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ABSTRACT

A handbook prepared for the volunteer reading aide who has been instructed in a 10-hour basic workshop on tutoring the adult non-reader is presented. Its purpose is to reinforce the knowledge the aide has gained and to suggest additional resources. It is divided into seven chapters: Learning to Know the Adult Non-Reader, Motivating the Adult Non-Reader, Teaching the Adult Non-Reader, Recruiting the Adult Non-Reader, Publicizing the Literacy Program, Working with Other Groups and Agencies, and Organizing. A selected bibliography including information for the tutor, instructional materials, help for non-native speakers of English, and supplementary reading material is also given. (Author/CK)

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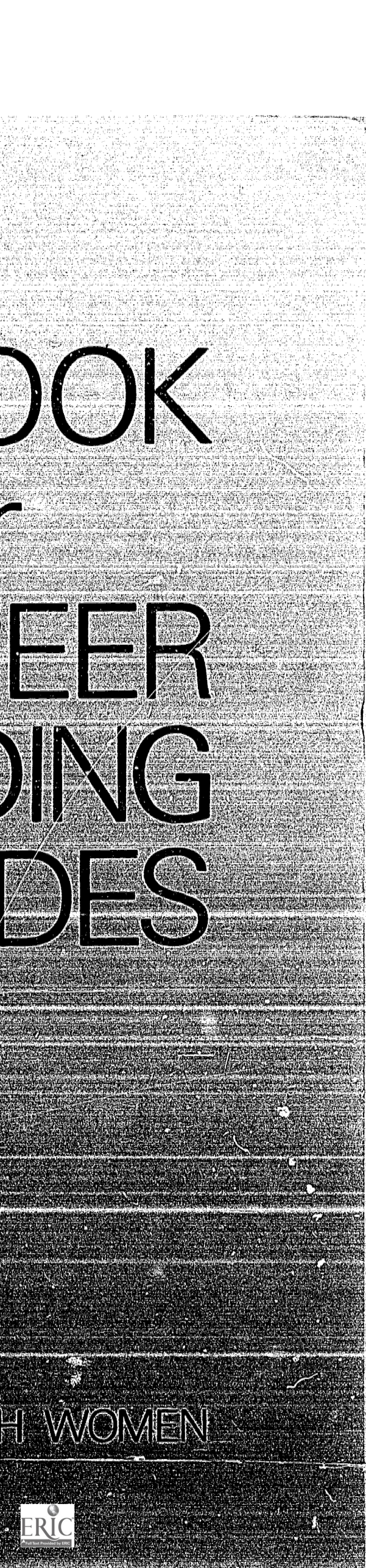
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HANDBOOK
for
VOLUNTEER
READING AIDES

by

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ACKNOWLEDGEMENTS

We are grateful for the generosity of the Literacy Council of Montgomery County, Maryland in permitting us to freely use ideas from their booklet, "Guidelines for Motivating Illiterates and Promoting Literacy," published in 1967.

Norma Brookhart
Coordinator for Volunteer Reading Aides

Philadelphia, Pennsylvania

June 1, 1970 *Revised March, 1972* **Printed in U.S.A.**

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PROLOGUE

This handbook has been prepared for the Volunteer Reading Aide who has been instructed in a 10 hour basic workshop on tutoring the adult non-reader. Its purpose is to reinforce the knowledge the aide has gained and to suggest additional resources. Although the handbook has been written for Volunteer Reading Aides trained under the auspices of Lutheran Church Women, the auxiliary of the Lutheran Church in America, other tutors of non-reading adults may find it helpful.

ABOUT POVERTY AND ILLITERACY

Figures reporting poverty in the United States vary from 12 to 15 million persons whose annual incomes are under $2,000 to 40 to 50 million whose annual incomes are $3,500 or less. In *The Other America*, Michael Harrington says, "The poor in America constitute about 25 percent of the total population."

The causes of poverty are complex, but it is no coincidence that the number of functional illiterates in the United States corresponds closely to the number of hard-core poor. Illiteracy is both a cause and an effect of poverty. The ability to read and write is an essential weapon in the war on poverty. So effectively have the illiterate poor been walled off from their fellow citizens by a barrier of ignorance that it is said they constitute "a nation within a nation," "a culture within a culture."

SOME REASONS FOR ILLITERACY

Inability to read is, in itself, neither a disgrace nor a sign of low intelligence. Many of the reasons for functional illiteracy reflect the failures of society rather than those of the individual.

A few of the basic causes of illiteracy are:

Personal poverty - no "school" clothes, not enough energy food, no transportation

State poverty - insufficient schools and/or school buses for transporting students

Migration of family - resulting in spasmodic school attendance

Illness

Necessity to earn a living or augment the family income - resulting in school drop out

Second-class education - inadequately trained teachers, insufficient textbooks and equipment, and racism

Under achievement and/or limited ability

Members of certain racial or ethnic groups and those living in ghettos or some rural or isolated areas have often been affected by more than one of these reasons.

Inadequate education is intensified by the culture of poverty. Whereas the reader has occasion to use and reinforce his reading skills every day, the non-reader falls further behind as failure piles upon failure. The non-reader too often is the offspring of undereducated parents. The bookless, non-reading family, caught in the web of poverty, is not likely to provide incentives for learning to the family members, child or adult.

SOME TERMS

The term "functional illiterate" as used in the United States in the past described an adult of 25 years or more who had less than a fifth grade schooling. The National Reading Council survey of 1970 conducted by Louis Harris uses "functional illiterate" to indicate a person over age 16 who lacks the reading ability necessary for survival in the United States today.

Other terms such as "educationally disadvantaged," "undereducated," and "non-reader" when applied to adults are similar in meaning.

"Non-reader" is the word we are using in this Handbook.

"Volunteer Reading Aide" (VRA) is the term used by Lutheran Church Women to describe volunteers who have acquired some skills for assisting non-readers. Other groups or schools may describe such volunteers as "Literacy Tutor," "Literacy Volunteer," "Reading Assistant," "Reading Aide," or "Literacy Teacher."

National Affiliation for Literacy Advance (NALA) is the umbrella organization of those volunteers like yourself who have learned how to use *New Streamlined English*. NALA makes every effort to help support you by keeping you informed of new materials available for you as a tutor or for your student as a new reader.

THE CHALLENGE

The National Right To Read Effort (NRRE) under the National Reading Council has set the figure of 10,000,000 volunteer tutors dedicated to the achievement of national functional literacy by 1980. Thus far the thrust of efforts have been toward children in school. It is the goal of the National Reading Council that by 1980, 99% of 16 year olds and 90% of the people in the United States 17 and over shall be functionally literate.

That is a worthy goal and not impossible of attainment <u>if</u> we work together to get the job done. You are invited--challenged, really, to help the adult with low reading skills so that one of the barriers that often separates him from his literate neighbors is removed.

Chapter 1

LEARNING TO KNOW THE ADULT NON-READER

The non-reader is frequently caught up in a cycle of poverty. The person caught up in it is often excluded from the mainstream of American life. When he is also excluded for other reasons, such as racism, his problem is compounded. His personality, attitudes and behavior are affected by his failure to achieve values and goals he desires: employment, efficiency, progress, success, freedom and equality.

In some persons this stifles initiative and motivation and develops lethargy and despair. One non-reader may react with hostility and suspicion toward anyone who represents success and other seemingly unattainable goals. He may express disillusionment and frustration by aggressive action that results only in more trouble for him. Another may try to hide his insecurity behind defensiveness, reticence or meaningless argument. Most suffer from low self-esteem and hunger for attention and status.

The native shrewdness of the non-reader often helps him rely on listening, observation and memory skills to compensate for his reading deficiencies. He develops "props" such as carrying a pencil or magazine, pretending his eyes hurt or that he has misplaced his glasses if asked to read. In these and other ways he may conceal his inability to read from his associates and even from his family members. He fears exposure, change and the failure he often associated with school.

This background may help the Volunteer Reading Aide understand how the non-reader develops psychological blocks that make it difficult for him to identify himself as an illiterate, to be tutored even though the tutoring is free, and to stick with a course of study he has undertaken. It may account for behavior which you find bothersome or difficult. Understanding the feelings behind his behavior will build empathy between you and your student and will help him in overcoming his problems and in minimizing his difficulties in learning.

The downward spiral of despair can be reversed only when the non-reader is treated with dignity and understanding, when he receives support and acceptance of his efforts, when he encounters patience and encouragement and when he has frequent and tangible success.

In working with the non-reader, remember:

Sincerity or lack of sincerity may be conveyed more accurately in non-verbal ways than by your words.

A negative reaction to a student's house, dress, speech or lack of education can destroy the relationship between you and your student.

Honest acceptance and respect are essential.

Patience is required of you both - tutor and student alike.

Chapter 2

MOTIVATING THE ADULT NON-READER

There is a new spirit abroad in the world today, "a rising tide of expectations." It makes those who have been trapped by poverty want to break out, to share in the opportunities of the twentieth century and respond to its challenges. When you understand how literacy can help the non-reader get a piece of the action, you can direct your tutoring to his aspirations and expectations.

Literacy helps to fill the gap of culture and knowledge that separates the haves from the have-nots in at least the following areas:

Family Relations - Literate parents are able to retain the confidence of children whose horizons are broadened by schooling. They can help their children grasp social, educational and economic opportunities and can rear them more effectively.

Vocational - Literate adults are eligible for better jobs and specialized and advanced training.

Economic - Literate adults can live more economically through more efficient buying and home management, better understanding of credit purchases, legal documents, etc.

Religious and Cultural - Literate adults can read the Bible and the world's great books and more fully participate in other enriching activities.

Societal - Literate adults can understand themselves better, engage more fully in community life and increase their feelings of dignity and worth.

Civic and Political - Literacy is not a prerequisite for voting, but the literate adult better understands procedures and issues that affect his rights and responsibilities. He can know candidates by reading about them.

Personal - Literate adults can develop new facets of personality and use leisure time creatively.

SPECIAL GROUPS

Special groups may be motivated by special needs. For example:

1. Non-reading prison inmates, to improve their chances to get good jobs or further their education on their release.

2. Patients in mental hospitals, for therapeutic reasons.

3. The foreign-born, to improve their English for easier adaptation to America.

4. The drop outs, to return to school and escape the dead ends they are facing.

5. Residents of isolated areas, newly confronted by the stepped-up demands of technology, when they move to the city or when the city moves out and envelops them.

NOURISHING MOTIVATION

Your student will learn by being involved. He must participate in the learning process. His motivation may be weak, but the fact that he has *begun* is proof that he has enough initiative to rise above whatever held him back in the past. Recognize this motivation for what it is. Nourish it and build on it to develop more powerful motivating forces. Here are several suggestions for doing this:

1. Help him identify his own goals.

2. Suggest smaller steps that move toward the large goals.

3. Work with him to set realistic standards he can achieve.

4. Personalize his lessons as much as possible in terms of his needs and interests.

5. Encourage him to contribute by bringing materials of his choice such as hobbies, crafts, job activities and other interests which can be briefly discussed or read about.

6. Evaluate with him both your teaching and his progress, making sure he is able to see how he is advancing toward his goal. If he suggests ways you could alter teaching to be more helpful to him, think about them. Try his suggestions. You both may be rewarded richly.

Your student has come to you mainly because he wants reading skills which will help him cope with the needs of his daily life. He will measure the value of his lessons by how close they bring him to his goal. You must be able to show him that you keep his goal in mind and that there is some connection between what you are doing and what he wants to achieve. For example, if he wants to read automobile manuals, let him bring one. The effort required to read it will show him how important basic reading skills are to him.

Chapter 3

TEACHING THE ADULT NON-READER

Your literacy workshop materials and training provide you with the self-confidence that comes from using a carefully planned and tested method. One thing, however, depends solely on you. How will you use what you know? One adult educator has said, "It's a big job - and the methods, the approaches, the techniques for adult basic education are not to be found in a formal classroom. They will be found in the fertile minds of teacher-innovators across the country and most of all, through that action they promote when an adult student struggles to write his name for the first time on a voter registration card or passes a job interview with flying colors." (Dr. Derek N. Nunney, USOE)

In addition to the techniques you know, you will want to learn as much as possible about your student, why he does not read, his background, his goals and family environment as well as his personal feelings. Look for those attributes and values in your student which you can genuinely admire. Share with him information about your life and family to establish common ground. When both of you truly like each other, you and your student will be able to work together sincerely, in friendship, and with mutual interest and respect. This will also enable you to help him to learn by relating his learning to his interests.

FIRST IMPRESSIONS ARE IMPORTANT

It is vital for your student to know that you accept him as he is, respect him as an individual, and like him as a person.

Arranging with the student a convenient time and place for the lessons shows that you consider him an individual of worth, capable of participating in plans for which he shares responsibility. You have additional opportunities to demonstrate your feelings about him as well as to set an example by being on time, being well prepared, having necessary materials available, and arranging for adequate, comfortable work space which is private and quiet. You may want to start with a short friendly chat that will put your student at ease.

BUILDING CONFIDENCE

Since the student may doubt his ability to learn, it is important to help him build confidence. Show him you are sure he can learn. Let him know that learning is composed of steps and

that each step, taken one at a time, is conquerable. Your manner of teaching can do much to make the learning easier. When your student succeeds, congratulate him. When he makes mistakes, help him to make his own corrections. Keep giving encouragement.

If he is a school drop-out, suggest that it may have been the failure of the educational system rather than his ineptitude that led to his dropping out of school. Tell him that teaching methods have been changing and that many persons find it easier to learn with today's techniques. When you and your student know why he is now unable to read, you can begin to change that inability to ability. Also your student will know that his present lack of reading skills is neither his total responsibility nor indeed his destiny.

Your student must understand what you tell him and what you expect of him. He may not tell you when he does not understand. He may even think he does understand, but what means one thing to you may mean something else to him. He may not want to admit he does not understand or he may not know how to tell you he does not. Never take his understanding for granted. *Observe, question, check.* Ask him to restate in his own words. Perhaps you will need to explain again. If so, restate; don't just repeat. Shoulder the blame for lack of understanding with such words as, "I'm sorry. I didn't make myself clear."

When your student gets tired he is more easily discouraged. You can help him avoid fatigue. Most of what he does while working with you will be unfamiliar to him and will require special effort. This includes the physical effort of holding a pencil as well as the mental effort of concentrating on strange symbols. Take a break. Introduce variety in your lesson plan. Try some learning games. Enjoy some humor together. Help make his lessons something to look forward to because he is learning, because they are fun, because you like each other and because he is getting a better feeling about himself.

READING IS ORGANIZED INTO MANAGEABLE PARTS

Few of us, until we come to teach, realize how well organized the English language is, and how many words can be "unlocked" by a single rule or help. Students who have failed in school have often been aware only of the introductory right words. Many of them feel they must memorize the entire language, word by word. There is reassurance in finding that letter sounds are at least generally consistent, that an "e" at the end of a one-syllable word generally signals a preceding long vowel, for example. Point out to the student when a new learning leads to a number of other words. *Will*, for instance, leads to *bill, fill, hill, till*, etc. Good follow-up homework might include a search of newspapers and magazines for words like the ones learned in the lesson; words that end the same, begin the same.

REINFORCE LEARNING

When a person begins to catch on to reading, he may plunge ahead too fast. Learning is much like food. A starving man, finding food, may begin to wolf it down. But his body needs time to digest it. Help your student understand that his new learning needs time to settle if it is to be lasting and to give him a sense of ease and mastery. He can measure his progress not only by his advance through a text book but also by his success with games, exercises and supplementary reading. Drill can be useful but enrichment materials provide review, application of learning to practical interests, and a relaxation of tension. However, you must not lose sight of your main objective by neglecting the text. Budget your lesson time, so that usually not more than ten or fifteen minutes are spent in supplementary activities.

Prepare your own enrichment materials. Avoid "busy work." Materials and activities should be selected and used with a particular purpose in mind.

1. Write paragraphs about things in which your student is interested. He can read it if you use the vocabulary he has learned. This is writing with a "controlled" vocabulary.

2. Your student's experiences are of interest to him. Let him dictate to you something that has happened to him. Type it or write his story in manuscript. Help him read it. Use notebook paper and he can build his own book. If a new reader's newspaper is published in your area, you may want to submit for publication something you and your student are especially pleased with.

3. Have the student do something that will give him opportunity to write new words he has learned. For example, help him write brief letters to friends. Help him fill out coupons or application forms. Make up easy riddles or sentences which require him to fill in key words. These should have more than one possible answer.

As the student reads more easily he will learn how to express his own creativity or humor. After lesson three one student came up with this:

The fish is in the river,
The fish is in the pan,
The fish is in the dish,
The fish is in the man!

4. Scrambled sentences can be fun and at the same time provide training in reading and orderly thinking. Find or compose a paragraph which has a logical sequence. Cut the sentences apart and have the student arrange them in the proper sequence of development. Use this opportunity to include helpful information about child care, steps in doing a job and economic purchasing.

5. Prepare flash cards. On one side place a word, phrase, or simple arithmetic problem. On the other side (or on a fold-down flap) paste a picture or the answer to the problem for immediate feedback.

6. A collection of pictures and stories from magazines, newspapers and food ads (mounted on cardboard for longer wear) is useful in many ways: for vocabulary building, for stimulating conversation, story-telling, reading practice, etc.

USING GAMES TO DEVELOP WORD ATTACK SKILLS

It is important to develop a sound foundation in word attack skills which will enable the student to work by himself. One way to do this is to use one or more of the many good games developed commercially. Some students may not be interested in games but others may find these helpful. Your Reading Center or Literacy Council could have these available for tutors to use.

The following Dolch Supplemental Teaching Aids are available from:

Garrard Publishing Co.
Champaign, Illinois 61820

1. *Take*: Players "take" tricks by matching the sounds of the beginnings, the middle parts, or the endings of words. 2303 $1.50

2. *The Syllable Game*: From the middle grades through high school, students have difficulty "seeing syllables" in new words. This game not only teaches hundreds of syllables by sight, but also makes a student aware of need for word attack. 2302 $2.10

3. *Consonant Lotto*: This game teaches the first step in sounding, learning to hear the consonants that begin most words. Game played for fun, but teaches fundamental step in phonics. Grades 1 and up. 2304 $1.98

4. *Vowel Lotto:* "Think the vowel sounds" game. The student must think and match sounds, for words are not given. Minimum teacher direction. Grades 2 and up. 2305 $1.98

5. *Group Word Teaching Game:* This game provides excellent drill in recognizing the 220 Basic Sight Words that students must know to read efficiently. Played like Bingo, Grades 2 and 3. 2203 $1.98

The following are available from:

Kenworthy Educational Services, Inc.
P. O. Box 3031
138 Allen Street
Buffalo, New York 14205

1. *Word Family Fun:* Provides excellent drill in word-attack methods and contributes greatly in forming a good foundation for reading and spelling. Consists of four sets of cards, 9-1/4 x 11 inches, each exercising six different word-family endings. 2193 Per Set $3.75

2. *Phonic Rummy*--5 sets: Five excellent games of matching sounds of vowels and digraphs. Each set has two packs of 60 cards each, presenting words for grades as indicated below.

2156-A (Grades 1 and 2)	$1.50
2156-B (Grades 2 and 3)	1.50
2156-C (Grades 2, 3 and 4)	1.50
2156-D (Grades 3, 4 and 5)	1.50
2156-E (Grades 3 and 4 Review)	1.50

A most useful box of 10 games for $36.00 is published by:

Lyons and Carnahan
407 E. 25th Street
Chicago, Illinois 60616

SUPPLEMENTARY READING MATERIALS

Interesting reading matter is as crucial to your program as is a solid foundation in word attack skills. Often it is difficult to find materials written in simple English which have an appeal for adults. In addition to the stories you write or which your student may dictate to you, there are other possibilities for supplementary reading materials:

1. In some communities, a *Student NEWS* is sent with the local Literacy Council's Newsletter. It is written in easy English to be given to your student and

read with him. It usually contains brief articles of information about health, welfare, home economics, and employment as well as word games and puzzles.

2. *NEWS FOR YOU* is a newspaper in easy English for adults, published weekly during the school year in two editions, A (3rd level) and B (4th to 5th level) by the New Readers Press.

3. Where there is a literacy council, the Area Librarian should have a reading list, a supply of publications and lists of resource materials to lend you and your student. She can also advise as to the appropriate reading level.

4. The Public Librarian can advise whether the library has suitable books. You will find public librarians eager to cooperate in any way possible, including the provision of an adult basic education reading shelf and a place for tutoring. The children's librarian may suggest easy children's books which your student might enjoy reading to his own preschool children or grandchildren (preferably after practice with you). For this purpose, too, the local school might provide a primer or pre-primer in a discontinued basal reading series.

Sometimes it is possible to use a book which is a little beyond the student's instructional level. This means no more than three new words to a short page. Explain that this provides a more interesting setting in which to practice reading words he has already learned. Let him know that you will help him with new, difficult words. It is important to help him see that his ability to read is being developed in small but steadily progressive steps ("manageable sequential schedule" in educational jargon).

The subject matter of supplementary reading must reflect the choice of your student. He will read what he wants to read more easily than he will read what you think he ought to read.

DROP OUT POSSIBILITY

Your student is an adult who comes to you of his own free will and continues only as long as he wants to stay or can stay. He brings with him many problems that are obstacles to effective learning and to reaching his goal. Like others engaged in the war on poverty, you must be aware of the possibility that the student may drop out of the program. However, it has been the experience of many Volunteer Reading Aides that students who complete four lessons are inclined to continue, at least for some months. Be alert to the possibility of drop out from the beginning of the lessons when it is still possible to take preventive action.

Watch for these behavior clues which should alert you to the possibility that your student may be considering dropping out:

1. constant hostility toward learning to read,

2. inadequate participation:
   irregular attendance
   poor preparation
   failure to keep promises
   inattention or erratic attention,

3. dependence on the tutor, inability to start and continue alone.

These signs should not cause you to think of your student as lazy, perverse or dull. They may be calls for help due to problems of instruction (the curriculum and/or the tutor) or the student's motivation or personal problems. If possible, talk frankly with the student about his trouble. He may have some difficulty putting it into words, but once he has defined his problem there are several courses which may be helpful.

Instruction Difficulties: As tutor, you have much to do with maintaining the student's desire to learn. Good rapport, in addition to well-planned and executed lessons, is basic. Evaluate your teaching. If you have kept records, you know how much progress your student has made. If you have hit a plateau, try something new. Just repeating what has previously been done will probably not move your student upward.

You have been trained to use *New Streamlined English* but don't be afraid to experiment with other materials, either as basic texts or supplementary materials. There is one rule of thumb about materials--if it works, use it!

If possible, engage in periodic sharing sessions with other Volunteer Reading Aides to discuss your successes and failures. Do not hesitate to consult your Area Chairman, if there is one in your area. She can, if needed, call on members of the Literacy Council Advisory Board to secure professional guidance. Since rapport is so important and since personalities do differ, a tutor should not take it amiss if a change of tutor is suggested as the best way to help a particular student.

Problems of the Student: Problems outside the reading program are the major cause of drop out. The Literacy Council, Montgomery County, Maryland, found that, although half of the drop outs gave no reason for leaving, the three most common reasons given--moving, personal and health--were not connected with the classroom. As a Volunteer Reading Aide you may be able to help with some of the physical, social and economic problems. Some will require the assistance of other community agencies. Others both you and your student may well have to live with. If a student has overwhelm-

ing problems on several fronts, he is usually not ready to take on the added effort of learning to read. In such instances it may be better to help him get assistance for his personal affairs before he tackles his problem of illiteracy.

Various forms of assistance are available in most communities. These are:

provision for examinations for ears, eyes, TB, heart and cancer
emergency housing
Headstart
tutorial services
job rehabilitation
legal aid
family counseling.

Remember, your role as a Volunteer Reading Aide is to direct and facilitate. You cannot "make" the student do anything. If he is persuaded to seek agency help, your most helpful role may be to assist with filling out forms, making appointments, helping with transportation and giving information about time, place, individuals in charge and what the student can expect.

Some problems do not require the help of a specialist and may be more easily resolved. Perhaps providing a baby sitter during lesson time, or transportation to lessons, would make it more feasible for the student to continue with his tutor. Occasionally a student's family resents the time and money spent on lessons and books and is skeptical of their value. When this happens, it is very important that the student realize his growth in reading, like physical growth, will be observable only over a period of time. It may help to plan periodic reviews to give tangible evidence of his progress. Ask if it would help if his family could look you over. You might visit his home or simply stop to leave a book. Your student's "teacher" might be more acceptable if his family could meet rather than hear about you.

Change what you can; *accept* what you must. If your student becomes fatigued and upset by hard work and the complications of his home life, give him the security of knowing that you are aware of the difficulties under which he works. Let him know that, far from feeling he lacks ability, you respect him for his determination to succeed in spite of obstacles.

Even where there is little you can do to relieve outside pressures, it is important for your own sense of perspective that you realize other factors do have a part in the student's lack of progress and staying power. To take the whole burden of such handicaps as a reflection upon your helping skill might diminish it by adding tension to your efforts.

It is worth remembering that, aside from whatever degree of academic progress your student makes, the quality of respect and concern you show each other can in itself be an experience of incalculable value to you both.

Chapter 4

RECRUITING THE ADULT NON-READER

It is difficult to reach the non-reader through ordinary channels such as newspaper announcement. Elderly persons in cities, and rural and mountain groups are particularly difficult to reach because they are isolated. They have fewer group exposures and they are embarrassed to admit their lack of education. Even when they have been reached, they are hesitant about accepting help.

A creative and personalized approach is needed to find the non-reader and to convince him of the value of reading even before he can be helped to learn. The importance of this personal approach cannot be stressed too strongly. Ways of recruitment are numerous. Some of these are further discussed in the next chapter on publicity. The following methods have been found successful in various areas of the country:

DIRECT CONTACT

Door-to-door contact in heavily populated areas

Junior Chamber of Commerce members have done this quite effectively in South Carolina.

VISTA workers, neighborhood workers, playground workers, visiting nurses and school nurses can help.

When you set out to locate and interest prospective students, remember that the person being interviewed is undoubtedly apprehensive and may even have feelings of resentment toward the stranger he finds at his door. Establish rapport as early in the interview as possible. This you can hasten by showing warmth and concern and by keeping your purpose clearly in mind. Come to the point quickly to allay possible suspicion that you may be a bill collector or salesman to be "dodged." Speak simply and clearly but don't "talk down." One suggested opening is: "I am Jane Doe of the Literacy Council of _____. We help people who want to learn to read better. Our lessons are free and private. May I tell you more about them? Do you know anyone who wants to learn to read better?"

Person-to-person communication

Ask your high school principals for information on their dropouts. Go back at least ten years.

Leaders and participants who are active in sewing and food classes of the County Extension Service, Planned Parenthood, Health and Eye Clinics, TB and Heart Centers, Headstart and Tutorial Programs have common interests that can open the way for talking about literacy opportunities. Interest these leaders in initiating conversations about the benefits and possibilities of improving reading skills.

INDIRECT CONTACT

Posted announcements

Request employers to post information in prominent places so that those who can read will tell others.

Newsletters in easy English and a literacy council publicity card may spark interest.

Welfare and social workers will often post literacy council publicity and inform non-readers of the opportunity for free lessons.

Employer help

Suggest that cards offering free lessons be placed in pay envelopes and a bonus of learning time allotted to encourage a person to help himself.

Request employer help in arranging for actual lessons space, free time during working hours and possibility of increased pay for increased reading skills.

Time made available by employers

Household and maintenance people can be encouraged to learn to read if offered lessons or time for lessons by their employers.

Students recruiting others

Your student can be enlisted to recruit other non-readers. Supply him with a telephone number where

he can reach a tutor or someone who will relate him to a tutor. Have a visitation day when your student may bring a guest. The guest may return as a student.

Crossover Contacts

As a member of other groups such as PTA, church and civic organizations try to serve as a catalyst within those groups to help the other members be aware of the existence of non-readers. Participate with them in recruitment drives for tutors and students. Challenge the membership to help with transportation, baby sitting or other problems a non-reader may encounter in order to be tutored.

Specific information on local private agencies can be found in Chapter 6.

Chapter 5

PUBLICIZING THE LITERACY PROGRAM

The prime requisite of a literacy program is students. Although there are over 18.5 million functional illiterates in the United States according to the 1970 Harris Survey, they are not students until they want to learn to read. When their inability to read is a problem for them it is a problem for the entire community. Many community forces are capable of motivating the non-reader to want to learn but community people must be made aware of the extent of illiteracy. They need to know the special problems of the non-reader and the programs available to help him. They must be invited to share their own reading skills. Constant and well-planned publicity is therefore necessary to reach both the reader and the non-reader.

Know from the beginning that you will need patience and persistence. Remember that you are the convinced and committed "literacist." Expect immediate results but don't give up if immediate takes place next year instead of today.

REASONS FOR PUBLICIZING THE LITERACY PROGRAM

To reach non-readers with the offer of free reading lessons

To reach community people who know non-readers and who will encourage them to enroll for instruction

To reach employers, government officials, churches and other community organizations who can conduct programs or offer support to literacy programs

To reach prospective tutors and make them aware of training opportunities

To reach the general public with information and the request for financial support for the literacy program

REACHING THE NON-READER

Reaching the non-reader is not easy. Publicity intended for the non-reader must consider where he is likely to be reached and what methods will be most appealing to him.

Radio and TV spot announcements are most successful. These should be featured before or after programs that are likely to have special appeal for the non-reader. You will probably find that publicity aimed at recruitment of non-readers often results in recruitment of tutors as well.

The county/state fair is a wonderful place to have a booth and talk literacy. Show slides, have a film, and provide opportunity to leave name, address and phone number to be contacted later.

Slogans and picture messages as spot ads for TV

Radio and television interviews with former students or with non-readers now learning to read

Wordless comics for distribution in the community by school children, scouts, public health nurses and/or church groups

Posters in stores, schools, churches, bars, laundromats, clinics and filling stations. Identical posters in a number of places multiplies the impact of the pictorial theme and few words

Handouts such as a Christmas card offering the gift of free reading lessons

Sample copies of Literacy Council easy English NEWS with items of local interest distributed by VISTA or neighborhood workers, literacy campaigner, school children or another student

Door-to-door canvassing

ENLISTING THE LITERATE TO REACH THE NON-READER

Offer to PTA, Lutheran Church Women and other church groups programs which use literacy films, speakers and/or short skits to inform about learning opportunities.

Seek coordination with existing neighborhood improvement groups in making literacy an aim for all adults and in referral of names of non-readers.

Send simply worded flyers home with school children of deprived areas to encourage the literate segment of the population to aid non-readers in registering for lessons.

Hold workshops in the inner city which are planned by and for members of these communities. See that workshops receive maximum coverage from all communications media and that sponsors are honored for their participation and students for their desire to get ahead.

Seek cooperation with detention centers and prison personnel to conduct workshops "on location" for volunteer literate inmates to tutor fellow inmates who want assistance in improving reading skills.

Encourage all literacy students to bring other students. Adapt the world-wide Laubach dream of "each one teach one," "each one bring one."

PUBLICITY PLANNED FOR EMPLOYERS AND CIVIC LEADERS

Plan a yearly literacy campaign. Use radio, television and the newspapers to feature the need for a reading community. All publicity for a single campaign should use a single theme and motif to best reach the target audience.

Write to county leaders outlining specific volunteer tutoring programs available and requesting that an interview be granted to a representative of the Literacy Council. Use the interview to emphasize specific ways in which improvement of reading skills enables persons to be better citizens: improved health for self and family, more knowledgeable political participation, higher standards of living, more know-how to improve economic conditions.

Request employers and civic leaders for tutoring space, training workshops and funds to carry on the program. Ask employers to grant time off for employees to learn to read and to give bonuses for progress in reading ability. Keep the community leaders, including employers, involved in the total program.

Hang large posters in lunchrooms and near pay windows to catch the eye of prospective students. Helpful personnel officers could be alerted to answer questions and direct prospective students to help.

Supply flyers for insertion in pay envelopes which encourage non-readers to call for lessons.

Request clergymen to announce from their pulpits or through newsletters the times and locations of literacy workshops and/or drives to reach non-readers.

Send letters to institutions such as hospitals, jails, etc. offering services of literacy tutors for on-the-spot lessons.

REACHING PROSPECTIVE TUTORS

Advertise specific events and invite the general public to workshops, general meetings of the Literacy Council and to hear special speakers on literacy.

Interviews and spot ads must be aired sufficiently far in advance of events and frequently enough to reach the necessary audience. A telephone number should be included in all publicity inviting future tutors and prospective students to call for specific information.

Notify all area churches of Volunteer Reading Aide tutor-training workshops and ask that information be included in newsletters or bulletins.

Pictures catch the eye. Newspaper coverage of an event gives it double play--an announcement before and a report afterwards.

Advertise locally all area meetings and literacy speakers whenever an engagement is planned. Aim to keep literacy in the public eye.

PUBLICITY IN GENERAL

Prior to an all-out campaign, enlist the support of state and local educational, political and volunteer leaders. A letter giving the purpose of the Literacy Council and inviting support would at the least provide information about literacy activities. It might secure support.

Through your Literacy Council request the governor of your state to declare a "Literacy Week." The best time for this is in the fall near the beginning of the school year. Enlist the support of your mayor to initiate local activities calling attention to the literacy needs and opportunities in your community.

Regular news releases to local newspapers in each area keep the public aware of local persons who are working for literacy. Students who receive awards deserve commendation in local news media. Area chairmen should watch constantly for local interest stories. Publicity should not be regarded as blowing one's horn but as planting seeds of interest.

Letters of appreciation should be sent to the editor whenever a Volunteer Reading Aide finds pertinent news related to reaching and teaching non-readers.

SECURING ASSISTANCE FOR THE PUBLICITY JOB

Since publicity is not a job for just one person or one committee, it is necessary that all persons understand that tutoring is not the only job of the Volunteer Reading Aide.

Requests for aid and referrals sent to the county's leading citizens should be followed up with telephone calls and personal interviews.

Specific plans, once set in motion, should be supported by all members of the Literacy Council and all assistance received should be acknowledged.

Public news media personnel are more likely to assist with free publicity if approached personally and handed the spot ad or announcement the Council wishes to place. Once rapport is established, material will be more readily accepted.

Experienced councils have found it possible to promote active interest and cooperation from the state on down to the local level through various departments and organizations as follows:

State

Draft Board, Social Security, State Employment Service, Board of Education Vocation and Rehabilitation Department, State University Extension Services

County

Board of Education (Adult Education Department, Community Project Coordinators, Elementary and Secondary Schools, Headstart Program), Human Relations Department

Police Departments, Legal Aid Society, Welfare Agencies (County Welfare Board, Detention Center, Juvenile Court), County Human Relations Commission.

Public Libraries

Community

Health and Welfare Council
TB and Heart Association
NAACP
VISTA Workers
Planned Parenthood Association
Home Study, Inc.
PTAs
Association for Retarded Children
Chamber of Commerce
Junior Chamber of Commerce
Civic and church groups
Public and private employers
Citizens Community Improvement Committees
UPO Neighborhood Workers
Private individuals
Red Cross
Unions
Institutes of Health

Intensive publicity campaigns, speaking engagements and continuing publicity with human interest stories, workshop announcements and specific literacy events as well as contact with the above groups (many of whom serve on Literacy Council Advisory Boards) have led to referrals of tutors and students.

Whether publicity for literacy is done once a year in a concentrated all-out campaign, or through spot ads and interviews featured throughout the year, it is still a vital part of the reaching and teaching of non-readers. It takes considerable courage and drive for a person to return to a difficult task at which he once failed. It is the responsibility of each literacy volunteer to help create a climate in which a non-reader will know that his desire to learn earns him the respect and support of the community.

Chapter 6

WORKING WITH OTHER GROUPS AND AGENCIES

Literacy Council members and Volunteer Reading Aides come into contact with other agencies for three reasons:

1. *To explain the Volunteer Reading Aide Program* - in a personal interview, as a speaker to a group or part of a panel discussion, or in coordination with the regular activities of the particular agency.

2. *To seek help in recruiting adult non-readers as students* - in cooperation with visiting nurses, school health programs, Headstart and Home Study Programs, students in Home Extension Classes, VISTA or neighborhood workers who might arrange both tutor-training classes and set up tutoring sessions for adult non-readers.

3. *To request an agency's services* - to meet health, welfare or other needs of a specific student.

Contacts with agencies need to be made thoughtfully for they can affect not only your personal effectiveness as a Volunteer Reading Aide, but also the agency's relationship with the Literacy Council and the literacy program. Remember that the personnel of these agencies are extremely busy. They are professionals. We are volunteers. The professional may question the validity of the volunteer's training and reasons for working in the program. However, there are ways to bridge the chasm that sometimes exists between the professional and the volunteer.

Why do persons volunteer? There are a number of reasons: genuine concern, personal need, interest, consideration for others, escape from routine, religion, desire to use talents, desire to be helpful, need to use leisure time, response to publicity given by newspapers, radio or television, desire for prestige, or the desire to please one's family. Whatever the reason, a volunteer should bring responsibility and faithfulness to the job. Any neglect of responsibility feeds professional skepticism.

Today's volunteer *must be trained*. Most volunteers recognize the need for training in relation to specific jobs and seek both experienced help and good supervision. The enormity of the job of reaching those in need has given impetus to the recruitment, training and acceptance of volunteers. It is interesting to know that

while volunteers are worrying about how to cooperate with the professional, the professional is educating himself and his staff in the use and understanding of volunteers.

The philosophy of voluntarism and the participation of individuals in service to others is in itself a manifestation of democracy at work. It is both a control on professional and community agencies and a valuable spur to action.

Literacy tutoring is a job that can be done well by volunteers. Literacy training enables one to offer valuable service to agencies and their clients. Adult non-readers requiring public assistance can often become self-sufficient when they have mastered reading skills. Both Volunteer Reading Aides and public and private agencies are in a better position to serve the needs of people when they work together in promoting and recruiting for literacy.

CLUES FOR SUCCESSFUL CONTACTS WITH AGENCIES

1. Remember that agency people are busy. Be on time, state your objectives clearly and present them without irrelevancies. Be as professional as your non-professional status permits.

2. Be clear on what decisions are reached. Follow through on any details and report back to the Literacy Council in writing. Send a copy to the agency so they, too, are clear on what you understand the decisions to be.

3. Dress in a business-like manner.

4. Maintain a confidential attitude toward the details of the agency's operations and refrain from discussing them outside the agency.

5. Respect the professional's training and experience. Offer suggestions through the proper channels. The volunteer's responsibility does not include improving, criticizing, or evaluating the agency.

6. At all times, conduct contacts with dignity, integrity, promptness, dependability and a willingness to persevere.

If the agency contact is for the purpose of recruiting adult non-readers, the following suggestions also apply:

1. Upon arrival, contact the person in charge of instruction. Rely on agency personnel for orientation and guidance. Accept procedures of the agency. Be sensitive to the established routines and gauge your actions accordingly. If your contact with the agency is expected to continue for some time, request an opportunity to attend agency orientation classes.

2. Distribute literacy literature as widely as possible. Request permission to leave leaflets in waiting rooms and to put up a poster.

3. In seeking permission to approach an agency's clients, keep in mind the literacy objective "to reach and teach adult non-readers." Agencies such as county clinics and employment agencies do not always know about the personal lives and education of their clients. Do not probe for information but be alert to what is told to you. You can frequently pick up clues for use later in generating reading readiness.

4. When you approach a prospective student, remember that excessive eagerness on your part may be overwhelming. The prospective student will wonder who is approaching him and why. It is wise to satisfy his curiosity immediately and to put him at ease. This is one approach that has been used:

   "I am a tutor. I'm not a public school teacher. I belong to a group of volunteer tutors who want to help adults learn to read better. We know some people have not had an opportunity to finish school. We are visiting county agencies, organizations and places of business asking people to *help us* by telling their friends and neighbors about our work. We would like you to help us spread the word that all adults who have not attended school or who have dropped out of school and cannot read as well as they would like, now have the opportunity to learn to read better.

   "We use a teaching method that has been used all over the world. The lessons are free and the books are not too expensive. One of the Volunteer Reading Aides will meet with any interested student at a convenient place.

"We have many reading centers or, if necessary, we will come to the student's home. The student will have the tutor's full attention and can learn at his own speed.

"Do you belong to a church group or a club that might like to help us find people who want to learn to read better? On this card there is a telephone number. Call this number if you know someone who wants help in learning to read better to get a better job, or help his children in school or even to read the newspaper. We will be very grateful. Thank you."

The above approach was used in the waiting room of a Planned Parenthood Clinic. The following persons were in that waiting room: a young woman with at least a high-school education who was acquainted with the Laubach method; a mother who wanted to attend a class in speed reading; an older woman who was very proud of having continued to read books and periodicals after dropping out of school; the woman who drove the station wagon used to bring clients to the clinic; several persons who did not offer information concerning themselves and two known non-readers. Most of them were interested in the appeal. None seemed offended.

When you have made an appeal there are many questions. Remember that you can inform a non-reader of a possible solution to his problem but it is he who must make his decision. Should conversations lead to requests for help in areas beyond that of reading, recognize your limitations and refer the matter to the indicated professional person.

It is always wise to anticipate problems and to plan ways of handling them unobtrusively. People in the waiting room will be drawn away as their turn for service is announced. You may have more opportunity to talk with persons if you arrive before the agency's announced office hours.

WORKING IN SCHOOLS

If you are tutoring in the public school system, remember you are the volunteer. The principal and the classroom teacher are the professionals. You will be working under the supervision of the teacher.

Chapter 7

ORGANIZING

PRE-WORKSHOP ORGANIZATION

You are reading this handbook because some organizing took place before you took the Volunteer Reading Aide workshop. Presumably a Lutheran Church Women committee or maybe just one person assigned as "literacy coordinator" together with a similarly assigned person from Church Women United and/or other churches took a serious look at the illiteracy rate in your community. You may have gotten this from the census figures of 1970. You may have gotten it from the ABE director in the public school system. At any rate, you found out that there are people in your town or city who cannot read.

You found that other people, men and women, from your church and from the community at large were willing to commit themselves to learning how to be tutors. A workshop of 10 hours to train tutors was conducted. Through various agencies you found people who needed to be tutored. Tutors and students are matched. What happens next? Can you just "each one teach one?" You can. But if you have no structure to support you, you probably will not long continue and certainly there will be no expansion of the program.

HOW TO ORGANIZE A LITERACY COUNCIL

The problem of non-reading adults is a community-wide concern. You have chosen to contribute to the solution by tutoring. Others may choose to assist with other facets of a literacy program, such as tutor-training, promotion, recruitment of students and tutors, library assistance, etc. To accomplish these things most effectively there should be formed a Literacy Council or Association or Committee of truly interested persons of the community. You may be the catalyst in the formation of such an organization, if none exists.

NALA has published Educational Bulletin #11 "How to Organize A Literacy Council." The following is taken from that bulletin.

> Out of experience of the past it is advised that, in order to preserve and continually undergird the initial enthusiasm generated from the first training program, a minimum framework be structured to provide manpower for necessary functions.

The structure need not be called a Literacy Council. It may be the Literacy Committee of a local church, service club, business and professional groups. Whatever may be its name, it is recommended that provision be made to cover the following functions.

1. Administration and coordination of activities -
   Literacy Council (or Committee) Chairman

2. Training of tutors and tutor trainers -
   Director of Training

3. Recruiting of adult readers and tutors -
   Recruitment Chairman

4. Information and fund raising -
   Vice Chairman and Director of Information

5. Coordination of tutoring and training program -
   Tutor-Student Coordinator

6. Recording of vital statistics -
   Secretary or Records Chairman

7. Ordering and payment of literacy materials and supplies -
   Finance Chairman

In addition other functions may require leadership:

8. Teaching of English as a new (or second) language -
   TESL Chairman

9. Writing for adult new readers -
   Publications Chairman

Some of the functions may be covered by more than one person in a small council. For example:

> Recruiting of adult readers and tutors, and coordination of tutor and student could be handled by a Recruiter and Tutor-Student Coordinator. Or the Director of Training may wish to match student and tutor, along with the training duties.
>
> Recording of statistics, ordering and payment of literacy materials and other supplies could be the responsibility of a combined Secretary-Treasurer.

A suggested Local Literacy Council Charter (Constitution) follows:

1. The name of this council shall be the Literacy Council of _____ . . .

2. The purpose of the Literacy Council is to

   . Recruit and tutor undereducated adults in reading and writing.

     Train and provide refresher training and inspiration for tutors, trainers, leaders and writers.

   . Promote interest and cooperative effort of the citizens of the community in the activities of the Literacy Council.

   . Work cooperatively with other literacy projects in the State of _____ and with the Laubach U.S.A. Programs through its National Affiliation for Literacy Advance.

3. Membership and Dues - Members shall be the officers of the council, all persons trained in literacy workshops, and all persons who work with the council in an advisory or supportive capacity (with time, talent, or treasure). Dues shall be $_____ per year.

4. NALA Membership - The council shall affiliate as a group member of the National Affiliation for Literacy Advance, or encourage its members to join as individual members, according to requisites outlined in the brochure, "National Affiliation for Literacy Advance."

5. Officers of the Literacy Council shall be Chairman, who shall administrate and coordinate efforts of the Literacy Council officers and members and shall call regular meetings of the Executive Committee, Advisory Board and members.

   Vice Chairman and Director of Information Services, who shall assist the Chairman, give special attention to promotion of the Literacy Council program through communications media, and direct fund raising activities for the Literacy Council.

   Secretary - who shall record minutes of meetings; shall record statistics of new readers progress and of training programs; shall keep tutor, leaders, and student profiles.

Treasurer or Finance Chairman - who shall receive and deposit monies of the Council (or Committee); shall collect annual dues; and shall order and pay for all literacy materials and supplies for the Council (or Committee).

Director of Training - who shall provide for training and refresher training programs as needed for tutors, leaders, trainers and writers for the Council; and who shall work closely with the Recruitment Chairman and the Tutor-Student Coordinator.

Recruitment Chairman - who shall recruit both adult new readers and tutors through all available communications media; who shall work closely with the Tutor-Student Coordinator to determine needs.

Tutor-Student Coordinator - who shall match tutor with student according to temperament, geographic location, special needs; who shall work closely with Recruitment Chairman to meet the demands for both tutors and adult students.

6. Executive Committee: the officers shall comprise the Executive Committee.

7. Advisory Committee: the Advisory Committee shall consist of prominent business, industrial, educational, social, civic and religious leaders who will support the work of the local Council (or Committee) financially and in other ways.

8. The Standing Committees may include:

   Membership
   Training
   Recruitment
   Publications and Library
   Information and Fund Raising
   Nominations

The Literacy Council may incorporate according to the laws of your state as a charitable organization, in order to receive tax deductible contributions. Many councils have found a local lawyer to handle the incorporation procedure without cost.

WHEN TO MEET

There is nothing in this suggested charter about meetings, except that it is the duty of the chairman to call regular meetings. There are three levels suggested here--an advisory committee or board, the executive committee comprised of the officers, and then the membership of the council.

In some organizations, the Advisory Board never meets, but the members are available to help the Executive Committee when called on. Other councils have an annual meeting of the Advisory Board.

The Executive Committee meets monthly in most councils.

The membership meets monthly in some communities. Usually such meetings are informal "Kaffee Klatsch" affairs to discuss successes, failures, problems, new techniques, etc. Others meet quarterly, and at least one council meets semi-annually. The guiding rule here should be to meet as often as is helpful.

ORGANIZING YOURSELF

Record keeping is tedious for most people. A certain amount of it, however, is essential. Each council should have some system for keeping record of the persons involved, both as tutors and students.

In order that you and your student may know you are (or are not) progressing, keep records. Keep a folder for each person you tutor. Note the date when you began and what you observed about your student and his ability that first date. After each lesson make a notation in his record about the activities and progress. If you have done what was suggested on page 4, "Help your student identify his own goals," this will be in his folder, too, as a check for you both to use. Some groups use a card file system.

You have embarked on an exciting venture. Keep record of it so it can be shared helpfully with others.

SELECTED BIBLIOGRAPHY

All of the books listed here should be in your literacy council or public library for you and your students to use. A few of the books have been suggested by another tutor trainer. His annotations are included. If funds are limited, start with the listings marked with an asterisk.

FOR THE TUTOR
Listed by authors except for the
first items, published by NAPCAE.

**Adult Basic Education: A Guide for Teachers and Teacher Trainers*, Washington, D.C., 1966. $5.00
Outlines the characteristics of uneducated adults with implications for teaching adult basic education classes. It provides help to teachers as well as teacher trainers in the areas of curriculum, materials, testing, counseling, and recruitment.

A Treasury of Techniques for Teaching Adults, 1964. 48 pp. $1.00.

Counselling and Interviewing Adult Students, 1959. 24 pp. $.50.

How Adults Can Learn More--Faster, 1961. 52 pp. $1.00.

Teaching Reading to Adults, 1962. 7_ pp. $1.00.

**Teaching the Disadvantaged Adult*, 1969. 100 pp. $2.00.

When You're Teaching Adults, 1959. 24 pp. $.50.

The above publications are available from the National Association for Public Continuing and Adult Education (NAPCAE). This association prior to December 1969, had the title of National Association for Public School Education (NAPSAE). NAPSAE and NAPCAE are the same organization.

NAPCAE also publishes *Techniques* which appears monthly from October to May. Subscription $5.00.

Ashton-Warner, Sylvia, *Teacher*, Bantam Books, Inc., 1963. $1.25
The magnificent, personal story of an amazing woman and her inspiring method of teaching based on joy and love.

Burgess, Anthony, *Language Made Plain*, Apollo. $1.95.

Cortright, Richard, "American Literacy--A Mini-Analysis," reprint from *Convergence: An International Journal of Adult Education*, Vol. I, No. 3, September 1968. Available from Division of Adult Education Service, National Education Association.

Dinnan, James A., *Teaching Reading to the Disadvantaged Adult*, edited by Curtis Ulmer, Prentice-Hall, Inc., 1971. $3.95

*Ekwall, Eldon E., *Locating and Correcting Reading Difficulties*, Charles Merrill, 1970. $2.25.
Deals with 26 reading problems, their symptoms, a brief discussion of each, and recommendations for remediating the problem.

Finocchiaro, Mary, *English As A Second Language, from Theory to Practice*, Simon & Schuster, Inc. 1964. $1.95.
Minimum essentials of English language teaching, written in language that lay people can understand.

*Frey, Betty J., *Basic Helps For Teaching English As A Second Language*, Palo Verde Publishing Co., 236 pp. $5.95.
Included is a detailed set of lesson plans for Adult Literacy-TESL Workshops based on the Laubach Literacy method. Much of this material is also useful in working with linguistically handicapped students of any age.

Frey, Edward, *The Emergency Reading Teacher's Manual*, Dreier Educational Systems, 1969. 50 pp. $1.50.
Written for Peace Corps volunteers. Easy to read.

*Heilman, Arthur, *Phonics in Proper Perspective*, Charles E. Merrill, 1968. $1.95.
Starts from the premise that children must learn to associate printed letters with the speech sounds they represent.

*Herndon, James, *The Way It Spozed To Be*, Bantam Books, Inc., 1968.
A report on the classroom war behind the crisis in our schools.

*Holt, John, Dell Publishing Co.
How Children Fail, 1970. $.95.
How Children Learn, 1970. $.95.
The Underachieving School, 1971. $2.25.
What Do I Do Monday? 1970. $2.45.
Reading Holt (easily and eagerly), I feel at last I am getting to the heart of education as it is in schools. Diary of a curious dubious master-teacher. E.g., Chapter titles:

"Schools Are Bad Places for Kids;" "Teachers Talk Too Much;" "Making Children Hate Reading."

Horn, Thomas D. Editor, *Reading for the Disadvantaged, Problems of Linguistically Different Learners*, a Project of the International Reading Association, Harcou t, Brace & World, Inc., 1970.

Hull, Marion A., *Phonics For the Teacher of Reading, Programmed for Self-Instruction*, Charles Merrill, 1969.
For the tutor who has had no formal instruction in linguistics and would like to learn about it.

Lado, Robert, *Language Teaching: A Scientific Approach*, McGraw Hill, 1964. $3.95.

Leppert, Alice, *Guidelines for Adult Basic Education Volunteers*, Church Women United, 1971. $1.00.

*Nilsen, Don L. F. and Aileen Pace, *Pronunciation Contrasts in English*, Simon and Schuster, 1971. $2.25.
Designed to assist in dealing with pronounciation difficulties of speakers of other languages.

*O'Gorman, Ned, *The Storefront*, Harper & Row, 1970. $1.25.
The story of an inspired and inspiring adventure among Harlem's children.

*Pope, Lillie, *Guidelines to Teaching Remedial Reading to the Disadvantaged*, Book-Lab, Inc., 1967. 125 pp. $2.75.
A basic reference for tutors, teachers of remedial reading, and concerned parents. The approach is direct and practical in non-professional language.

Pound, Ezra, *ABC of Reading*, New Directions Publishing Co., 1934. $1.60.
Wide-ranging look at reading literature (how to) by master poet of the 20th century. Not for the faint-hearted. "Literature is language charged with meaning." "Literature is news that STAYS news."

Rauch, Sidney J., *Handbook for the Volunteer Tutor*, International Reading Association, 1969. 106 pp. $2.00.
The principles, practices and methods outlined are designed for tutors working with individuals of all ages.

Thonis, Eleanor Wall, *Teaching Reading to Non-English Speakers*, Collier Macmillan International, 1970. $3.95.
An exposition of the skills that the non-English speaker must acquire to become literate in English and of the multiple methods and techniques that the teacher can employ for the development of those skills.

The Tutorial Assistance Center, *Tutor Manual*, 1967. 21 pp.
Includes helpful appendices of free and inexpensive general tutoring aids and aids for teaching mathematics through consumer education.

Vocational-Technical Curriculum Laboratory, *Teaching English as a Second Language to Adults - A Handbook for Teachers*, Rutgers -- The State College, 1971. $1.50.

Whitehead, Alfred North, *The Aims of Education*, Free Press. $2.45.
Packed, philosophical framework for education in the widest sense. Hard to read. Not for beginning beginners. Many aphoristic truths. "The mind is never passive; it is a perpetual activity, delicate, receptive, responsive to stimulus. You cannot postpone its life until you have sharpened it."

INSTRUCTIONAL MATERIAL
Listed by Titles of Books or Programs

Adult Reader, M. S. Robertson, Steck-Vaughn Company, 1964.
This is a one volume workbook using the whole word and sentence method. Reading and handwriting exercises are combined. Review lessons and check tests are frequent.

Adult Basic Education, First Series, Ellen C. Henderson and Twila L. Henderson, Holt, Rinehart and Winston, Inc., 1965.
Both reading and writing instruction are included in the two unprogrammed, soft cover books. This series uses linguistic and phonic methods. Spelling is taught as part of learning to read and write.

**Building Word Power*, John C. Adams, Steck-Vaughn Company. $.96.
A workbook designed to help adults master basic reading and word attack skills.

**Building Your Language Power*, Frank C. Laubach, programmed by William C. Wolf, Jr., Silver Burdett Company, 1965.
A programmed and linguistic series of six workbooks using the Laubach literacy approach. Visual and phonic discrimination of letters is taught first. Thirteen hundred basic words are introduced (the Laubach list), requires a tutor. May be used individually or in large groups.

Communications I-III, Josephine Bauer, Follett Publishing Company, 1965. @ $1.75.

Primarily through writing linguistic patterns the student is taught letter sounds and words. Materials consist of three workbooks. While no teacher's manual is provided, instructions are printed on each page of the books.

**Hip Reader*, Cecelia Pollack, Book-Lab, Inc., 1969. $1.95.

A beginning reading method with high interest level for teenagers or young adults. Makes use of everyday language and situations.

**Language Arts Program*, Reading 1-4, Arithmetic 1-4, Cambridge Adult Basic Education Series, Cambridge Book Company, Inc., 1969. @ $1.25.

Mott Basic Language Skills Program, Byron E. Chapman and Louis Schulz, The Allied Education Council, 1966.

This is a tutorial, phonics-linguistic approach. Consonants and blends are taught through the use of sample words associated with photographs. Some essential rules of grammar are taught deductively. Part of an extended series, it consists of workbooks, teacher's manual, special dictionary and teacher's supplementary orientation book particularly useful to inexperienced teachers.

**New Streamlined English*, Frank C. Laubach, Robert S. Laubach and Elizabeth Mooney Kirk, New Readers Press, 1966-70.

A basic reading and writing course (0-7th), written for adult students. Five Skill Books, $1.20-$1.40, a sixth book, Everday Reading and Writing, $3.95, accompanying teacher's manuals and correlated readers are published using an eclectic method of teaching reading and writing, emphasizing the basic skills of phonics, structural analysis, comprehension and vocabulary building.

Operation Alphabet, Noble & Noble, 1962.

Three whole word method workbooks used as a means of encouraging adults to enroll in literacy programs.

Programmed Reading for Adults, Sullivan Associates, McGraw-Hill Company, 1966.

This series includes eight programmed workbooks and teacher's editions. Pictures are used as prompts for words. This material is suitable for tutorial or group instruction. Although the materials are programmed, a teacher is required.

Sounds and Syllables, Institute of Modern Languages, Eugene J. Hall, Simon & Schuster, Inc., 1967. $1.25.

This is the first of a series of reading improvement texts for adults authored by Eugene J. Hall, with the assistance of the staff of the Institute of Modern Languages.

Contains material for teaching literacy together with easy reading and exercises in sound discrimination and structure.

* *The Signs of Life*, 1967. $1.25.
Builds on *Sounds and Syllables*. Developed around the idea of signs and labels.

A Handful of Letters, 1968. $1.25.
Introduces student to cursive writing.

* *The Food We Eat*, 1969. $1.25.
Continues to explore adult environment in regard to such matters as food planning, shopping, cooking, sanitation and health.

How Government Works, 1970. $1.25.

Making Government Work for You. 1970, $1.25

Steps to Learning, Editorial Staff & Burton J. Kreitlow, Steck-Vaughn Company, 1965.

The two volume workbook series combines reading, writing, and arithmetic instruction in integral teaching units. A variety of phonic and structural analysis skills are developed after an initial sight vocabulary is taught. Useful for either class or small group instruction, and preferably taught by an experienced instructor.

System for Success, Books 1 and 2, R. Lee Henney, Follett Publishing Company, 1965.

This two volume program covers the areas of reading, writing, spelling, arithmetic, and English usage. Both phonic and linguistic methods are employed for reading instruction. It is a program requiring competent instruction.

Working with Words and *Working With Word Patterns*, Mildred Putnam, Steck-Vaughn Company, 1967. @ $.96.

Basic language Worktexts designed for beginning adult readers--both English-speaking students and students for whom English is a second language.

English for Non-Native Speakers of English

English 900, English Language Services, Inc., The Macmillan Company, 1964.

A series consisting of six paper bound textbooks and accompanying workbooks with tape recordings. The 900 basic sentences covered in the six workbooks with variations provide a basic vocabulary of English. Groups of sentences are organized around situations which form a teaching unit. Workbooks are branch programmed.

**Lado English Series*, Simon & Schuster, Inc., 1970-71. Text $1.75, Workbook $1.25.

This series is composed of six texts, six workbooks, a teacher's manual, and supplementary tapes. The objective is the full development of the four basic skills: listening, speaking, reading and writing.

Learning to Use English, Books 1 and 2, Mary Finocchiaro, Simon & Schuster, Inc., 1966. @ $1.75, Teacher's Manual $2.50.

Designed for students beginning English as a second language. Written with learners of eleven to eighteen years in mind but can be adapted for adults.

Orientation in American English, Hall & Costinett, Institute of Modern Language, Inc., 1971.

A comprehensive six-level course to advance non-English speakers from a simple "Hello" to college entrance capability. Each level provides from 80-100 hours of instruction. Teaching materials include Texts ($1.65), Workbooks ($1.00), Tapebooks and tapes, and Readers.

SUPPLEMENTARY READING MATERIAL
Listed by Publishers

Apollo

In Their Own Words A History of The American Negro, ed. Milton Meltzer. level 9-12. @ $1.65.

For the tutor who is ignorant of Black History, this is the best selection. Excellent intros and fine excerpts from 1619-1966. Not a student material unless she/he is very advanced. Hardback available at level 4 from Crowell @ $4.95.

Cleanliness Bureau

Beauty Is Easy At Any Age, 1968. level 5. 6¢
A persuasive 16 pp. leaflet designed to instruct women in basic, inexpensive and uncomplicated beauty routines.

Department of Communication Arts, Cornell University

**You and Your Family*. 1965. Series of 19 single concept leaflets. $3.90 a hundred.
Presents basic home economics subject matter. Each leaflet is a teaching or talk piece for lay or professional people to use with low income families. The development of the concepts is simple but the language is not at a basic reading level.

Holt, Rinehart & Winston, Inc.

Measure, Cut and Sew, Johnetta Starks, 1965.
The book is written in simple sentences which, with illustrations, outline the steps in sewing.

The Thomases Live Here, Jocelyn Pretlow Gross, 1965.
Intended as supplementary reading for *Learning to Read and Write*, new words are listed at the end of each chapter and again at the back of the book. There are no illustrations. The Thomases are a low income, rural family. At the end of each chapter are discussion questions.

Institute of Life Insurance, Educational Division

**Making the Most of Your Money*, 1968. Free.
Lessons in consumer education. levels 5-6.

Kern Adult Literacy Council

A Song of the Glory of God, 1969. level 2. $.25.
A paraphrase of Psalm 19.

God is My Help, 1971. level 2. $.25.
A paraphrase of Psalm 121.

I Want To Be a U.S. Citizen, 1971. levels 3-4. $.25.
A one-act play.

Paul, 1969. level 2. $.25.
The loving story of a migrant who learns to read as told by his wife.

This is Joe, 1971. level 2. $.25.
The story of a quadraplegic, learning to read and write.

To Be a Mother, To Be a Father, 1971. level 3. $.25.
A Planned Parenthood Federation of America publication rewritten.

New Readers Press

The *Be Informed* Series, @ $.75.

#1 Personal Credit, 1967
#2 Buying an Auto, 1967
#3 Owning an Auto, 1967
#4 Buying a House, 1967
#5 Personal Insurance, 1967
#6 Renting a House, 1968
#7 Finding a Job, 1968
#8 Reading a Newspaper, 1968
#9 Taxes, 1969
#10 Banking, 1969
#11 Mental Retardation, 1970
#12 Marriage, 1970
#13 Using Measurements, 1971
#14 Wise Buying, 1971
#15 Using the Library, 1971

Basic education lessons in leaflet format, grouped into teaching units. Each teaching unit contains five parts of eight pages and provides 5 to 10 hours of class work. Subjects are of high functional value. Multisensory approach--each lesson provides for reading, writing, listening, comprehension checks, word study, and discussion.

Students may be introduced to *Be Informed* Series after Skill Book 4 of *New Streamlined English*.

Blacks in Time, Douglas Weeks, 1969. levels 5-6. 96 pp. $1.25.
This book pictures the black man's life in America to the end of the Civil War.

Can You Give First Aid?, Frances Bontrager, 1969. 24 pp. illus. $.50.
A book to help the new reader understand this important subject.

Claiming a Right, 1972. levels 3-4. $1.00.
Short biographies of 24 outstanding Indians from colonial times to the turn of the 19th century.

Good Manners in the United States, Simonsson, Bengt and Earl Roe, 1961. levels 3-4. $.30.
This small paperback book outlines situationally appropriate social behavior.

Government and Voting, Katie Baer, July, 1972. level 4. Prepublication price to June 30, 1972 $1.00.

How to Find a Job, Roger Francis, 1963. levels 3-4. $.30.

Suggestions are made for job applications and interviews. A sample application form is provided.

I Am One of These, ed. Kay Koschnick, 1970. levels 4-5. $.50.

These everyday "heroes" appeared first in the newspaper, *News for You*. The dateline is given for each story.

Martin Luther King, Willie Mae Watson, 1968. $.85.

Miss Watson has told the story of King's life in a compelling and pleasing style, keeping the narrative within the reach of even those on the lowest reading level.

Signs, Sol Gordon, 1971.

A series of 3 (*Signs, More Signs, Signs of Our Times*) non-reading readers for students who hate to read, are blocked in reading or are not ready to read. $.90 ea. or $2.50 per set of 3.

Our United States, 1965. levels 3-4. $1.50.

A short description of each of the states and territories is presented. Includes a glossary of difficult words.

Our World Is Small, 1964. level 1 or the beginning reader. $.40.

International understanding is taught through pictures. Contains appropriate illustrations with captions.

The Story of Jesus, Frank C. Laubach (Three volumes), 1946. @ $.60 or $1.20 per set.

A progressively difficult series commencing at first grade level. New words are listed at the beginning of each story and at the end of each book.

The World of Work, ed. Kay Koschnick, 1969. levels 4-5. 48 pp. $1.25.

Trouble and the Police, Nicholas Titus, 1963. levels 3-4. $.30.

A conversation between two policemen and two citizens; concerns crimes and punishment.

We Honor Them, I, II, III, Willie Mae Watson, 1964, 1965, 1969. Vol. I at levels 3-4; Vol. II and III at levels 4-5. @ $.40.

These illustrated paperback volumes contain short stories about outstanding black Americans. Contain word games and supplementary activities.

Why You Need Insurance, George Gillespie and George Wanyee, 1966. levels 3-4. $.30.

Through a story of a family, different kinds of insurance are discussed.

Noble & Noble

How to Become a United States Citizen, Angelica W. Cass, 1963. $2.64.

Provides reading and writing practice within a 600 word vocabulary. Student fills in forms and reads materials necessary to functioning as a literate alien entrant in the United States. Includes lists of words used.

Live and Learn, Angelica W. Cass, 1962. $2.64.

Of particular interest to foreign-born adults with some reading and writing ability, this book acquaints its readers with both citizenship and civic information. Grammatical usage, reading comprehension and vocabulary development are taught.

Noble & Noble have published a series of readers in adult education. Published under "Falcon Books" this is a paperback series of best sellers that have been abridged and edited for young people and adults who want to read books of mature content with greater ease and enjoyment.

Virginia Allen French is the General Editor. Each is priced at $.75.

A Choice of Weapons
A Tree Grows in Brooklyn
Fail-Safe
Go Tell It on the Mountain
Go Up for Glory
I Always Wanted to Be Somebody
Karen
Times 4

Pep Press, Southern California Literacy Council.

Volunteers working primarily with Spanish speakers have developed a series of supplemental readers, using controlled vocabulary, to follow Skill Books 1-4 of ***New Streamlined English***.

	Skill Book 1	
*	*Cars, Cars, Cars*	$.40
*	*House Help*	.50
*	*More Money*	.35
	Skill Book 2	
*	*More Cars, Cars*	.50
*	*Can Ann Do It?*	.90
*	*Money Spent*	.80
*	*Happiness*	.45
*	*Hills Garden Shop*	.45
*	*Pollution*	.30
	Skill Book 4	
	Getting Along With People	.65
	Wise Buying	.65

Random House

Challenger Books, 1971. level 4. Each $1.00.
A series of well-written readers about Blacks and Spanish surname young people.

Antonio's World
Black Comanche
Bill Pickett
Enrique
On to Freedom
Return to Ramos
Tejanos
Trials of D. Clark
Viva La Patria

The Ways of White Folks, Langston Hughes, 1934. $1.95.
Beautiful, simply written black stories by superb story-teller. As informing for the tutor as it is useful for the student.

Reader's Digest Services, Inc., Educational Division

The Adult Readers, 1964. @ $.25.
Attractive 12-book series of supplementary readers for the functionally illiterate, the drop out, the poor reader in secondary school.

Step One, levels 1-2.
Workers in the Sky/"Send for Red!"/Mystery of the Mountains/Second Chance

Step Two, levels 2-3.
A Race to Remember/Valley of 10,000 Smokes/Santa Fe Traders/Men Who Dare the Sea

Step Three, levels 3-4
Guides to High Adventure/First at the Finish/ "I Fell 18,000 Feet/What's on the Moon?

Simon & Schuster, Inc.

Family Life in the U.S.A., Gladys Alesi and Dora Pantell, 1962. $1.25.
Short, domestic oriented selections include comprehension questions, usage items, sight vocabulary development and oral discussion.

Steck-Vaughn Company

A Job for You, Phyllis Dubnick, 1967. levels 5-6. $1.65.
Featuring practical reading experiences on a fifth to sixth grade level, *A Job for You* points out ways to locate and take advantage of job opportunities.

Health for Happiness, R. F. Whaley, 1966. levels 5-6. $1.65.
Health for Happiness presents vitally important information about everyday health problems.

Helping Your Children, Grace O'Connor, 1966. levels 4-5. $1.65.
These easy-to-read stories will give adults who are learning to read information they need about the physical, social, and psychological needs of children. Illustrated.

Holidays and History, Carol Hoff, 1966. levels 5-6. $1.65.
Here is an informative and interesting book that provides adults specific details for most of our national holidays.

How to Get a Job and Keep It, Dorothy Y. Goble, 1968. levels 5-6. $.88.
This new Worktext provides basic information and numerous exercises on how to find a job, make application for it, and successfully complete the job interview.

**My Country*, Rev., Edwin H. Smith and Florence R. Lutz, 1964. levels 3-4. $.72.
Simple exercises and activities based on meaningful adult-oriented stories about our country and government.

New Fabrics, New Clothes, and You, Grace Butman, 1966. levels 5-6. $1.65.
This book is a straightforward explanation of the different fabrics used in today's clothing. It points out methods of determining the content of fabrics and explains efficient ways of selecting and caring for clothing. Illustrated.

Read to Learn, Dorothy Y. Goble, 1968. levels 3-4. $.72.
Especially suitable for Spanish-speaking adults learning English as a second language.

Stories of Twenty-Three Famous Negro Americans, John T. and Marcet H. King, 1967. levels 4-5. $1.65.
Adults will enjoy reading this series of interesting and inspiring stories about such famous Negro Americans as Willie Mays, Louis Armstrong, Mahalia Jackson, and Matthew A. Henson.

The Care We Give Our Clothes, Margret Hanson, 1966. levels 5-6. $1.65.
Ways of getting maximum value for money spent in purchasing clothing are brought out.

**The Lopez Family*, Dorothy Y. Goble, 1967. levels 2-3. $.72.
This Worktext was especially prepared for Spanish-speaking adults who are learning English as a Second language.

They Served America, Carol Hoff, 1966. levels 4-5. $1.65.
Twenty-seven interesting biographical sketches about men and women who helped make America great.

They Work and Serve, Bill Knott, 1968. levels 4-5. $1.65.
Adults will learn from the interesting, realistic, and easy-to-read stories that every person who works at an honest job deserves respect, both from himself and others--regardless of his pay or duties.

We Are What We Eat, Hazel Taylor Spitze and Patricia Rotz, 1968. levels 3-4. $.96.
Designed especially for adults, this Worktext provides informative reading material and instructional exercises about meal planning, the selection and preparation of good foods, and economical shopping habits.

You and Your Money, Dorothy Y. Goble, 1967. levels 3-4. $.72.
The adult-oriented reading material and instructional exercises of this Worktext provide sound information about good practices in consumer buying and money management.

U.S. Government Printing Office Publications

There are approximately 25,000 different factual publications currently for sale from the Government Printing Office. Many of them are written simply and yet contain the type of usable technical information to suit the varied interests and needs of beginning adult readers. Subject lists are revised annually and are available upon request from the Superintendent of Documents.

The great majority of the items listed are relatively inexpensive.

In addition, two service publications are also available from the Superintendent of Documents (a free biweekly list of selected U.S. Government Publications, and a monthly catalog of all publications), both of which may be purchased on an annual basis for $4.50 per annum.

Becoming A Citizen, 1965.
A three workbook series combining reading, speaking and writing practice with civic and citizenship information published by the Immigration and Naturalization Service. Might also be used as additional speaking and reading practice material.

**Joe Wheeler Finds a Job and Learns About Social Security*, 1965. $.25.
Simply written with a work page after each section.

Papers

Know Your World, American Education Publications. $1.50 for 30 issues.
A weekly for youngsters ages 11 to 15 who read at a 2nd to 3rd grade level.

**News for You*, New Readers Press. $.10 per copy. $.05 per copy for six or more mailed to same address. Edition A - 3rd level. Edition B - 4th-5th level.
News for You is a weekly newspaper published on two reading levels 50 weeks of each year. It is not a current event sheet.

**World Traveler*. $2.25 for 12 issues.
High interest (color illustrated) monthly for the child, teenager, or adult who is handicapped in language skills and reading at about a 3rd grade level.

You and Your World, American Education Publications. $1.50 for 30 issues.

DIRECTORY OF PUBLISHERS

Allied Educational Council, P. O. Box 78, Galien, Michigan 49113

American Education Publications, Education Center, Columbus, Ohio 43216

Apollo Editions, 201 Park Avenue S., New York, New York 10003

Bantam Books, Inc., 271 Madison Avenue, New York, New York 10016

Book-Lab, Inc., 1449 - 37th Street, Brooklyn, New York 11218

Cambridge Book Company, Inc., 45 Kraft Avenue, Bronxville, New York 10708

Cleanliness Bureau, The Soap and Detergent Association, 485 Madison Avenue, New York, New York 10022

Charles E. Merrill, 1300 Alum Creek Drive, Columbus, Ohio 43216

Church Women United, 475 Riverside Drive, New York, New York 10027

Dell Publishing Company, 750 Third Avenue, New York, New York 10017

Department of Communication Arts, Cornell University, Ithaca, New York 14850

Dreier Educational Systems, 320 Raritan Avenue, Highland Park, New Jersey 08904

Follett Publishing Company, 1010 West Washington Street, Chicago, Illinois 60606

Free Press, Division of Macmillan Company, 866 Third Avenue, New York, New York 10022

Harcourt, Brace & World, Inc., 757 3rd Avenue, New York, New York 10017

Harper & Row, 49 E. 33rd Street, New York, New York 10016

Holt, Rinehart and Winston, Inc., 5641 Northwest Highway, Chicago, Illinois 60646

Institute of Life Insurance, Educational Division, 277 Park Avenue, New York, New York 10017

Institute of Modern Languages, Inc., 2125 "S" Street, N.W., Washington, D. C. 20008

International Reading Association, Newark, Delaware 19711

Kern Adult Literacy Council, 238 18th Street, Suite 10, Bakersfield, California 93303

Macmillan Company, 60 - 5th Avenue, New York, New York 10011

McGraw-Hill Company, 330 W. 42nd Street, New York, New York 10036

National Association for Public Continuing and Adult Education, 1201 - 16th Street, N.W., Washington, D. C. 20036.

National Education Association, 1201 - 16th Street, N. W., Washington, D. C. 20036

New Directions, 333 Avenue of the Americas, New York, New York 10014

New Readers Press, Box 131, Syracuse, New York 13210

Noble & Noble, 750 Third Avenue, New York, New York 10017

Palo Verde Publishing Company, P. O. Box 5783, Tucson, Arizona 85703

Pep Press, Southern California Literacy Council, 248 E. Main Street, Alhambra, California 91801

Prentice-Hall, Inc., Englewood Cliffs, New Jersey 07632

Random House, 457 Madison Avenue, New York, New York 10022

Reader's Digest Services, Inc., Pleasantville, New York 10570

Silver Burdett Company, 460 Northwest Highway, Chicago, Illinois 60068

Simon & Schuster, Inc., 200 Park Avenue, South, New York, New York 10003

Steck-Vaughn Company, Box 2028, Austin, Texas 78767

Tutorial Assistance Center, 2115 "S" Street, N.W., Washington, D. C. 20008

U. S. Government Printing Office, Washington, D. C. 20402

Vocational-Technical Curriculum Laboratory, Rutgers--The State College, New Brunswick, New Jersey 08903

World Traveler, 1537 - 35th Street, N.W., Washington, D. C. 20007