization

The relationship of ego-stage development (based upon the theories of Erik Erickson) to the experiences adults identified as leading to re-creation was explored, using data obtained from 73 women selected at random for a population of 562 American and Canadian women graduate students at the University of Wisconsin in Fall, 1964. Information regarding re-creative experiences was obtained from a self-report diary sheet which represented reflection of ego stage concerns-- enjoyment within the experience and intensity of re-creation. Participants observed their re-creative behavior on ten randomly selected days in the intervening period. It was found that, for the most part, ego stage development was not reflected in re-creative experiences. However, a statistically significant association between ego stage development and re-creative experience was found among psychologically mature subjects when they were in a positive, enthusiastic, creative mood before the experience. Under these same conditions, intensity of re-creation was most frequently high. It was concluded that the tendency is to regress to a lower stage of ego development in obtaining re-creation. Maturity and positive dynamic precondition are contributing factors in gaining re-creation in experiences of progressive adaptation. This paper was presented at the National Seminar on Adult Education Research, Chicago, February 11-13, 1968. It will be published in adult education.  
(AJ)

## R E P O R T   R E S U M E S

ED 019 561

Job Training Through Adult Education, A Second Chance for the Negro and the Community.

By Blum, Albert A. Schmidt, Charles T., Jr.

Pub. Date      67

Edrs Price   MF-\$0.25   HC-\$0.92      21 pp.

Descriptors - \*Poverty Programs, \*Job Training, \*Negroes, \*Employment, \*Adult Education Programs, Community Action, Family Role, Volunteers, Labor Unions, Business, Human Relations Organizations, Public School Adult Education, Federal Programs, Negro Leadership, Detroit, Philadelphia, Manpower Development and Training Act, Total Action Against Poverty.

To break the cycle of inferior education and unemployment which makes many Negroes members of a disadvantaged class, good education for children must be accompanied by education and job training for adults. Human relations commissions, school systems, Negro leaders, and community action programs have usually failed to provide programs to upgrade the Negro labor force. Yet job training has been successful under certain conditions--when based in the community and resulting from Negro pressure and aspirations, when related to the needs felt by the Negro poor themselves, and when trainees become employed. A successful program has been the trade union leadership council in Detroit which has within two years trained and placed about 600 persons. It has been sponsored and staffed by volunteers, financed by local contributors, and used the Negro community leaders. A similar program in Philadelphia is the Opportunities Industrialization Center. A promising program being developed in Detroit is the total action against poverty, a neighborhood-oriented, comprehensive community action program placing high priority on job training for adults. This document is chapter 17 in *Employment, Race, and Poverty*, Edited by Arthur M. Ross and Herbert Hill, Published by Harcourt, Brace and World, New York. (AJ)

## R E P O R T   R E S U M E S

ED 019 575

Frontiers in Adult Basic Education, A Compilation of Selected Papers and Group Reports Presented at the Southeastern Region Institute for Teacher-Trainers in Adult Basic Education.

(Florida State University, August 1-26, 1966).

By Fuder, William H. Hand, Sam E.

Florida State University, Tallahassee, Off. of Cont. Educ.

Pub. Date 66

Edrs Price MF-\$0.75 HC-\$6.44 159 pp.

Descriptors - \*Adult Educators, \*Trainers, \*Adult Basic Education, \*Inservice Teacher Education, Reading Instruction, Community Support, Counseling, Training Techniques, Educational Objectives, Adult Learning, Instructional Materials, Evaluation Criteria, Computer Assisted Instruction, Southern States, Statistical Data, Program Design, Nonprofessional Personnel, Curriculum, Illiterate Adults, Florida State University.

Selected papers and group reports from a Florida State University Training Institute are presented on psychological and sociological dimensions of poverty and illiteracy, adult basic education methods and objectives, principles of adult learning and behavior change, and related concerns in teacher training and program development. Specific problem areas identified by teacher trainers, the overall problem of identifying with and motivating the undereducated, adult centered counseling, curriculum planning, and reading instruction, evaluation of instructional materials, enlistment of community support, long range effects of early cultural deprivation, and strategies and suggestions for training indigenous nonprofessionals are among the major topics considered. Two tables, chapter notes and references, appendixes, and a model of the learning process are also included. (LY)

## R E P O R T   R E S U M E S

ED 019 576

A Study of Students Who Discontinued Attendance in the E.S.E.A.  
III Adult Basic Education Program.

By Moss, Doris    Richardson, Robert

New York City Board of Education, Brooklyn, N.Y.

Pub. Date 14 June 67

Edrs Price   MF-\$0.25   HC-\$1.60    38 pp.

Descriptors - \*Adult Basic Education, \*Adult Dropouts, \*Dropout Characteristics, \*Program Improvement, Dropout Research, Non-English Speaking, Negroes, Marital Status, Age Groups, Working Hours, Student Mobility, Recruitment, Instructional Program Divisions, Statistical Data.

A study was made of students who discontinued attendance in the adult basic education courses provided by public schools in the Bronx, Manhattan, Brooklyn, and Queens. Data were gathered by interview or school files on 306 persons--167 non-english speaking, primarily Puerto Ricans, and 139 native born, largely Negro. Most of the dropouts were 30-39 years of age, were married, were at the lowest instructional levels, and had discontinued after attending less than 50 hours of class. Recruitment had been done largely by word of mouth. The two major reasons for leaving were change of residence and interference with work activities. Most students hoped to return to class. Among recommendations made for the program were-- provision of a positive school experience from the first class, meeting the needs of beginning students, further study of effective recruitment, special provisions for moving student, and immediate followup of absent students. (PT)



## R E P O R T   R E S U M E S

ED 019 619

A Recapitulation of -- Student Dropouts in the Division of Continuing Education, University of Arizona, Spring Semester, 1967.

By Louttit, Edgar E.

Arizona University, Tucson

Pub. Date 26 April 68

Edrs Price MF-\$0.25 HC-\$0.56 12 pp.

Descriptors - \*University Extension, \*Adult Dropouts, \*Dropout Characteristics, \*Evening Classes, Research, Surveys, Statistical Data, University of Arizona.

A high dropout rate between the spring and fall semesters of 1967 at the Division of Continuing Education, University of Arizona, prompted this study to determine the reasons for withdrawal. The study population was limited to on campus spring semester enrollees seeking university credit. A 16 question survey questionnaire was sent to 1,090 dropouts, 304 of whom returned usable questionnaires. The main reasons reported for withdrawal were lack of desired courses, transfer to day classes, accomplishment of educational goals, employment interfering with enrollment, and movement from the community. However, despite use of a random sampling technique, the results of this study were judged inconclusive because of an insufficient number of responses. (Conclusions, recommendations, and findings concerning the population and methodology of the study were discussed.) (LY)

## R E P O R T   R E S U M E S

ED 020 452

An Analysis of the Characteristics of the Unemployment and Undereducated As They Relate to Program Planning for Continuing Education in Modesto, Revised Adult Education Program Plan.

Modesto Junior College, California

Pub. Date Dec. 63

Edrs Price MF-\$0.50 HC-\$3.16

Descriptors - \*Unemployed, \*Educational Needs, \*Low Income Groups, \*Program Development, \*Adult Characteristics, Age Differences, Surveys, Employment Patterns, Occupations, Income, Housing, Educational Background, Ethnic Groups, Curriculum Development, Instructional Staff, Educational Facilities, Socioeconomic Influences, Statistical Data, Modesto, California, Stanislaus County, Area Redevelopment Administration.

In this revised report, characteristics of low income groups in the Modesto, California, area are described and an educational program based on immediate educational attack on the problem are assessed, a projected adult education program for the South and East Modesto areas is developed, and efforts to carry out earlier proposals are described. Such socioeconomic data as seasonal versus full time employment, the extent of agricultural and other employment, wage and employment potential, family and individual income, patterns of welfare aid, rates of unemployment, ethnic and age groups, and housing are given for Modesto and for Stanislaus County. Educational levels are indicated for all South and East Modesto residents and for those enrolled in adult education classes, together with the above kinds of information. Elements of the proposed program and outcomes to two programs (1963) for welfare recipients are described. An experimental project proposal to the area redevelopment administration is included. The document also includes appendixes, maps, tables, and a list of references and personal contacts. (LY)

## PROJECT RESUMES

ES 000 225

Comprehensive Educational Programs, Guidance Services, and Cultural Enrichment for Adults

R. I., Providence, City Public Schools

Bureau Number DPSC-66-1374

Edrs Price MF-\$0.09 HC-\$1.68 42 pp.

Descriptors - \*Adult Education, \*Dropouts, \*Guidance Services, Community Involvement, Low Income, Educationally Disadvantaged, Urban Areas, Community Resources.

A comprehensive adult and continuing education program will be planned to serve residents 18 years of age and older in an area where 38 percent of the families have incomes of less than \$3,000 a year. The school dropout rate per 1,000 youths between 14 and 19 years of age is 59.6 citywide and 92.6 in the depressed central core of the city. Planners will explore methods of publicizing educational programs, cultural offerings, and guidance services, and they will devise techniques for improving coordination among the agencies providing these services. Current programs will be assessed in order to determine deficiencies. New programs will be recommended and personnel trained to run them. Planners envision establishment of an adult education and guidance center at some future date. It would serve as a central clearing house for publicizing available facilities and making appropriate referrals. A directory of services will be compiled on all educational, cultural, guidance, and related resources. Approximately 146,903 adults, 18 years and older, will be served. For further information, contact Dr. Mary C. Mulrey, Adult Education Coordinator, Providence Public Schools, 170 Pond St., Providence, Rhode Island 02903. (401) 331-9400. (JE)

"ABOUT HUMANIZING LESS-THAN-HONEST ABE"

By

Robert D. McIlroy

Director of Pupil Personnel  
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303 S. W. Erickson Avenue  
Beaverton, Oregon

May 12, 1969

"ABOUT HUMANIZING LESS-THAN-HONEST ABE"

There is something traditionally confusing about the traditional approach used in traditional education which continually stresses the traditional teaching act but seldom if ever touches on how students traditionally feel about learning. In psychological therapy, individual and group counseling, or other similar "helping relationships" dealing with personal problems we have found that "success" as measured by the counselee or client is most often realized when the counselee has been given the opportunity to relate directly to his own life situation and when the counselor's goal is best directed toward allowing this freedom. If this environment or atmosphere of acceptance, realistic understanding, and personal respect is an effective basis for facilitating this specialized kind of learning that occurs in a counselor-counselee relationship, then why not consider this approach in the more generalized and/or formalized learning mode with which you and I are most interested, namely, the educational process of the disadvantaged adult.

In a counseling relationship both the counselor and counselee are actively involved in the process of giving. The counselor is giving of himself, his undivided attention, his empathy, his awareness, his concern, his feelings, and his skills. The counselee is involved in a similar if not almost identical process. He is revealing, he is transparent, he gives trust, he gives his own perception, his own frame of reference, and his feelings about his concerns. This quality and highly personalized kind of learning should, it seems to me, be experienced more and more in all educational learning situations particularly by the disadvantaged adult learner.



ABOUT LEARNERS AND LEARNING

You may question whether the learning experienced in a counselor-counselee relationship can be compared with that which occurs in an ABE program. Must we first agree on a precise definition of learning? Although many learning theorists and their diverse theories could be carefully categorized probably little benefit would be realized from such a typical approach to equally diverse individual learning needs. Eighteen years ago, Hilgard (1) made the following statement. He said that, "a precise definition of learning is not necessary, so long as we agree that the inference to learning is made from changes in performance that are the result of training or experience as distinguished from changes such as growth or fatigue and from changes attributable to a temporary state of the learner. The experiments themselves defined the field ostensibly."

If we assume that learning is a process which takes place within the learner and is incurred from specific changes taking place in the learner's behavior, then we might also assume that these changes in behavior are directed toward certain goals or standards which have been or are being established. But by whom? It seems to me that learning is for the main part the responsibility of the learner, and concurrently the teacher or learning facilitator is to be first concerned about the learner as an important functioning human being and secondly with that which the learner has decided to undertake. Nathaniel Cantor (2) in his book The Dynamics of Learning emphasizes a similar viewpoint when he stresses the following:

that "the teacher will be concerned primarily with understanding and not judging the individual."

that "the teacher will keep at the center of the teaching process the importance of the student's problems and feelings, not his own."

that "most important of all, the teacher will realize that constructive effort must come from the positive or active forces within the student."

Accepting if you will that 1) learning is behavioral change; 2) that this change is the responsibility of the learner and 3) that the teacher or leader is in contact with the learner to enhance or facilitate his learning, would it not follow that the entire educational structure as we traditionally know it must be completely reversed? Perhaps we can one day observe that today's typical educational institution accurately being judged as an environment of manipulative "other directed" teaching has become a place of "inner-directed" freedom and learning.

Freedom is a necessary and critical concern in all learning situations but nowhere is it more important than in assisting the disadvantaged adult learner. Properly exercised this new feeling experienced by the actively involved learner can result in the realization that he is worthy, that he is important enough to give to others and that his expressed thoughts and feelings are valued. When he feels this all important respect and has learned to share his views, his joys, his sorrows and his fears, he is more likely to improve his ability to perceive and consequently "learn" in a more efficient and effective manner.

#### HUMANISTIC GOALS OF ABE

What are the institutional behavioral goals we should consider and from where does such a humanistic approach originate. First I should clearly state that the kind of learning situation which I am describing has relevance for more than adult basic education. If our aim is to produce predetermined behavioristically modified "doers" who will be amenable to carrying out all orders of authority figures without questioning, then the approach I am describing is highly inappropriate. The

method which I am talking about is relevant to all school learning and to that yet-to-be-realized goal called democratic educational involvement.

Over 20 years ago Robert Hutchins (3) stated the basic elements of democratic education when he said:

"The foundation of democracy is universal suffrage. Universal suffrage makes every man a ruler. If every man is a ruler, every man needs the education that rulers ought to have...The main purpose of a democratic educational system is the education of rulers."

What Hutchins is saying is that the goal of democratic education is to assist each student to become an individual. This need for a well educated, rational citizenry, which Jefferson saw as necessary for a democratic society, can now be seen as necessary for the sheer survival of mankind. Carl Rogers (4) states that we should be assisting students to become individuals

who are able to take self-initiated action and to be responsible for these actions;

who are capable of intelligent choice and self-direction;

who are critical learners, able to evaluate the contributions made by others;

who have acquired knowledge relevant to the solution of problems;

who, even more importantly, are able to adapt flexibly and intelligently to new problem situations;

who have internalized an adaptive mode of approach to problems, utilizing all pertinent experience freely and creatively;

who are able to cooperate effectively with others in these various activities;

who work, not for the approval of others, but in terms of their own socialization purposes.

Practically all persons who have experienced any kind of formal education would be quick to point out that most educators do not profess these goals, and in some cultures a majority of educators would be

violently opposed. Even in our most innovative schools these are the functional goals of few educators. The manner in which our elementary, secondary schools, colleges, and professional schools operate is ample evidence that the typical goal is quite different--more in the direction of playing the "educational game" which is simply to produce a student who can reproduce the style and thinking of his teacher. The humanistic approach to learning which I support is by no means aimed toward reinforcing "educational gamesmanship" but is an attempt to find a better and more acceptable method which will assist all learners, particularly the adult basic education learner.

Considering the current state of affairs at Columbia University, University of California at Berkeley, San Francisco State, and even many secondary schools throughout our country and considering the way that many lay people, legislators, law enforcers, clergymen and educators in general have reacted to these issues it may be questionable whether you are "free enough" to even consider the major points of this paper. This of course is your decision. Since our culture and more specifically our educational traditions are to a large degree organized on an authoritarian and hierarchical basis and only partially upon a democratic philosophy it may appear to most people that education should reflect this ambivalence. Again you must reach your own conclusion on this point!

#### THE DEHUMANIZED ABE LEARNER

Considering the general background and characteristics of the ABE learner it is highly significant that he has even dared to consider another formal educational experience. He is typically so lacking in the basic skills of reading, writing, arithmetic, and too often the fourth and fifth "R's," responsibility and interpersonal relations that he has found it

extremely difficult to learn and compete successfully in our "other class" society. He usually has a very low opinion of himself, his abilities, and of course his overall achievement. He has quit, dropped out, or perhaps better termed been "pushed-out" of school one or more times already, and now he returns once again to that fearful place which he remembers far too well. Add to this his economic and cultural state and it's easily understood why his aptitude for scholastic success is usually well below average. His ability to communicate verbally is deficient if not almost totally lacking. However, smiles, physical touch, frowns, and other forms of non-verbal communication are easily given, received, and understood. Since he has experienced no success in other than less than rewarding short term goals any kind of long term planning is foolishly other-class. Because of authoritarian welfare workers, social agency "helpers," employment advisors, policemen, educators, bosses, and others of this ilk he usually finds himself quite hostile toward these and similar forms of authority. The question is shall you give him another dose of the traditional "teacher-talk" approach? or do you feel this may be simply more of that which has already reduced him to relative zeroness.

#### THE CHALLENGE TO ABE FACILITATORS

John Goodlad (5) has discussed three kinds of instruction: 1) human-to-human instruction, 2) man-machine systems of instruction, and 3) instruction provided through a diversified learning environment. We are aware that in many respects human-based instruction has proven inadequate for preparing individuals to play desirable adult roles or to maximally develop their potential. We are also well aware that the development of an instruction system based upon man-machine interaction and the application



of systems technology to education can allow for a greater opportunity to diagnose, prescribe and individualize the total learning process. But I would submit that before we cast aside all thoughts of the human element (traditionally viewed as human-to-human instruction) we carefully consider human-with-human interpersonal relations or human and human learning.

I feel that we are capable of capitalizing here and now on what we do know about learning and can use this information and experience to greatly enhance the total ABE learning environment. We already know that

learning is an active, seeking process of inquiry

learning is an individual endeavor

learning is increased when the learner has a positive self concept

learning is increased when the learner has developed skills to define his learning goals

learning is increased when a wide variety of resources are available

the act of learning is a complex social psychological process

With this general background pursue with me some of the very basic but first order operational principles which must be recognized and implemented before the humanization of ABE can be achieved.

....ABE teachers cannot "teach another person directly; the teacher can only enhance or facilitate his learning."

Although most teachers agree with the above, few adhere to it operationally. Groups of teachers gather as a social science curriculum task force and spend the majority of their time deciding in what sequence American History, Current Happenings and Citizenship test preparation should be studied. They discuss, frown, and fret about the number of weeks to be devoted to that portion of the course dealing with the Civil War.

We continue for some traditionally strange reason to even measure learning by the amount of time a student spends on a given task rather than by his performance. Instead of concerning ourselves with the act of student learning we act as if that which is taught is being learned. The results of reversal priorities from the teacher's needs to those of the learner's is apparent. What would happen if you the teacher or facilitator would ask the student what he wished to gain from the course? Or, how you the teacher could assist in facilitating his learning? Again with this kind of emphasis our traditional educational approach would be quickly cast aside for a learning package that is relevant to the learner rather than the teacher.

....The ABE student learns significantly only that information which is perceived as being directly beneficial in maintaining or enhancing his own self needs.

With this hypothesis I'm sure many of you will immediately disagree. You recall many required courses which resulted in the fact that you learned something... Two ABE learners are enrolled in a basic mathematics class. One is taking the course because the job that he wants within the organization in which he is employed requires that he be capable of simple addition, multiplication, division, etc. The second learner is enrolled because someone told him he must. For reasons of self-enhancement student number one regards the course as relevant to his occupational goals while the second student is taking it because he has to. Will diverse results exist between the two learners' experiences? The first student acquires a functional learning of the material. The second student learns how to "get by" the course. The maintenance of self is deeply involved in the first student, and very little involved in the

second.

....The psychic structure and "feeling" organization of self appears to become more rigid under threat. Experience which is perceived as inconsistent with the self can only be assimilated if the self is relaxed and expanded to include it.

This hypothesis indicates that learning, particularly if it is to be meaningful to the learner, is often a threatening thing. At times new material is immediately perceived as enhancing the self, but in many instances the new material threatens the self, or more exactly, threatens some value with which the self has become identified. To learn a new mathematical method may imply inferiority in the old method with which the learner is identified. To learn the objective facts about prejudice may threaten prejudices which are valued. Most ABE educators would be quite surprised if they knew the proportion of individuals in their classes whose basic psychic set was a resistant, "Go to hell" attitude. Recall if you will the last lecture, sermon, or presentation you attended (or are reading)? To how much of the material did you find yourself inwardly resistant?

....The educational environment which most effectively promotes significant learning is one in which 1) threat to the learner is reduced to a minimum, and 2) differentiated perception of the field of experience is facilitated.

Again, if we take this hypotheses as a description of what ABE education should provide it will be seen that such education would be much different from present-day programs.

You may feel that significant learning does occur in spite of, or even

because of, threat. In some situations this is true. Witness the American troops likely to be fired upon as they move into Viet Cong territory and because of this threat learn rapidly and effectively about the surrounding terrain. It is true that when reality provides the threat, the learning of behaviors which will maintain the self goes on apace. If the desired training has no other goal than to maintain the self as it is, then threat to self probably will not impede the progress of learning. But in adult basic education and for that matter in all formalized education this is almost never true. What we desire is growth, and growth involves change in the self. Whenever such a broad goal is envisaged, then threat to the self appears to be a barrier to significant and useful learning.

#### TOWARDS A WARMER CLIMATE

Within the Adult Basic educational system as a whole, and in each component, we must develop a climate in which innovation is sought, in which the creative abilities of all the involvees are nourished and expressed rather than stifled. We must give a climate in which the focus is not upon teaching, but on the facilitation of student self-directed learning. Only then can we help develop the functioning adult student who is open to all his experience; aware of it and accepting it, and continually in the process of changing. So what is this kind of environment like? It's warm, open, honest, exciting and student-centered. It could simply be called a climate of freedom.

It is my feeling that each participant in the ABE program should be presented with as many decision-making opportunities as possible. He should be involved in the selection of content, the amount of time to be spent with such content, the place of meeting, the time of meeting, and

most of the learning procedures which appear consistent with the general objectives of the total program. This kind of freedom is basic in providing an optimum learning mode. Understand of course that the misuse or misunderstanding of freedom (either by teacher or learner) can destroy the learning situation which we are attempting to improve. It can be destructive when it is a power of only administrators and teachers, and when the other involved adults (ABE students) are free only to accept the mandates of the leaders. Since the pendulum is a "swinger" it is equally foolish when group participants are allowed to do anything they want to do but do not have the necessary experience or skill to guide themselves. Surprisingly, however, this is seldom a problem with ABE participants.

The climate of freedom and acceptance is delicate. It is successful only with an increasing amount of responsibility granted to each participant. It must be free from social or personal restraints. It must allow for each learner to experiment, make mistakes, achieve, fail and succeed.

Perhaps you are wondering about not only the climate described above but more importantly the teacher or learning facilitator who can create such a climate. Allow me to recall my own observations and briefly relate those characteristics which I have observed in humanistic educators who create this environment so needed for the learners with whom we all work.

Contrasted with the traditional classroom teacher, the humanistic educator:

1. is less protective of his own constructs and beliefs, and is therefore able to listen more accurately to others (faculty, supervisors, students, etc.)
2. finds it easier and less threatening to accept change
3. is more able to listen to students, especially to the feelings of students



4. pays as much attention to his relationship with his students, as to the outlined content material of the "course"
5. develops a more equalitarian atmosphere in the learning environment to spontaneity, to creative thinking, to independent and self-directed work.

Because of a more humanistic learning experience some anticipated changes in students will also be realized. The learner

1. will feel more free to express both negative and positive feelings in class--with and toward other students, his teacher, and toward content material;
2. will tend to learn how to work through these feelings instead of holding them "under" until they explode;
3. will consequently have more energy to devote to his learning because he has reduced the fears which have in the past required most of his thinking and behavior;
4. will discover he has a responsibility for his own learning;
5. will feel free to take on additional learning responsibilities, with the understanding that his teacher understands regardless of the outcome;
6. will find that his fear of authority and his rebellion against authority will diminish, as he discovers for perhaps the first time that teachers and school related people are human beings, often relating in less than desirable ways with others but willing to admit the same;
7. will find that the learning process has a direct carry-over to his out-of-school life as well.

Having followed my thoughts thus far you are cognizant of the fact that little or no mention has been made about such things as diagnosing for individual learning needs, programmed materials, systems technology, questioning strategies, generic process functions, etc. Although each of these recently investigated and implemented processes (and many more) are important they cannot be ranked as the first and foremost action-oriented considerations for ABE or any other program of formalized learning. Interpersonal relations must be our first concern. Man exists first and defines

himself second; man is nothing but what he makes of himself. It is my sincere feeling that our first move is to make every ABE student aware of what he is and to make the full responsibility of his existence rest on him. This precludes all other aspects of ABE. From this principle the following basic tenets should be considered:

1. Each ABE student exists in a world of many choices. Although determinism is the basic fabric of the physical universe, it is not the basic fabric of man.
2. Each ABE student is what he does. Learning without action is insignificant. Actions taken define his essence.
3. Each ABE student must rely on himself and upon his fellow man to exist within a changing universe or he will perish.
4. Each ABE student's relationship to others must be that of self-realization for all with whom he relates and an understanding of empathy and sympathy in his everyday existence.

#### CONCLUSION

Much of present education seems to operate on the assumption that, "Students cannot be trusted." Therefore the teacher must be responsible for all, which includes supplying motivation, organizing all materials, determining process, writing and administering exams and quizzes, and seemingly using every method conceivable to coerce the student into desired "learning" activities.

What I have attempted to discuss with you is based on the assumption that "We can trust students." I feel that we can trust with confidence (if there is any other way) the student's desire to learn in every way which will serve that end; we can trust him to grow, provided that the environment and climate for growth is available to him.

If you accept this assumption and are willing to try trusting and adopt operationally that which has been presented, then certain behaviors

can follow. You can create a classroom or learning environment which will respect the dignity and integrity of each student, you can learn to accept all opinions and attitudes as being honest expressed feelings of the students' internal frame of reference at that time. You can learn to accept the feelings and emotionalized attitudes which individuals bring to your class each day. You will accept yourself as a member of a learning group, rather than "the" authority figure. You will make diversified learning resources available, knowing that if they meet the needs of the students they will be used. You will even eventually rely upon the capacity of each student to assess his progress in terms of the purposes which he has at that time. You will have confidence in the fact that, in this atmosphere which you have helped to create, a type of learning is taking place which is personally meaningful and which assists the total self-development of the individual ABE student as well as improving his acquaintance with a given field of knowledge. And you will have an encounter and involvement with learners which is unique and truly beautiful.

Idealistic? Yes. Unrealistic? Only to those unwilling to assume some risk taking behavior which is called trusting, allowing, giving, receiving, and sharing.

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LIST OF POSSIBLE FEDERAL, STATE AND LOCAL AGENCIES  
THAT ARE AVAILABLE TO ABE STUDENTS

Agricultural Extension Service  
 Alcoholics Anonymous  
 American Cancer Society  
 American Legion  
 American Red Cross  
 Bureau of Indian Affairs  
 Business  
 Catholic Daughters of America  
 Catholic Maternity Institute  
 Child Development Center  
 Churches--Literacy Councils  
 Civic Groups  
 Civil Defense  
 Colleges and Universities  
 Community Action Program  
 Concentrated Employment Program  
 Employment Security  
 Family Counseling Service Office  
 Good Will Industries  
 Health Department, Division of Health Education  
 Industry  
 Knights of Columbus  
 Libraries  
 Local Public Legislative Aid  
 Local Schools' Distributive Education and State Department  
 Local Schools' Home Economics Department  
 Local School Public Librarians  
 Manpower Development Training Act  
 National Association for the Advancement of Colored People  
 Neighborhood Youth Corps  
 Office of Economic Opportunity  
 Opportunity Schools  
 Private Vocational Schools  
 Public Safety Departments  
 Public Vocational and Technical Schools  
 Service Organizations  
     Eagles  
     Kiwanis  
     Lions  
     Masons  
     Rotary  
 Social Security Administration  
 State Hospital  
 The State Public Library  
 VJW  
 Veterans Administration  
 Veteran's Service Commission  
 Volunteer Educational Organizations  
 Vocational Rehabilitation of the State Department of Education--State and Local  
 Welfare Department--State and Local  
 YMCA

CULTURE OF POVERTY  
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This is one of a series of discussion sessions for Adult Basic Education teachers in the area of guidance and counseling. Today's presentation relates to understanding the individual who comes from a home where the family income is so low that we speak of him living in a "Culture of Poverty."

The very recent emphasis on race relations and ethnic relations sometimes takes away some of the limelight from a sociologic area that perhaps may be of greater importance than the idea of race or ethnicity. We are speaking of those in America who live in a Culture of Poverty.

Usually we define anybody in the United States who makes between \$3,000 and \$3,300 or less, and with a family of four, as living in a Culture of Poverty. That does not mean that other people who have slightly more money do not live in poverty, for they would if, for instance, they had a larger number of children. Contrarywise, some individuals, such as retired people, or people living on farms where they raise some of their own foodstuffs, may be making even less than that and yet not be living in what we tend to call the "Culture of Poverty."

Among the most important findings of Social Science research in recent years have been the detailed descriptions of how social class affects behavior.

No one in our society can be free of being "pegged" as belonging to one of the various categories of social class. We hear a great deal about the so called middle class, which encompasses people who are in the majority of American

society. Typically these people make approximately \$5,000 to \$10,000 a year, again, in a comparable four member family. Middle class has its own special values, but these will not be discussed today.

Approximately 16 percent of the white Anglo-Saxon, protestant population of the United States lives in a Culture of Poverty. Some 25 percent of the American Blacks live in a Culture of Poverty. Although not trying to detract from the plight of the Negro, it must be pointed out that not every Black in America is totally poor, and in fact the proportion of Blacks that live in poverty is even smaller than Mexican Americans. The graph shows that approximately one-third of all Mexican Americans live in a Culture of Poverty, that is make less than about \$3,300 per year per family of four. The worst off of any ethnic group is the American Indian, whose medium income is estimated to be \$2,640. This means that 75 percent of all American Indians in American today live in poverty.

It is not necessary to go into a long discourse as to how much \$3,000 a year will buy for a family of four. It is an appallingly small amount of money on which to subsist. Medical care, appropriate and nurishing food, adequate clothing and adequate housing, good education for the youngsters, lack of informational material such as books, encyclopedias, resource materials, and even friends who have higher education, all are missing from the home in the Culture of Poverty.

The most obvious thing that the individual from the Culture of Poverty demonstrates is his tendency to over-simplify his experiences and his view of the world. Things are seen as either black or white. People are, in effect the "good guys," or they are the "bad guys." Fine distinctions are not made and lack of information and knowledge are often a factor when poor decisions are frequently made.

Feelings of powerlessness. This is a feeling which has a great deal of validity to it for it implies a feeling of loss of control over nature, over institutions, over events, and over people. In effect this is more than just a mere "feeling," for it demonstrates a genuine loss of power over those events, since the individual, not having a good job or money or prestige, truly cannot influence a great number of things that happen about him.

Item number three relates to the feelings of deprivation. Obviously, these also are not just mere feelings, for once again there is a real deprivation present, so that in effect the deprivation that is felt is a valid and genuine appraisal of the man's position. He simply does not have the resources to acquire some of the material things that have become relatively commonplace in modern America.

We see that the man from the Culture of Poverty evidences insecurity. This again has a great deal of validity to it, for it is not unusual for a man not to know where he will be tomorrow. His income is unsteady as well as meager. In addition, and to make matters worse, the very narrow and limited resources that he has are totally depleted by any one of the many troubles that beset him. Not only does he have fewer resources with which to meet any emergency, but because of the basically unsound situation in which he finds himself, he very often has a greater number of troubles than most middle class people. Troubles with the law, doctor bills, no hospitalization insurance, great number of difficulties with their transportation (for they often have to buy second and third hand cars), difficulties with their homes, and behavior difficulties because of lack of sophistication as to what is the right or proper thing to do in certain given circumstances, all combine to actually give the average man from the middle class has, even though the middle class man has more personal, social, institutional, and financial resources with which to meet these emergencies.

Discuss the following points:

1. Do you recall individuals you know that come from the Culture of Poverty who have simplified a complicated social notion? Discuss these examples in terms of the over-simplification.
2. Discuss antidotes from individuals in the middle class regarding how their own conversations with people from the Culture of Poverty reflect feelings of loss of control over nature, institutions and people.
3. Discuss how anyone in the group would feel if he did not know what job, if any, he would have within the next week. How would it affect his life, how would it affect his family, in what way would it change his whole life. Goal of number three: See how a "Culture of Poverty" would help.

Adaptation of Patterns. (Item A) Possibly the most important notion that we have to learn about the poor is that they live in a "Culture of Poverty." By "Culture" we mean a way of life, a style of life, which is totally functional in the way it operates. In a word, it works. It may be that some of the things that people from the Culture of Poverty do appear somewhat strange or unusual relative to the way most middle class people are. However, this Culture is something that for the poor man works. It gives him a ready set made of answers for the everyday problems that he meets, and consequently this is something he learns early in life.

Item B relates to the present time orientation. The man from the Culture of Poverty has to do something that is helpful and useful right now. This has some drawbacks, in that doing something which is useful in the immediate present often retards progress. As a consequence, often the man from the

Culture of Poverty finds it difficult working his way out of the morass of the lower-lower class and into middle class, should he chose to progress into a more comfortable income level.

Item C. Because the behavior patterns--which we will discuss in a few minutes--are a functional set of processes, there is a great deal of resistance in leaving these old and familiar ways. These are a form of security. Some middle class viewpoints may feel that they are not appropriate, but the individual from the Culture of Poverty feels secure within them insofar as that, within them, he knows where he is, who his friends are, and whom he can trust.

Item D calls attention to the fact that an individual from the Culture of Poverty, placed in a middle class world, faces a way of life which is different from the lower class way of life in that the things that the man from the Culture of Poverty feels as terribly important, namely the old and familiar things, the feelings of closeness of friends and with family are not necessarily available to him. Consequently there is insecurity for the man from the Culture of Poverty when he moves into middle class culture.

Discuss the following point in considerable detail.

1. Give examples from experience of individuals in the class of how the man from the Culture of Poverty does things which are practical and which are immediate.
2. Now relate these adaptive behaviors to whatever are felt to be middle class values and draw contrast.
3. Also draw contrast between the importance immediate gratification versus postponed gratification, postponed gratification being more characteristic of the middle class.



4. Next, discuss some of the problems a lower class man would encounter should he find himself in the middle class in a sudden situation, such as an individual who came into a moderate income all of a sudden, say jumping from \$3,000 a year to \$6,000 a year.

"Characteristic Behaviors and Attitudes of People from the Culture of Poverty."

- A. There is a great deal of reliance placed on family and on kin and on neighbors. This emphasis on people reflects the very close interpersonal interaction that individuals from the Culture of Poverty must share. This idea can be summed up in a simple phrase "If you don't have money, you have to have people."
- B. It is often said that middle class individuals are not people who have a great deal of interest in civic and community activities. The individual from the lower-lower class, however, is even worse with regard to joining voluntary associations such as service clubs, church groups, political groups, and other such voluntary groups. The reason for this is that in a group he may not find the security in knowing exactly what to do. Also he may feel that the pay-off in a club activity is immediate.
- C. This calls attention to the lower-lower class individuals' very intense preference for the old and the familiar. Most individuals feel most comfortable with "old shoe" relationships. Most do not like to do new things, try new activities, or to engage in new relationships. They feel uncomfortable in new activities or in new events. Such individuals feel very uncomfortable in these new situations, which increases their insecurity. They--rightly or wrongly--feel that they are "not competent" in such new relationships, and thus they do not feel socially adept.

Have the class discuss the following problems.

1. Why is the idea "if you don't have money, you have to have people" an important one.
  2. Discuss also why there is reluctance for individuals from the Culture of Poverty to join voluntary association.
  3. What experiences have members of the class had in trying to organize Culture of Poverty groups, perhaps at school, perhaps at political groups, perhaps for civic or social action.
  4. Discuss evidence of the notions mentioned that the individual from the Culture of Poverty feels uncomfortable when placed in new situations, especially using examples relating to the school setting and to ABE in particular.
- D. This calls attention to something extremely important for individuals engaged in any form of education. In general, the individual from the Culture of Poverty is essentially anti-intellectual. He dislikes such things as the opera, the ballet, artists, writers, painters, and professors. Such things as dramatics, stage plays (not only say on television, but on the stage itself) are not considered particularly valuable or interesting. Even when these are presented in schools, and their children are involved in them, the parents are not always interested. Parents from the Culture of Poverty characteristically do not encourage their children in school. While it would be an exaggeration to say that all people from the Culture of Poverty discourage their children from attending school, it is true that even though many give "lip service" to the value of education, they do not

always encourage their children in a vigorous and substantial way to, say, stay in school despite hardships which might be somewhat softened by the teenager going to work. Perhaps the best way to say all of this is that they do not stress education as a particularly valuable asset in their lives. Here again the middle class contrast is completely obvious, with the middle class parents stressing education as the single most important thing in a youngster's life, second only to socially adequate and appropriate behavior.

Sometimes parents from the Culture of Poverty discourage education in their children or discourage education within themselves or with others because they do not wish to appear "smarter" than others. Also, at times, parents are afraid that their children will know more than they do. This type of thing strikes the middle class individual as unrealistic, for most of us feel we want our children to be "better" than we ourselves are. It is hard for us to believe that a lower class parent may be frightened by the fact that his own youngster may know more about a particular topic than he does.

Lastly under the anti-intellectual area, we would like to point out that indeed the anti-intellectual atmosphere helps to perpetuate the "small world" concept and the over-simplification of things outlined in the beginning of this talk.

It is important to call attention to the fact that none of the characteristics of the Culture of Poverty is isolated from the others. When we talk about a Culture of Poverty we mean a way of life which has internal consistency and which reinforces itself in every aspect. In this regard middle class culture, or for that matter, the culture of any ethnic group, is also essentially internally consistent insofar as it serves life-supporting purposes.

For example, item number E which is entitled "Intolerance" is an interesting one to discuss. We correctly perceive that individuals in the Culture of Poverty as over-representing minority groups. Yet it is these very minority groups who most often demonstrate prejudice against other minorities. In this regard, they are not very different from the rest of us who have some measure of prejudice--at least in small measure--for any people who are somehow different from ourselves. Specifically however, the intolerance of the individuals from the Culture of Poverty has some unique targets. The homosexual, the individual who is felt to be un-American, individuals who are "arty," or even "hippie," and atheists or atheistic-minded individuals are all seen with a great deal of dislike. To give a very graphic example, there is on record an instance where three young teenage boys from a poverty background were arrested for assaulting a homosexual. When asked why they assaulted this man, their answer was as unequivocal as could be: "Because he was a queer!" When told that was no reason to beat up anyone, even if you didn't like the individual being homosexual, they simply could not understand this. The individual from the Culture of Poverty, however, does not feel that certain behavior, ususally seen by the middle class individual as undesirable, is undesirable, for him. For example, drunkenness is not seen as particularly undesirable, nor is fighting seen as particularly undesirable. Swearing and the use of vulgar language is not particularly frowned upon. Much of what an average middle class individual would call sexual misconduct is not always seen as sexual misconduct. This is one of the reasons why middle class people sometimes "look down" upon lower class individuals as being "immoral." Also, because of the frequency with which arrests are made, and individuals are thrown in jail, it does not seem to many people from the Culture of Poverty

that having been in jail is particularly bad, and having been in jail does not brand you as an undesirable individual.

Stop the tape please. Have the group discuss the following two points:

1. In what way does an anti-intellectual attitude interfere with the teaching of ABE students?
2. In what way does anti-intellectual attitude increase and perpetuate prejudice among the very groups where it is hoped prejudice will be reduced?

## What the Adult Basic Education Student Learner Is Like

As the population of the United States grows and as life becomes increasingly complex in a modern society, the results of pressure on the undereducated become more and more visible. While a quantitative estimate of the correlation between education and social disorders is tenuous at best on present data, it is sobering to consider the fact that the undereducated constitute the bulk of the participants in disorders and in welfare programs.

In 1966, almost 24 million persons in the United States 18 years of age or older, had less than an eighth grade education. This population is defined as the Educationally Disadvantaged Population (EDP) of our nation. The tremendous number of these undereducated people is increased by a group which has not been counted. These are individuals whose records indicate that they have completed more than eight years of formal schooling but did not retain an education equivalent to this level. These two groups of individuals are referred to as the "functionally illiterate", i.e., even though they may be able to read or write to some degree. They do not possess an education that will enable them to function effectively in our complex, modern society.

The inability of these educationally handicapped people to enter into the economic and civic life of the community to the fullest extent is detracting, not only from the scope of the lives of the individual, but from the economic, civic, and social strength of the nation.

The tremendous technical ability of American society is at long last being directed, at least in part, toward the problems of the classroom. During recent years a virtual explosion has occurred in educational technology, although much is still in the developmental, experimental or testing stages.



The Adult Basic Education Program, authorized under the Adult Education Act of 1966 (P. L. 89-750, Title III, Elementary and Secondary Education Amendments of 1966) to correct national, social and economic problems, specifically offers:

. . . education for adults to enable them to overcome English language limitations, to improve their basic education in preparation for occupational training and more profitable employment, and to become more productive and responsible citizens. . .

Many studies have been made which illustrate the differences between adult students in general and educationally disadvantaged adult students, and distinguish between adults as learners and children as pupils.

The teacher of children studies child development in an effort to understand what makes children tick - how they think, how they grow, how they learn. The teacher gears his educational program to the interests and abilities of the students in his class.

Adult education programs should be at least as appropriate to the interests and abilities of the students as that for children, if not more so. While the adult will probably prefer counting change to counting dinosaurs, for instance, the same principle is in operation.

But adults are not merely tall children. The learning characteristics which teachers have observed children do not necessarily appear in adult students. They come to class with an entirely different set of characteristics, attitudes, motivations, assets, and limitations.

Generally speaking, the adult differs from the child in experience, life style, and in physical requirements for learning. The fact that the

adult student is as old as (often older than) the teacher means that he brings as much or more experience to the classroom as the teacher does.

It means, too, that he comes back to the school room with, at worst, a sense of past failure or, at best, the feeling of being an alien in a world he is no longer accustomed to.

A summary, developed by the National Association for Public School Adult Educators (NAPSAE), provides some of the major distinctive characteristics among adult learners in general and educationally disadvantaged adult students.

The following are some of the characteristics of the adult learner in general:

1. He tends to be more rigid in his thinking. He has acquired a set pattern of behavior, and has set ideas of what is right and wrong, fact and fiction. This pattern has to be "unset" in order for learning to take place.

2. He usually requires a longer time to perform learning tasks. While the adult's capacity to learn may have remained essentially unchanged, the older he becomes, the slower his reaction time, and the less efficient are those senses on which learning depends - sight and hearing.

3. He is more impatient in the pursuit of learning objectives. He is also less tolerant of work which does not have immediate and direct application to his objectives. He is impatient with long discourses on theory and wants practical application.

4. He requires more and better light for study tasks. This is particularly true for those over 35 years.

5. The older adult has restricted powers of adjustment to external temperature changes and to distortions. He requires a more constant and comfortable environment in order to work effectively.

6. He has greater difficulty remembering isolated facts, although his comprehension of difficult reading material shows little or no change from childhood.

7. He suffers more from being deprived of success than does the young learner and is motivated more by the usefulness of the material to be learned.

8. He has more compelling responsibilities which compete with education for his time.

9. He is not a captive audience. He attends voluntarily, and if interest is lacking, he is inclined to stop attending.

10. He is used to being treated as a mature person and resents having teachers talk down to him.

11. Adult student groups tend to be more heterogeneous than classes of young people. Adult students are likely to come from a wider variety of backgrounds, and have a greater range of intelligence levels, than a youth class.

12. Adults are sometimes fatigued when they attend class, which is often after a day's work or household responsibilities.

We have noted the differences between the adult and the child student in terms of learning and teaching, and have enumerated the characteristics of the adult student learner in general. Now let us look at the disadvantaged adult in the adult basic education course. How and why does he differ from

his middle-class, middle-income counterpart in adult education classes (although not adult basic education classes)?

When reduced to a statistic, the undereducated adult comprises almost 21% of the adult population. As previously mentioned, there are approximately 24 million people like him, age 18 and over, with less than an eighth grade education. After June 30, 1969, the age for eligibility will be lowered from 18 to 16 to meet the needs of out-of-school youth.

Approximately 63% of participants in ABE programs come from urban areas and about half come from what we euphemistically call minority groups. It is not the fact that they like astronauts or movie stars, are in the minority which sets them apart. It is their poverty, combined with all the features of their lives which tend to keep them poor. Minority groups most prominently represented in ABE classes are Negroes, Puerto Ricans, Cubans, Mexican Americans, and American Indians.

The other half of the ABE population represents the poor white segment of our native citizens. Most of these are rural people, particularly from the South and the Appalachian states.

In the spring of 1967, a survey taken of approximately 24% (93,000) of the enrollment showed that two-thirds of the participants are between the ages of 18 and 44. Almost half are heads of families and main wage earners. White participants are divided almost equally between the sexes; but among Negroes; there are 33% more women than men. About 58% of the participants are married and almost 54% have an income below \$3,000.00 per year. Two thirds of the group listed self-improvement as their reason for enrolling in ABE classes. Education get a job, or a better job ranked second, with 29%.

The ABE students as people comprise case histories of a variety of social, economical and educational backgrounds. Many of them are found crowded together in city ghettos and barrios, doing what little menial work has not yet been taken over by machines. Many seek out a meager income in seasonal farm work, migrating from one low-paid, uncertain job to the next.

Somewhere between the impersonal statistics and the life stories of flesh-and-blood people lies the realm of the sociologist who describes the general characteristics of groups of people. His generalizations are less precise than the statistics and less specific than the case histories, but they may give us more insight into the ABE student's living patterns than any other approach. A composite picture of the undereducated person would show that he tends to have a typical pattern of social and cultural traits.

For the most part, the educationally disadvantaged learner shares the same characteristics as the general adult learner. But he also has special handicaps that further inhibit his learning process. These have also been summarized by NAPSAC as follows:

1. Lack of self confidence. Because disadvantaged adults have rarely experienced success either as children in school or in their work, or social life since leaving school, they often feel inadequate, unable to learn and compete.

2. Fear of school. The fear usually stems from a student's past experience with school. Associated with the fear of school is the fear of being taught information incompatible with what has been taught at home, fear of public exposure of failure, fear of being tested.

3. Living in conditions of economic poverty. There is a high correlation between level of education and level of income - the less educated having the



lower income. Disadvantaged students may be living in extremely crowded conditions with neither space nor quiet for outside reading.

Poor nutrition may be the cause of student apathy, short attention span and sleepiness in class. Poverty also means that students in ABE classes may have other physical handicaps that impair learning, such as poor vision or hearing which they cannot afford to correct.

4. Probably below average in scholastic aptitude. While many undereducated adults have average ability, and some have superior ability, more seem to be below average for academic learning.

5. Culturally deprived. A recent national survey by the University of Chicago revealed that the undereducated participate least in educational and cultural pursuits. Social workers have found that many people living in slum areas have never been farther than a few blocks from their homes; many are completely unaware of the existence of nearby libraries, museums and other free sources of cultural enrichment. Often those who do know that these places exist are afraid to enter them: they are afraid that they will not know "how to act", that their poor clothing may make them conspicuous, and that those in charge will look down on them.

6. Values, attitudes and goals differ from upper and middle class norms. More likely than not, undereducated adults have a value system different from that of adults of the upper and middle classes. They frequently show indifference or even hostility toward social institutions. Their goals for their children rarely include college - but nearly always include getting a job.

7. Weak motivation. Because they have failed to achieve the recognized American values of success, efficiency, practicality, work, equality, and



freedom, the undereducated adults are easily discouraged, and frequently exhibit an attitude of almost complete resignation. (In its discussion of the psychology of learning, the Guide points out that "motivation is probably the most basic element of learning.")

8. Unusually sensitive to nonverbal forms of communication. A limited vocabulary and limited skill in articulation forces most undereducated adults to communicate extensively on the nonverbal level. They are extremely sensitive to nonverbal clues, and tend to judge more by action than words.

9. Feeling of helplessness. When an adult student doubts his ability to learn, he blocks or retards his thinking process. Anxiety and helplessness result and he often expresses these in feelings of hostility toward subject matter, persistent bewilderment in spite of several explanations, lack of participation of attention, procrastination or forgetting, and inability to start or continue work alone.

10. Varying levels of intelligence. The majority of undereducated adults are far from stupid. On the contrary, because of their inability to read and write in a society where people live by these skills, they have been forced to live by their wits. On the other hand, it would be a mistake to assume that all illiterates have a highly developed degree of native intelligence.

11. "Live-for-today" philosophy. Many adults from lower socio-economic backgrounds have little concept of long-range planning in their lives. The idea of doing something today for a possible benefit several months or years from now is foreign to them.

12. Hostility toward authority. Undereducated adults have often had unhappy associations with representatives of authority (policeman, boss, parents),

and, consequently any authority figure is like to arouse either their hidden or overt hostility. In the students' past experience, teachers have often been such authority figures.

13. Unacceptable behavior. Middle class teachers often cannot accept behavior which is acceptable, even praiseworthy, among undereducated adults. This overt or silent criticism sets up a serious barrier between the teacher and the student. It alienates the student not only from the teacher, but also from the content of what is being taught.

14. Reticence. Many undereducated adults have difficulty expressing their feelings, discussing their needs and standing up for their rights.

15. Use of defense mechanisms. The more uneducated the adult, the more likely he is to attempt to hide his illiteracy from his friends, and even his teacher, by carrying a newspaper or book, carrying pencils in a conspicuous place, not having glasses when asked to read, citing an injury to his "writing" hand when asked for written response, and exhibiting an extremely well developed oral expression with a reasonable vocabulary.

16. Need for status. Use of first names, nicknames and words such as "boy" tend to arouse antagonisms and resentment.

17. Tendency to lose interest. Undereducated adults, just as average adult students, will leave a classroom situation which does not fulfill their needs.

It is quite obvious that most of the characteristics of the poor, uneducated, deprived, person are not only different from those of the middle-class students, but are characteristics which would be considered undesirable by middle class American standards.

Poverty is a stigma today, not because it is any less pitiful than in previous years, but because we have invented a cure for it: education. Since a high school diploma guarantees a person the means of earning a livelihood, many people think poverty is unnecessary. They cannot understand why the poor do not get educated and go to work. What they do not realize is that the poor have tried to get an education, but have either failed or been rejected.

Since the school system has cast out those who cannot conform to it, it is the task of the ABE Program to create an educational system that conforms to the student - his level of ability, his needs and his desires. Such a program must start where the student is, and help move him where he wants to be. In this way, Adult Basic Education offers the only chance for the adult learner's ultimate escape from the cycle of poverty and ignorance.

## Adult Basic Education

Social Awareness  
(Implications for Guidance)IntroductionPost-World  
War II

Community education from post-World War II to the present has undergone serious change in certain important relations between the school and teachers on the one hand, and community and cultural transmitters on the other. Adult basic education programs of all types and descriptions have come into being immediately following World War II and a great deal more emphasis has been placed in this area within this decade.

Changing  
Roles

Community education is primarily concerned with teaching adults. Non-literates are taught to read; poor farmers to farm better; people who had no form of co-operative corporate action to work on committees, organize boards of directors, take and delegate responsibility; form economic patterns of subsistence and survival. When the emphasis is upon changing the immediate physical circumstances, there is usually less attention given to the children in

the scheme than where community education and community development are seen as laying the groundwork within which the next generation can be brought up differently, fed, clothed, disciplined, and taught in a way which their parents have not been. But whether the goal is to change poor farmers into good farmers, to teach adults to read the 1,300 commonest Chinese characters, or simply to introduce the adults to the idea that their children should be allowed to go to school instead of tending sheep, pigs, or younger children, it is today still a form of education directed toward adults!<sup>1</sup>

In order for the teacher of Adult Basic Education to gain a better understanding of the students that she comes into contact with, it is necessary, if not imperative, that she acquaint herself with the social environments of these students.

### Communities and People

Communities have visible group structure. People fall into groups. They work in groups, they play in groups, and these groups cut across

and overlap one another, so that some people belong to one set of groups, other people to another set of groups, and so on. Lawyers tend to see other lawyers not only in courts, but also in certain clubs, certain churches, and at certain parties; factory workers tend to see other factory workers in certain parks, certain churches and certain union meetings. Furthermore, the community's physical structure reflects these groups. The community is cut up into areas by railroad tracks, the highways, and factory districts, and the people living in one district appear to be different kinds of people from those living in other districts.<sup>2</sup>

### Social Areas

### Social Class

There are various roles that people play in any given social area. There is evidence that members of different communities do share similar political, economical, and other attitudes. The pattern of wants and goals, beliefs, feelings, attitudes, values, and actions which members of a community expect are to a large degree determined by the social environment in which the individual finds himself.

### Social Mobility

It is up to the individual to manipulate his environment in such ways as to attempt to find a



better social position for himself, thus opening some avenues for a more comfortable economic situation. Social mobility is a basic fact about our social culture. People are born into a certain class, but a considerable number move into another class during their adolescence or early adulthood. Education is an important means of achieving social mobility -- more important now than it was at the beginning of this century.<sup>3</sup>

What do these facts about social class and social structure mean for democracy? If democracy means that all people are equal, then there cannot be a democracy with social class. But if democracy means that people have equal opportunity to "pursue happiness," whatever that may signify, then social classes may be compatible with democracy provided people have equal opportunity to move from one class to another.<sup>4</sup>

#### Cultural Roles

In a discussion of social groups and social classes, one cannot separate the role that culture reflects in one's total environment. No two cultures are identical. There are many factors which influence the individual and the society in adapting to the environment. Physical environmental factors

Cultural  
Interchange

such as: climate, topography, natural resources, etc., influence certain cultural arrangements adopted by a society. Man is not restricted by his physical environment; he can, within certain limits, act on it and change it to fit his needs. The culture of a given group or society is also influenced by contacts with other cultural groups. One cultural group borrows from another group. They borrow those things which are helpful to them in solving the problems they face. Once the group accepts a given arrangement of a typical means of coping with a problem, then it becomes their "accepted" way of doing things. It must be pointed out here that there are many "decent" and "accepted" ways of doing things by many different groups of people.

Each society adopts a particular set of arrangements for solving its problems which become traditional arrangements, transmitted from generation to generation.

The individual and his culture are related in a very complex way. The individual, although a part of his cultural group, may also be a creature of that culture, or a carrier, a manipulator or a creator of his culture. As a creature of culture, the individual displays conformity. He is strongly

motivated to behave appropriately in every situation. As a carrier of his culture, the individual plays a more active and positive role. He strives to exemplify the desirability of the sanctioned ways and to teach them to others.

The manipulator of culture uses the common attitudes, values, and patterns of behavior to advance his own interests. In the role of creator, the individual serves as a vehicle for cultural change. Cultures change as the result of the actions of specific individuals who are able to challenge the status quo and bring about innovations.<sup>5</sup>

The chief value of this description of the different roles which the individual may play in relation to his culture is to emphasize that the relation between an individual and his culture is an active, give-and-take relation.

### Groups

Every individual, at least in our present complex societies, is a member of many different social groups -- groups which are vitally significant to his individual welfare. Groups differ in their make-ups and differ in patterns of likes and dislikes

Importance  
of "group-  
belonging"

among the members of the group.

For most groups, one can safely say that group membership serves a function for the individual. Through it he satisfies his wants. It may serve to provide food and shelter and sexual satisfaction. It may protect him against external threats. It may be the avenue for achievement of social goals which require cooperative effort. It may serve the affiliation want and the desires for recognition and prestige.<sup>6</sup>

The feeling of "group belongingness" importantly determines the individual's feeling of self worth. The individual is very loyal to the group needs and any attacks placed on "his group" may be defended as vigorously as attacks on the self.<sup>7</sup>

It is clear that a person will work for a group goal only if he believes that its achievement will satisfy his own wants.

#### Summary

The preceding information has been an attempt to focus on some relevant social concepts dealing with man and his society. Because of the limitation of time and other factors, it is difficult to

elaborate and adequately cover in depth many important aspects of social behavior as it relates to adult basic education. Nevertheless, certain social areas have been discussed which, the writer believes will have some implications for guidance by the teacher of Adult Education.

We have seen how the emphasis in community education has increased during the last two decades. We have seen how individuals react in groups and how groups react in the community setting. We have been exposed to the demands imposed by society on certain individuals and groups and how these conditions evoke certain kinds of behaviors and responsibilities on these groups.

Certainly there is a great need for further investigation in the area of social awareness, but as a beginning step, the teacher of adult basic education can, with some degree of effectiveness, aid those students under her charge, to assume a better understanding of self and respect for each other.

The remaining portion of this paper will provide some basic guidelines and suggestions for use by the adult basic education teacher in her efforts to better understand her students.

Footnotes

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## Guidance Guidelines

## Suggestions for the ABE Teacher

## Social Leadership and Development

1. What organized social activities do your students participate in?
  - A. In the community?
  - B. In the neighborhood?

\*\*\* Lead a discussion centered around these questions. Provide the ABE student the opportunity to discuss his views on social activities as they relate to him.

2. How does the ABE student see himself in relation to other members of the class?
  - A. In relation to his neighbors?
  - B. In relation to his community?
  - C. In relation to his "group"?

\*\*\* Discussions pertaining to these questions should center around the individual as he sees himself. The discussion should evoke some positive responses from each member of the class as they view each others role.

3. What leadership potentials can be identified?
  - A. Within the class?
  - B. Within the "group"?
  - C. Within the neighborhood?
  - D. Within the community?

\*\*\* Develop a discussion dealing with leadership roles. Carefully observe and listen to the students as they

discuss their views on leadership. Take time to note with interest those students who show display signs of leadership and leadership potential. Note also those students who indicate an interest and a desire to follow the emerging leaders in the class.

4. In what ways are "groups" similar? Different?
  - A. In social settings?
  - B. In community settings?
  - C. In class settings?

\*\*\* Lead a discussion pertaining to "group" actions. Stimulate and encourage responses that will tend to yield responses from the class members or to the many ways that groups are alike or different.

5. What role does income play in one's social life?
  - A. At home?
  - B. In the neighborhood?
  - C. In the community?

\*\*\* A discussion on the "level of income" for an individual or a group should create some interesting views for the members of the class. The discussion leader should attempt to involve each member of the class in expressing his own opinions about the role that income plays in his day to day life.

6. What effects does one's culture and cultural background have on his social and physical environment?

- A. At home?
- B. In the neighborhood?
- C. In the community?
- D. In the total society?

\*\*\* Any discussion on culture and cultural backgrounds of individuals and groups should yield some very interesting insights. The classroom teacher can derive a wealth of information from a discussion of this type. Such things as; dress, customs, habits, traditions, etc., will serve to give the student a better understanding of himself and those around him. It is that information about human beings which will help a student to understand himself better and to improve his relations with others.

7. How can the ABE teacher use Sociodrama to help the ABE students achieve new understandings and insights?

- A. In the classroom?

\*\*\* Sociodrama is entirely spontaneous and unrehearsed. Costumes are not needed. Props consist only of chairs, tables, or other items commonly found in the classrooms. Dramatic talent is not required; what the actors say is more important than how it is said.

The first time that sociodrama is tried out, it is important that each member of the group understand the rules of the game. The teacher keeps the action moving,

but does not direct the thinking of the students. The teacher should aim to have every member of the group understand what is expected.

For a first trial it is better to enact some home problem. Some problems are real to each student. The teacher should give the group free choice of home problems.

Sociodrama techniques are very useful if properly done. Many facets of an individual's or a group's social awareness can be developed by using these techniques.

### Teacher Awareness

There are certain basic institutions in all societies. These institutions are: (1) religion, (2) the family, (3) education, (4) economics, (5) health, (6) government and politics, and (7) recreation.

These institutions are readily observable by most teachers and educators. To the ABE teacher, a general knowledge of, and a review of these institutions, is of great importance.

There is little doubt that the functions of our basic institutions are changing. This, in a changing society and world, is an absolute necessity if the institutions themselves are to survive. The family, for example, has had some of its child-care functions transferred to the school today, and children spend more time in school than formerly was the case. Our political institution is constantly changing as the federal government accepts more responsibility in such areas as health, welfare, poverty, integration of schools, and fair employment practices. Our economic system changes in areas such as taxation, tariff, and the degree of government supervision or control. Also, the number of women entering the labor force has resulted in a change in the economy. Many more examples, and elaborations of the above, could produce some very interesting and useful discussions by the ABE teacher and her class.



Guidance Activities  
for the ABE Teacher

- I. Create an atmosphere for discussion about each of the basic social institutions.
  - A. Prepare a bulletin board exhibit showing the primary functions of the basic institutions.
  - B. Compare the sociolization process in the home and that received in the school.
  
- II. Prepare a discussion on the problems faced by minority groups in each of the basic institutions.
  - A. Divide the class into small groups and present some basic questions for discussion on specific parts of each institution.
  - B. Stimulate informal feedback from the students on the results of their small group discussions.
  
- III. Suggest a discussion on how the basic institutions are similar and how they are different.
  - A. Suggest ways how these institutions are alike and how they affect their daily life.

B. Suggest ways how these institutions develop certain ways for individuals to view themselves and those around them.

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