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ABSTRACT

This report covers the materials used in and resulting from the second year of a three-year Rural Family Development (RFD) project in Wisconsin. The materials are presented in several parts. The areas covered are (1) the use of television, (2) methods, (3) field services, (4) project evaluation, (5) the RFD in the context of a mediated delivery system, (6) a compilation of favorite recipes resulting from a contest, (7) a home-study content center materials outline, and (8) an annotated bibliography of the instructional materials contained in the RFD Resource Center. The results to date indicate that the RFD project is succeeding in achieving its goals in that about one-quarter of the total adult audience in the project area viewed one or more of the television programs, over 1,700 adults requested follow-up materials, "Action Line" handled 1,641 inquiries, 11,000 bulletins were distributed, and only 3 of 50 of the "home visit" group dropped out. It is concluded that the multimedia delivery system demonstrated by RFD seems sound on the surface. (JS)

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RFD

"RURAL FAMILY DEVELOPMENT"

Second Year Report, June 1971

RFD/WHA-TV

UNIVERSITY EXTENSION
THE UNIVERSITY OF WISCONSIN

U.S.O.E. GRANT #OEG-0-72-0196

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INTRODUCTION

The following report covers the second year of the three-year RFD project which was funded by the United States Office of Education and administered by the University of Wisconsin. RFD has just completed the demonstration phase of the project and is about to enter the critical evaluation stage.

It is important to note that this is an interim report, describing only the second year demonstration phase of the project. The first year report, distributed in late 1970, details the project design and rationale. Evaluation of the demonstration is now underway and will be described in the final project report to be issued in the spring of 1972.

Preliminary evaluation indicates that the project has succeeded in achieving the goals specified in the first and second year proposals. Approximately one-quarter of the total adult audience in the project area viewed one or more of the television programs. Over 1,700 adults requested follow-up materials. ACTION LINE handled 1,641 inquiries. Over 11,000 bulletins were distributed. Just three of the "Home Visit" group of 50 "dropped out" because of loss of interest. The multi-media delivery system demonstrated by RFD seems sound on the surface.

Eleven modules of the RFD content materials will be published by Steck Vaughn Company for national distribution.

A number of questions must be answered during the project's evaluation:

What attitudes did the participants develop toward the program?

To what extent did we reach our target audience?

What learning took place?

Was behavior affected by the program?

Is the cost of the program justified by results?

What elements need to be adjusted or changed?

Can the program be effectively replicated?

What recommendations should be made as a result of the field test?

These questions will be answered during the third year. In addition to an internal University of Wisconsin evaluation and report, there will be an evaluation by an independent outside agency. On the surface it appears that RFD succeeded. As with any research and demonstration project, problems arose and failures occurred. The analysis will examine these successes and failures and adjustments will be recommended.

Based on these experiences, the final report will describe how a new and useful tool may be used to bring continuing educational opportunities to the nation's rural and urban residents.

Part I

TELEVISION

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TELEVISION

OVERVIEW

During the second year RFD produced a series of 20 weekly half-hour television shows each of which was telecast over educational television station WHA-TV in Madison, Wisconsin, at four different viewing times each week. The TV component of RFD was designed to be the project's primary motivational element -- to alert viewers to the project's print materials and telephone service, and to available community resources for pursuing interests, finding assistance, and generally managing life better.

During production, the TV shows were designed to reflect the media habits and preferences of the general audience while delivering information and entertainment that appealed to the target audience (undereducated, disadvantaged rural adults within range of the TV signal.)

TELEVISION

During the second year RFD produced a series of 20 weekly half-hour television shows. As indicated in the first year report, shows were based on media preferences and habits of a wider general audience to attract that audience and avoid stigmatizing the disadvantaged viewer. Television was the project's major motivating tool, and was used to inform viewers of new ways of doing things and of the helping agencies and resources available in the four counties.

A survey of media habits and preferences showed that adults in the four-county target area preferred quick-paced variety shows, news and public affairs programs, and TV magazines with brief segments. The survey is described in Section III of the first year's report. The RFD television shows used a fast-paced "magazine" format that mixed information and entertainment.

TV programs also reflected the interests and needs of the disadvantaged target audience as perceived by that audience. These needs and interests were determined by a Q-sort described in Sections IV and V of the First Year Report, which revealed that disadvantaged rural adults were more interested in practical, everyday matters than academic subjects like spelling and grammar.

During the first year, RFD pretested six pilot TV tapes before launching production of the 20-show series. During production of the actual series, TV writers used content areas researched during the first year as a guide to TV content. They filmed or videotaped TV segments in homes, backyards, stores, offices, shops, parking

lots, streets, anywhere. The scripts for two sample TV shows are included at the end of this section, as well as the program rundown sheets for the 20-show series indicating content and segment lengths. Each show appeared at four different viewing times during the week, to insure at least one convenient time for viewers.

RFD used 30 different segments per half-hour show, many very brief, some three or four minutes long. Television shows had to entertain to attract and hold the attention of viewers, but they also had to inform viewers of available agencies, places to go and what to do to solve problems, pursue interests and manage their lives better. In addition, the TV shows tried to motivate viewers to act on this information and encouraged them to order Content Center bulletins and phone Action Line.

A well known local media personality was the show's "anchorman" whose base of operations was a roomy, functional and comfortable country kitchen set that doubled as a cooking-demonstration set for a home economist.

Shows included interviews with country stars like Johnny Cash, Buddy Ebsen, Burl Ives, Eddie Albert and others, who often talked about their own rural backgrounds and presented their views on country living, conservation, pollution and a variety of subjects. Some segments were on places and people of interest in the four target counties; music by a local country-western group; and brief films on emergency first aid, a typical day in the life of a visiting nurse, and concepts of child development and communication in marriage.

There were interviews with state and local experts on insurance, septic tanks, legal rights and other practical matters; a hand puppet whose "goofs" as a consumer or husband were meant to be instructive; and dozens of practical hints on cooking, shopping, safety, health and home maintenance, such as how to reseal a refrigerator door, remove spots, pound small nails safely and mend a screen door.

For clarity and ease of comprehension, informational segments contained only one or two concepts. In addition, the production staff used the formula of telling the viewer what he was going to see, showing him, and then reiterating what it had shown or told him. This redundant preview/view/review method was considered better than letting the audience draw its own conclusions.

During production the staff shot TV segments, edited them to appropriate lengths, and readied them for transmission, waiting until two weeks before actual broadcast before combining them into a final TV script. This two-week "lead time" was essential to insure that programs were as timely as possible.

RFD's TV staff consisted of a producer, production assistant, cinematographer, two writers and TV host, all supervised by the executive director/producer.

SAMPLE TV SCRIPT

PROGRAM #. I

RFD
PGM I

MS. JIM
DOLLY IN TO:CU

CUTAWAY TO STILL

CUTAWAY TO STILL

CUTAWAY TO STILL

MADER INTRO

JIM: Today you're going to see a glimpse of RFD and how useful it can be to you and your family....how your everyday problems can become money-saving ideas that will work for you to make life a little easier. What we're going to show you on television is only a small sample of the practical information that's waiting for you here....at RFD. But, I'll tell you more about the rest of RFD later on in the program.

Coming up - a new building method that uses ordinary concrete blocks and lets you accomplish major building jobs for yourself in just a few easy steps....

You'll see the inside story on supermarkets - how you can save not pennies, but dollars when you do the weekly shopping for your family....

And, insurance - do you think you have enough? Well, maybe you have too much! If you only had fifty dollars to spend, what would you insure? We'll get the answers from Bob Schmitz of General Casualty....



CUTAWAY TO STILL

How do you feel about Johnny Cash?
He's my guest - that famous man from
Nashville, the one and only Johnny Cash
will sing his popular hit song, "Sue"
right here on RFD.
So stay with us.

MS. JIM

MADER TAG - BOOKS

JIM: The library in your town belongs
to you. That's right. You're helping
to pay for the books on its shelves,
so why don't you take a minute to see
what it has to offer?

I can suggest 3 books on cooking
and meal planning you might want to
look for - The Betty Crocker Cookbook...
The Better Homes and Gardens Cook
Book...and, The Joy of Good Food.
You'll find these three books, and
hundreds of others, at your library.

INTRO CONSTRUCTION

CU JIM

JIM: If you had to go out and build
a tool shed for yourself, could you do it?
Could you make one sturdy enough to
last as long as you'd need it to? And
how much would you have to spend to do it?
Here's an idea that will save you money,
and time...watch.

MADER TAG - CONSTRUCTION

MS JIM

JIM: RFD has more information on building methods, and we have the written instructions for the building you've just seen. If you'd like a copy for yourself, call or write and ask for the RFD unit on building. The phone number is (800) 263-2121 and remember that call is free from any part of Wisconsin...

GRAPHIC

Or, you can write to me, Jim Mader, Post Office Box 5421, Madison.

GRAPHIC

JOHNNY CASH INTRO

CU JIM

JIM: And now, someone you know very well. He's been called "the man of the people"; and he is, in more ways than one... My very special guest, the man who made the town of Nashville into a sound the country loves....Mr. Johnny Cash!

CASH TAG

CU MADER

JIM: The man of the people....and the people love him. You know he just had a son himself....but he didn't name him Sue.

I'll be back with more on RFD.

RFD
PGM I
PAGE 4

MS JIM

WISCONSIN SCHOOL TAG

JIM: If you have questions on your child's school, ask them. Talk to members of the school board, the teacher, or the principal. Remember is is your school.

MADER AD LIBS SEGMENT ON INSURANCE

INSURANCE TAG

CU JIM

JIM: (After thanking Bob Schmitz turns to address camera) Bob has shown us that insurance is a complicated business, and not something to guess around with. This is an area where surprises can be dangerous and expensive to your family.

RFD has developed a unit on insurance that can help you understand the insurance business better, enable you to choose the right plan for your family, and be better protected in the long run.

I'll send it to you free of charge as soon as you ask for it.

CU JIM

MADER CLOSE

JIM: You've just seen a half hour of RFD, and that's only a very small sample of what's going on here. We're working with your vocational schools, county agents, the University of Wisconsin, and the United States Office of Education to give you ideas on how to make your life better, easier. Hundreds of money-making ideas and time-saving hints are yours for the asking at RFD. Be on the inside, because there's more, much more. Contact us today.

The number to call is (800) 263-2121...

Or write to me, Jim Mader, P.O. Box 5421, Madison.

Become a member of RFD and be first to get in on all of the practical information.

Next week...what makes your State Employment Service work..What should you know about them? What can they do for you? And we'll be talking about family problems, with some ideas on what to do to solve them...

But that's not all...Charlotte Dunn, an outspoken expert on cooking will be

GRAPHIC

GRAPHIC

CU JIM

MADER CLOSE CONTINUED

here to demonstrate a recipe for you.
And the great Glenn Campbell will be
my featured guest star so join us
for the next RFD program.

SAMPLE TV SCRIPT

PROGRAM # V

RFD
PGM V

-13-

MADER INTRO

MS JIM

JIM: Hello, and welcome to RFD. I'm Jim Mader. Today you're going to see Johnny Cash, a favorite of mine. I'll show you how to raise a money-making hog...and talk about some dangers that might be in your home..all this and more in just a moment.

CASH INTRO #1

MS JIM

JIM: You know Johnny Cash. He's been singing for over 15 years, playing the kind of music people feel comfortable with. Train, lumberjacks, coal mines, mountains and people...they're all part of the sound that is Johnny Cash.

HOME DANGERS TAG

MS JIM AT COUNTER

Jim: We've got a unit on home safety. It includes what to do if someone in your family does accidentally eat or drink any of those household poisons. You can get this vital information by calling or writing me at RFD. I'll tell you how to do that at the end of the program.

MS JIM AT TABLE

MADER HOG INTRO

JIM: It's market day on the farm of Kendall Digman in Monroe, and his hogs are ready for inspection by a buyer.

Mr. Digman is selling to Oscar Mayer, one of many hog buyers in the Wisconsin area. Watch now as we take a close look at the hog market.

TAG TO HOGS

JIM: Would you like to earn more money raising hogs? All you need is good breeding...good feeding...and good management. You begin with gilts or "young mamas", that come from a pure bred or commercial breeder. Then you'll want to find a good boar that comes from a breeder doing certification breeding. But, the important thing is good management. This means learning how to recognize a sick hog!...how to keep the sleeping area dry and clean... how to feed young hogs with a good diet and protein supplement.

HOG TAG CONTINUED

Now these are just some of the ways you can produce a lean, money-making hog. We can tell you more: Contact us right away and we'll send you this bulletin "SWINE BUDGETS: A DOLLAR AND CENTS THING."

MS JIM

MADER INTRO WISCONSIN FILM

JIM: You know, Wisconsin is a colorful, interesting place to live...and, people make it that way. Like the people of Stoughton and New Glarus who can look back to relatives born in Switzerland and Norway. And, once a year, that means a celebration.

MS JIM AT TABLE

CASH INTRO #2

JIM: If you've never heard Johnny Cash share a song with his wife June Carter...you're in for a treat. June was raised on music and sings with the Carter family every week on The Johnny Cash Show over the ABC television network. Now, here are Johnny Cash and June Carter.

MS JIM

INTRO ACTION LINE

JIM: Here's a question for RFD's Action Line. It comes from Mr. Robert Johnson of Mineral Point and he asks:
(Mader reads from letter)

"What can I do about the creek in my back yard? It's polluted, and it's getting worse every week."

We took that question to an expert in the field of environmental control, Mr. David Archbald. He's President of the Man-Environment Communication Center.

ACTION LINE CLOSE

JIM: You can use our action line to help solve your problems too. Action line is a toll free telephone number in operation 24 hours a day. Call us at 236-2121...we'll take your question to the expert who has the answer.

MADER CLOSE

JIM: On next week's show:

- The Goose Island Ramblers.
- RFD attends an auction and talks with auctioneer Eldon Schrapher.

MADER CLOSE CONTINUED

- New ideas and basic uses for non-fat dry milk.

- Time saving ways to tackle the the telephone.

You've seen our handy hints. If you have one pass it along!

We've given you a lot of information.

Want to put it to use? Want to know

more? Contact us right away:

Call: (800) 263-2121

Write: Jim Mader

P. O. Box 5421, Madison, Wis. 53705

Let me hear from you soon!

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Television Programs
Rundown Sheets

RURAL FAMILY DEVELOPMENT
TELEVISION PROGRAM RUNDOWN

RFD Program #1
MASTER TAPE: 922
LENGTH: 27:39

	Total segment time	Total accumulated running time
TEASE OPEN (Mader's Farm)		
Studio Open		
Standard Film Open		
Cash Intro	1:40	1:40
CASH INTERVIEW - Talks about his feelings and thoughts concerning pollution and the world today. Sings, "Don't Go Near the Water."	2:46	4:26
CASH TAG/MONTGOMERY INTRO - Tag about bulletins-- Needed Clean Water & Wisconsin Resource problems	:41	5:07
MONTGOMERY DRIVING TIP - How to start your car in winter	:48	5:55
MADER FARM INTRO - Tells about his farm, background, neighbors and how his family enjoys it	:21	6:16
MADER FARM FILM	6:10	12:26
FARM TAG/STAY TUNED ANIMATION - The Mader photo album	:18	12:44
HINTS - counter space/holding small nail with comb/refrigerator odor	:36	13:20
PSA - We like it here in Wisconsin because of our good schools	1:00	14:20
PSA TAG/SHIRLEY YOUNG INTRO	:20	14:40
SHIRLEY YOUNG VTR - Preparing a meal in one pot	3:53	18:33
SHIRLEY YOUNG TAG - Content bulletin on Joy of Good Food	:40	18:58
STAY TUNED ANIMATION - Recipe contest offer	:11	19:08
HINTS - prevents sticking drawer/disposable pie plate dustpan/reading fine print without glasses	:52	19:56
CASH INTRO	:15	20:11
CASH INTERVIEW - Cash tells what he would change in this country today - "Help the poor people."	2:15	22:46
CASH TAG, ACTION LINE INTRO, PHONE DEMO, MADER CLOSE	3:09	25:53
STANDARD FILM CLOSE	1:46	27:39

RURAL FAMILY DEVELOPMENT
TELEVISION PROGRAM RUNDOWN

RFD Program #2
MASTER TAPE: 917
LENGTH: 27:43

	Total segment time	Total accumulated running time
Tease Open (Kid's Film)	1:47	1:47
Studio Open		
Standard Film Open		
Eddie Albert Intro w/VO		
ALBERT INTERVIEW (DDT)	5:15	7:02
STAY TUNED ANIMATION	:10	7:12
HINTS - blanket storage - between mattress and box spring/stiffen dress hook loops with fingernail polish	:39	7:51
INTRO WISCONSIN FILM	:15	8:06
WISCONSIN FILM - Local interest about New Glarus	2:15	10:21
TAG	:25	10:46
STAY TUNED ANIMATION	:10	11:11
PSA - Winter Driving - How to keep windows clear of snow	:55	11:21
MADER USDA INTRO	:14	12:16
USDA VTR - Farming on the Wild Side: Keeping space open for wild life	3:20	15:36
USDA TAG	:10	15:46
STAY TUNED ANIMATION	:10	15:56
HINTS - Storing coffee in refrigerator/storing garden tools in bushel basket/ car mini-emergency kit	:45	16:41
PSA - FDA, keep poisons out of reach of children	:55	17:36
INTRO FRIENDS FILM	:21	17:57
FRIENDS FILM - Kids from McFarland answer question, "What is friendship?"	3:20	21:17
ACTION LINE INTRO	:40	21:57
ACTION LINE - P. Charles Jones of Legal Aid talks about "How to get legal advice."	1:40	23:37
ACTION LINE DEMO/CLOSE COMMENTS - Tag for bulletins: "Know Your Legal Rights" and "The Law and You."	2:20	25:57
STANDARD CLOSE	1:46	27:43



RURAL FAMILY DEVELOPMENT
TELEVISION PROGRAM RUNDOWN

RFD PROGRAM #3
MASTER TAPE: 920
LENGTH: 27:40

	Total segment time	Total accumulated running time
Tease Open (Bicycle Basket on Door) Standard Film Open		
Intro Goose Island Ramblers	2:14	2:14
GOOSE ISLAND RAMBLERS	2:31	4:45
STAY TUNED ANIMATION	:10	4:55
PSA - "Read to Enrich Your Life."	1:00	5:55
MADER TAG - Plug for library use	:28	6:23
HINTS - decorate your waste basket/how to tell if an egg is cooked	:35	6:58
INTRO SHIRLEY YOUNG	:09	7:07
SHIRLEY YOUNG VTR - How to measure	3:30	10:37
TAG - Bulletin "Joy of Good Food" Recipe contest offer	:39	11:16
STAY TUNED ANIMATION	:10	11:26
PSA	:30	11:56
INTRO USDA TAPE	:17	12:13
USDA TAPE - Future Farmers of America	3:28	15:41
TAG - Help your community - Bulletins about Block Clubs and Needed Clean Air and Clean Water	:20	16:01
EBSN INTRO	:10	16:11
EBSN INTERVIEW - Buddy talks about his early life and America today	4:02	20:13
TAB/HINT INTRO	:19	20:32
HINTS - foil, wax paper and saran wrap storage/ sharpen knife/ stop electric clock noise by turning clock upside down overnight	:42	21:14
ACTION LINE INTRO	:33	21:47
ACTION LINE - Russ Hamelin of Social Security talks about getting official information from Social Security office	1:35	23:22
ACTION LINE TAG/PHONE DEMO/CLOSE Send for social security pamphlets	2:32	25:54
STANDARD FILM CLOSE	1:46	27:40

RURAL FAMILY DEVELOPMENT
TELEVISION PROGRAM RUNDOWN

RFD Program #4
MASTER TAPE: 924
LENGTH: 29:35

	Total segment time	Total accumulated running time
Tease Open (Edsel) Standard Film Open Mader Intro Huntley	1:06	1:06
HUNTLEY INTERVIEW - Chet tells how to interpret the news	3:25	4:31
HUNTLEY TAG - Bulletin: Being an Informed Citizen	:19	4:50
EDSEL SEGMENT - unlabeled cans - Bulletins: Shopper's Handbook and Be a Good Shopper	4:40	9:30
TAG/INTRO - "I Wonder Why?"	:47	10:17
FILM - "I Wonder Why?" - human relations about prejudice	4:30	14:47
STAY TUNED ANIMATION	:10	14:57
HINTS - Use split garden hose for sled bumper. How to store cakes	:30	15:27
FAKE BH INTRO/GUEST (UNCLE SAM)/INTRO BLACKHAWK	4:58	20:25
BLACKHAWK FILM	4:52	25:17
TAG - expand interest about history and library use	:28	25:45
STAY TUNED ANIMATION	:10	25:55
HOME DANGERS - household items potential poison dangers	1:24	27:19
ACTION LINE REMINDER/CLOSE	:30	27:49
STANDARD FILM CLOSE	1:46	29:35

RURAL FAMILY DEVELOPMENT
TELEVISION PROGRAM RUNDOWN

RFD PROGRAM #5
MASTER TAPE: 926
LENGTH: 25:08

	Total segment time	Total accumulated running time
Tease Open w/VO (Trains), Studio Open Standard Film Open		
Intro Cash	1:28	1:28
CASH INTERVIEW - Johnny sings, "I Get a Sad Kind of Feeling When I See a Passenger Train."	4:05	5:33
CASH TAG	:12	5:45
STAY TUNED ANIMATION	:10	5:55
HINTS - Spray paint small items to find easier/make shopping bag handle	:43	6:38
FAMILY ENCOUNTER PSA - Emphasizing honesty since children use parents as models	1:24	8:02
INTRO "OUR TOWN"	:20	8:22
"OUR TOWN" - Local interest on historic Mineral Point	2:25	10:47
TAG - Get bulletins on local history	:21	11:08
PAINTING SEGMENT - How to measure walls to determine amount of paint needed	3:03	14:11
STAY TUNED ANIMATION	:10	14:21
HINTS - Painting window frames/Getting rid of refrigerator odors	:33	14:54
SLIDE:WHY READ?/INTRO JOHNNY CASH	:10	15:04
CASH INTERVIEW - Johnny talks about importance of reading	:55	15:59
READING TAG/INTRO GOOSE ISLAND RAMBLERS	:30	16:29
GOOSE ISLAND RAMBLERS - group sings: "Oscar's Cannonball"	3:30	19:59
ACTION LINE INTRO	:31	20:30
ACTION LINE - Dr. Ken Blessing talks about what is being done for the exceptional child	2:32	23:02
CLOSE COMMENTS - Bulletins: Managing Your Money & Enjoying Life Everyday	:20	23:22
STANDARD FILM CLOSE	1:46	25:08

RURAL FAMILY DEVELOPMENT
TELEVISION PROGRAM RUNDOWN

RFD PROGRAM #6
MASTER TAPE: 929
LENGTH: 27:02

	Total segment time	Total accumulated running time
Tease Open (Bird Feeder)		
Standard Film Open		
Intro Beckman	2:10	2:10
BECKMAN FILM - Profile interview of Ray Beckman, Green County conservationist	4:23	6:33
BECKMAN TAG/KIDS INTRO	:09	6:42
KIDS FILM - Kids from Monroe tell about happiness	3:04	9:46
STAY TUNED ANIMATION	:10	9:56
HINTS - Put sugar in salt shaker for children use/wax snow shovel	:25	10:21
CONCEPT SEGMENT - What is alone and lonely	1:42	12:02
EDSEL SEGMENT - Edsel gets a credit card	4:17	16:19
CONTENT COMMERCIAL - Bulletins: Guide to Budgeting/ Be a Good Shopper/Stop:What Are You Signing/Fight Back	:34	16:53
INTRO "ART OF SEEING"	:22	17:15
CONCEPT SEGMENT "ART OF SEEING" - Looking at everyday things for beauty	3:06	20:21
STAY TUNED ANIMATION	:12	20:32
HINTS - Egg beater for mixing paint/iron measuring tape to take out wrinkles	:28	21:00
PSA - Cancer Signals	:59	21:59
ACTION LINE INTRO	:23	22:22
ACTION LINE - R. Pekowski talks about new laws related to estates	1:47	24:09
TAG/PLUGS ACTION LINE	:43	24:52
CLOSE COMMENTS	:24	25:16
STANDARD CLOSE FILM	1:46	27:02

RURAL FAMILY DEVELOPMENT
TELEVISION PROGRAM RUNDOWN

-25-
RFD PROGRAM #7
MASTER TAPE: 932
LENGTH: 27:32

	Total segment time	Total accumulated running time
Tease Open (Irene Ryan) Standard Film Open Intro Irene Ryan	1:14	1:14
RYAN INTERVIEW - Irene tells of her youth, education and theatrical life	4:17	5:31
RYAN TAG	:09	5:40
STAY TUNED ANIMATION	:10	5:50
CHARLOTTE MONTGOMERY INTRO	:07	5:57
CHARLOTTE MONTGOMERY - Gives hints for driving in thick fog	:46	6:43
EDSEL SEGMENT - Edsel has some marriage problems	5:05	11:48
EDSEL TAG/SHIRLEY YOUNG INTRO - Bulletin tag: "Getting Along With Your Marriage Partner"	:41	12:27
YOUNG VTR - Shirley makes a Master Mix	4:17	16:44
YOUNG TAG/HINT CONTEST/NELSON INTRO/HINT - about labeling freezer packages	2:10	18:54
NELSON INTERVIEW - Senator Nelson discusses responsibility for pollution controls	1:59	20:53
NELSON TAG/NURSE INTRO	:31	21:24
VISITING NURSE SEGMENT - A day in the life of a Green County Visiting Nurse	1:43	23:07
NURSE TAG/ACTION LINE INTRO	:39	23:46
ACTION LINE - A viewer wants to know more about scholarships	1:30	25:16
TAG/CLOSE	:30	25:46
FILM CLOSE	1:46	27:32

RURAL FAMILY DEVELOPMENT
TELEVISION PROGRAM RUNDOWN

RFD PROGRAM #8
MASTER TAPE: 934
LENGTH: 29:14

	Total segment time	Total accumulated running time
Tease Open (Mader in junk shop) Standard Film Open Intro Goose Island Ramblers	1:41	1:41
GOOSE ISLAND RAMBLERS - Cigarettes, Whiskey & Women	3:09	4:50
GOOSE ISLAND RAMBLERS TAG	:04	4:54
STAY TUNED ANIMATION	:11	5:05
HINTS - Cleaning eye glasses by soaking them in soapy water	:19	5:24
PSA - Prevent blindness, Sherri Lewis	:55	6:19
FILM SEGMENT - "Back to the Past," The antique dealer talks about treasures in trash	3:35	9:54
INTRO CHARLOTTE MONTGOMERY	:19	10:13
CHARLOTTE MONTGOMERY - Charlotte talks about gas stations and freeways	4:15	14:28
MONTGOMERY TAG - Plugs book: Handbook for Women Driver	:21	14:49
STAY TUNED ANIMATION	:10	14:59
HINTS - Wash walls from bottom up/clean marks from linoleum with silver polish	:35	15:34
PSA - Anti-Smoking - "Let's Pretend" - kids imitating parents	:58	16:32
INTRO "NATURE"	:18	16:50
"NATURE" SOF - Film on family camping	5:03	21:53
NATURE TAG/INTRO GOOSE ISLAND RAMBLERS	:28	22:21
GOOSE ISLAND RAMBLERS SOF - Group sings: "Out Behind the Barn"	2:49	25:10
ACTION LINE INTRO	:32	25:42
ACTION LINE ANSWER - Viewer asks about whole milk	1:18	27:00
STUDIO CLOSE	:25	27:25
STANDARD FILM CLOSE	1:49	29:14

RURAL FAMILY DEVELOPMENT
TELEVISION PROGRAM RUNDOWN

RFD PROGRAM #9
MASTER TAPE: 933
LENGTH: 26:47

	Total segment time	Total accumulated running time
Tease Open (Leif Erickson)		
Standard Film Open		
Intro Erickson	2:08	2:08
LEIF ERICKSON INTERVIEW - talks about a better life coming	3:56	6:04
STAY TUNED ANIMATION	:10	6:14
HINTS - various uses for baking soda/oil in spaghetti water to prevent boiling over	:34	6:48
INTRO DR. JOYCE BROTHERS - Joyce talks about marriage problems	1:55	8:43
BROTHERS TAG - "Sound advice from Brothers"	:14	8:57
INTRO "JUNKYARD" - what happens to junk automobiles	1:16	9:13
"JUNKYARD" FILM	3:55	13:08
"JUNKYARD" TAG/SHIRLEY YOUNG INTRO - Bulletins Tag: Needed Clean Air and Water	:48	13:56
SHIRLEY YOUNG VTR - Shirley prepares fish chowder	4:30	18:26
S. YOUNG TAG/RECIPE WINNERS - Bulletin tag: Meals for a Day	1:37	20:03
STAY TUNED ANIMATION	:10	20:13
HINTS - Getting more flavor from tea bags/week old eggs better for boiling	:21	20:34
"DID YOU KNOW" - Inventions from Wisconsin	1:23	21:57
ACTION LINE (VARIOUS EXAMPLES OF QUESTIONS)/ CLOSE	2:51	24:48
STANDARD FILM CLOSE	1:46	26:34

RURAL FAMILY DEVELOPMENT
TELEVISION PROGRAM RUNDOWN

RFD PROGRAM #10
MASTER TAPE: 938
LENGTH: 28:37

	Total segment time	Total accumulated running time
Standard Film Open		
Burl Ives Intro	1:34	1:34
IVES #1 - Burl tells about high spots in career	2:30	4:04
IVES TAG	:05	4:09
STAY TUNED ANIMATION	:10	4:19
HINTS - How to clean chrome/potholder	:32	4:51
EDSEL - Edsel has problems with his new air conditioner	3:55	8:46
EDSEL TAG/Bulletin: Buying home furnishings and appliances	:46	9:32
WISCONSIN HISTORY (OLD ABE) Plug bookmobile, Historymobile	2:50	12:22
ABE TAG/BERNINGER INTRO - Bulletins: My Government in my county/and state	1:20	13:42
BERNINGER #1 - Lou tells about proper conditions in the house for growing seedlings	1:56	15:38
STUDIO BRIDGE	:17	15:55
BERNINGER #2 - Lou tells why it's best to start vegetable seedlings in the house	1:05	17:00
BERNINGER TAG - Bulletin: The Vegetable Garden #117	:19	17:19
STAY TUNED ANIMATION	:10	17:29
HINT - removing paper from table top with vegetable oil	:40	18:09
PSA - Reading - Enrich life by reading	1:00	19:09
READING TAG/BROTHERS INTRO	1:01	20:10
BROTHERS SEGMENT - Joyce talks about "Are children growing up too fast?"	1:42	21:52

PROGRAM #10 continued

	total segment time	total accumulated running time
BROTHERS TAG/IVES INTRO - Content unit: Guiding Children and Building Character	:27	22:19
IVES INTERVIEW - Burl talks about quality of life in Midwest	2:00	24:19
IVES TAG/ACTION LINE INTRO	:37	24:56
ACTION LINE (PRESERVE WILDLIFE)	:40	25:36
ACTION LINE TAG/CLOSE COMMENTS	1:15	26:51
STANDARD FILM CLOSE	1:46	28:37

RURAL FAMILY DEVELOPMENT
TELEVISION PROGRAM RUNDOWN

RFD PROGRAM #11
MASTER TAPE: 936
LENGTH: 28:54

	Total segment time	Total accumulated running time
Tease Open (Mader Exercising) Standard Film Open Stars Intro	2:06	2:06
STARS SPOT - Huntley, Ryan and Cash talk about youth today	1:28	3:34
STARS TAG - They believe in the individual	:13	3:47
STAY TUNED ANIMATION	:10	3:57
HINTS - clean fry pan with wax paper	:25	4:22
"DID YOU KNOW?" (Wisconsin Firsts)	1:21	5:43
INTRO FINDING A JOB - Richard North (WSES) gives tips on finding a job	:27	6:10
"FINDING A JOB" - Tag/Unit on How to Look For a Job	1:31	7:41
INTRO "LOGGING IN WISCONSIN (1938)"	:59	8:40
FILM - "LOGGING IN WISCONSIN"	3:17	11:57
TAG/SHIRLEY YOUNG INTRO	:57	12:54
SHIRLEY YOUNG VTR (BAKING CHICKEN)	4:41	17:35
TAG - Send for chicken recipe Bulletin: Smart Food Shopping	:45	18:20
STAY TUNED ANIMATION	:11	18:31
HINTS - put cotton in spool center to hold needles/ aluminum foil will keep ice cubes from sticking on bottom of tray	:31	19:02
PSA - Cancer	:58	20:00
PSA TAG/Prudden Intro - Bulletin tag: "Know the Signs of Illness"	:43	20:43
BONNIE PRUDDEN (SOF) - Shows chair exercises and how to prevent dowager's hump	2:08	22:51
TAG/STARS INTRO #2	:31	23:22
STARS STATEMENTS - Ryan and Albert view the future of youth today	2:02	25:24
TAB/ACTION LINE REMINDER/STUDIO CLOSE	1:44	27:08
STANDARD FILM CLOSE	1:46	28:54

RURAL FAMILY DEVELOPMENT
TELEVISION PROGRAM RUNDOWN

RFD PROGRAM #12
MASTER TAPE: 927
LENGTH: 29:17

	Total segment time	Total accumulated running time
Tease Open (Mader fixing screen door)		
Standard Film Open		
Henry Darrow of High Chaparral Intro	2:35	2:35
DARROW INTERVIEW - Henry tells about the value of programs like RFD	2:02	4:37
DARROW TAG	:05	4:42
STAY TUNED ANIMATION	:12	4:54
HINTS - milk carton used for freezer container	:28	5:22
PSA - Driver Re-examination	:44	6:06
EDSEL INTRO	:30	6:36
EDSEL - Edsel has magazine subscription problems	3:38	10:14
EDSEL TAG/DAY CARE INTRO	:47	11:01
DAY CARE CENTERS - child says what to look for in choosing a day care center	1:25	12:26
DAY CARE TAG - Bulletin: Guiding Children and Building Character	:28	12:54
STAY TUNED ANIMATION	:10	13:04
"DID YOU KNOW?" - Program #3 repeat	1:50	14:54
HINTS - remove water marks from table with mayonnaise/dissolve soap pieces in plastic squeeze bottle.	:44	15:38
"SUCCESS" - concept segment on what is success	2:32	18:10
"SUCCESS" TAG/HOG INTRO	:29	18:39
FILM - what to look for in raising hogs	2:36	21:15
HOG TAG/BULLETIN: SMART FOOD SHOPPING/ GOOSE ISLAND RAMBLERS INTRO	:40	21:55
GOOSE ISLAND RAMBLERS - group sings "Norwegian War Chant"	2:33	24:28
TAG/ACTION LINE (COUNTY AGENTS)/CLOSE	3:02	27:30
STANDARD FILM CLOSE	1:46	29:16

RURAL FAMILY DEVELOPMENT
TELEVISION PROGRAM RUNDOWN

RFD PROGRAM #13
MASTER TAPE: 918
LENGTH: 27:05

	Total segment time	Total accumulated running time
Tease Open (children drawings with VO)		
Studio Open		
Standard Film Open		
Johnny Cash Intro	1:26	1:26
JOHNNY CASH VTR - Johnny talks about education and self image	3:29	4:55
CASH TAG - Bulletins: I Am Changing & I Can Make Things Change	:31	5:26
STAY TUNED ANIMATION	:11	5:37
HINTS - thawing chickens in cold running water	:12	5:49
PSA - enrich life by reading	:56	6:45
PSA TAG/DRAPE SEGMENT - Jim measures window for new drapes. Bulletin tag: How To Do It Yourself Repairs	3:30	10:15
SHIRLEY YOUNG VTR - Shirley shows how to use one ham seven ways	4:50	15:06
STAY TUNED ANIMATION	:10	15:25
HINTS - hang pencil on rubber band near phone/ remove ball point pen ink with hair spray/ use salt in frying pan to keep fish from sticking	:20	15:45
HINT CONTEST	1:51	17:36
PSA - EYES EXAM	1:00	18:36
MAZOMANIE KIDS INTRO	:19	18:55
MAZO KIDS SEGMENT - Mazomanie kids talk about the meaning of love	3:26	22:21
TAG/ACTION LINE (I.C.C.) CLOSE COMMENTS	2:58	25:19
STANDARD CLOSE FILM	1:46	27:05

RURAL FAMILY DEVELOPMENT
TELEVISION PROGRAM RUNDOWN

RFD PROGRAM # 14
MASTER TAPE: 935
LENGTH: 28:33

	Total Segment time	Total accumulated running time
Tease Open (Andy Griffith) Standard Film Open Andy Griffith Intro	2:06	2:06
GRIFFITH INTERVIEW - Andy talks about Mt. Krie, N.C. and early desires to be a minister	2:59	5:05
GRIFFITH TAG	:11	5:16
STAY TUNED ANIMATION	:11	5:27
PSA	:59	6:26
THINGS TO DO SLIDES - inexpensive things to do in Wisconsin	1:14	7:40
PRUDDEN INTRO	:25	8:05
PRUDDEN SEGMENT - Bonnie shows how to exercise while doing something else	1:38	9:43
TAG/NEWSPAPER INTRO - do exercise, but not over do	:56	10:39
NEWSPAPER PROFILE - Ray and Richard Emerson talk about running a small town newspaper	4:04	14:43
TAG/CONTENT COMMERCIAL - Bulletins: Being An Informed Citizen	:32	15:15
FERN FOWLER SEGMENT - Fern shows Jim how to blow out an egg yolk and decorate egg shells - offers instruction sheet	5:20	20:35
STAY TUNED ANIMATION	:13	20:48
PSA - IRS - SULLIVAN READING	:29	21:17
WINNING HINTS/GRIFFITH INTRO pin cleaning instructions on back of drapes/ rub salad oil on glue bottle spout to keep from sealing/ use cutting edge from food box to make custom cookie cutters/ use potato masher to imprint design on cookies	1:50	23:07
GRIFFITH INTERVIEW - Andy tells about background and his trombone playing	1:23	24:36
GRIFFITH TAG/ACTION LINE: Johnson Street parking problem solved	2:11	26:47
STANDARD CLOSE FILM	1:46	28:33

RURAL FAMILY DEVELOPMENT
TELEVISION PROGRAM RUNDOWN

RFD PROGRAM #15
MASTER TAPE: 925
LENGTH: 27:20

	Total segment time	Total accumulated running time
Tease Open (Ken Berry)		
Studio Open		
Standard Film Open		
Ken Berry of Mayberry RFD Intro	1:50	1:50
BERRY INTERVIEW - Ken talks about childhood in small town	3:21	5:11
BERRY TAG	:15	5:26
STAY TUNED ANIMATION	:11	5:37
HINTS - thimble on coffee pot stem keeps grounds out of coffee when filling basket	:14	5:51
SHIRLEY YOUNG INTRO	:25	6:16
SHIRLEY YOUNG VTR - Shirley gives three recipes for baked beans	3:28	9:44
YOUNG TAG - Send for recipes and bulletins: Joy of Good Foods	:43	10:27
BROTHERS INTERVIEW - Joyce talks about teenage drug problems	2:01	12:28
BROTHERS TAG - Bulletin: Drugs and You	:18	12:46
STAY TUNED ANIMATION	:09	12:55
PSA - Dangers of insect sprays	:30	13:25
CHARLOTTE MONTGOMERY - Tips on long auto trips with children	1:11	14:36
TAG/INTRO BERRY	:38	15:14
BERRY INTERVIEW - Ken admits he's nervous before a performance	1:18	16:32
TAG/CONSTRUCTION FILM INTRO	:24	16:56
USDA FILM - new mortar construction with concrete blocks	3:21	20:17
TAG/Bulletin: 32 Ideas for Improving Your Home	2:15	22:32
ACTION LINE - Kerrigan tells about septic tank regulations	2:25	24:57
TAG/CLOSE COMMENTS	:37	25:34
STANDARD FILM CLOSE	1:46	27:20

RURAL FAMILY DEVELOPMENT
TELEVISION PROGRAM RUNDOWN

RFD PROGRAM #16
MASTER TAPE: 914
LENGTH: 28:58

	Total segment time	Total accumulated running time
Tease Open (How to drive nail into wall)		
Standard Film Open		
Burl Ives of the Bold Ones Intro	1:47	1:47
IVES INTERVIEW - Burl compares music of youth today with music of his youth	1:36	3:23
BUDGET SEGMENT - Louise Young talks about a family budget. Bulletin tag: Family Spending Plan	4:22	7:45
STAY TUNED ANIMATION	:10	7:55
PSA - Pollution message	1:07	9:02
EDSEL - Edsel trys clothing styles to create a new image. Bulletin: How to Buy Clothing	2:59	12:01
TAG/BEAUTY HINT INTRO	:43	12:44
BEAUTY HINT - Carol Dittrick talks about an egg facial	1:30	14:14
STUDIO BRIDGE TO B. PRUDDEN	:23	14:37
BONNIE PRUDDEN - Bonnie suggests some waist- line exercises.	1:34	16:11
TAG/INTRO BERNINGER	:34	16:45
LOU BERNINGER - Lou tells how to get better tomatoes. Bulletin: Tomatoes in Wisconsin #561	2:03	18:48
STAY TUNED ANIMATION	:10	18:58
HINTS - Glue cork on recipe box to hold recipes. Put shortening on ice cream scoop to prevent sticking	:25	19:23
TAG/IVES INTRO	:44	20:07
IVES INTERVIEW - Burl talks about farming in the Midwest	1:20	21:27
STUDIO BRIDGE TO SENATOR NELSON	:31	21:58
SENATOR NELSON INTERVIEW - The Senator encourages people to voice opinions in government	1:52	23:50
TAG/ACTION LINE/CLOSE COMMENTS	3:21	27:11
STANDARD CLOSE FILM	1:46	28:57

RURAL FAMILY DEVELOPMENT
TELEVISION PROGRAM RUNDOWN

RFD PROGRAM #17
MASTER TAPE: 919
LENGTH: 28:00

	Total segment time	Total accumulated running time
Tease Open (Ken Berry on adoption)		
Studio Open		
Standard Film Open		
Ken Berry Intro	1:50	1:50
BERRY INTERVIEW - Ken talks about adoptions	1:20	3:10
STUDIO BRIDGE	:11	3:21
FILM - local film on adoption	3:36	6:57
STAY TUNED ANIMATION	:10	7:07
HINTS - no pest strip attached to garbage can	:13	7:20
PSA - bug spray and birds (conversation)	:58	8:18
"DID YOU KNOW?" (repeat)	1:20	9:38
SHIRLEY YOUNG INTRO	:26	10:04
SHIRLEY YOUNG VTR - Shirley compares packaged cereals	3:38	13:42
YOUNG TAG/QUIN KOLB INTERVIEW	4:40	18:22
STAY TUNED ANIMATION	:10	18:32
HINTS - use plastic bottles for storing sewing bobbins/attach paint mixing stick to brush handle to prevent bristles from curling	:33	19:05
PSA	:21	19:26
LEIF ERICKSON INTRO	:24	19:50
ERICKSON INTERVIEW - Leif talks about the Old West	2:54	22:44
ERICKSON TAG/ACTION LINE INTRO	:25	23:09
ACTION LINE (WSES)	2:42	25:51
CLOSE COMMENTS	:23	26:14
STANDARD CLOSE FILM	1:46	28:00

RURAL FAMILY DEVELOPMENT
TELEVISION PROGRAM RUNDOWN

RFD PROGRAM #18
MASTER TAPE: 916
LENGTH: 28:34

	Total segment time	Total accumulated running time
Standard Film Open Andy Griffith Intro	1:10	1:10
GRIFFITH INTERVIEW - Andy talks about becoming a comedian	2:31	3:41
TAG - comment	:06	3:47
STAY TUNED ANIMATION	:12	3:59
HINT - to keep nails from breaking use piece of tape to lift metal pouring spouts on cans	:26	4:25
PSA	:57	5:20
EDSEL - Edsel has trouble with his TV	2:26	7:46
TAG Bulletin: Buying Home Furnishings & Appliances	:09	7:55
BONNIE PRUDDEN INTRO	:22	8:17
PRUDDEN SOF (Varicose veins)	1:51	10:08
STUDIO BRIDGE	:20	10:28
BEAUTY HINT - use vegetable oil or shortening to remove makeup	1:41	12:09
BEAUTY TAG/INTRO D.N.R. SEG)	:21	12:30
D.N.R. - FISHING PROSPECTS IN WISCONSIN	2:17	14:47
TAG Plug of D.N.R. bulletins on fish & game	:30	15:17
STAY TUNED ANIMATION	:10	15:27
HINTS - remove odor plastic container/store eggs	:38	16:05
PSA - How to save our fish resources	:30	16:35
LOU BERNINGER INTRO	:18	16:53
BERNINGER - Lou tells how to care for flowering plants	2:30	19:23
TAG/GRIFFITH INTRO	:23	19:46
GRIFFITH INTERVIEW - Andy talks about the importance of education	1:48	21:34

PROGRAM #18 continued

	Total segment time	Total accumulated running time
GRIFFITH TAG/BROTHERS INTRO - Unit tag: Becoming a Better Person	:42	22:16
FILM - Dr. Brothers answers the question "Can TV harm children?"	2:33	24:49
TAG/ACTION LINE/CLOSE COMMENTS - Bulletin tag: Guiding Children & Building Character	1:59	26:48
STANDARD FILM CLOSE	1:46	28:34

RURAL FAMILY DEVELOPMENT
TELEVISION PROGRAM RUNDOWN

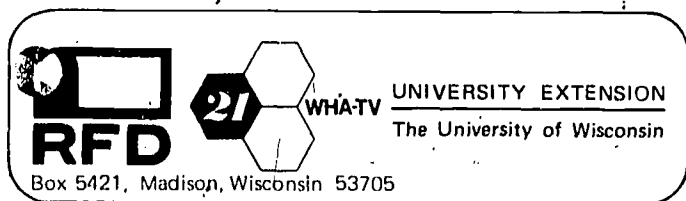
RFD PROGRAM #19
MASTER TAPE: 937
LENGTH: 27:54

	Total segment time	Total accumulated running time
Tease Open (Fair Film w/VO)		
Studio Open		
Standard Film Open		
Intro Fair Film	1:40	1:40
FILM W/VO - the sights and sounds of a County Fair	3:01	4:41
TAG Plug: "Calendar of Wisconsin County Fairs	:27	5:08
STAY TUNED ANIMATION	:11	5:19
HINT - for oiling hard to get at places attach wire to oil can spout	:21	5:40
PSA - Reading for a richer life	:58	6:38
READING & MATH PROMO/INTRO KIDS	1:24	8:02
KIDS FILM ^ Mt. Horeb kids comments on summer fun	2:43	10:45
KIDS TAG/SHIRLEY YOUNG INTRO - Bulletin: Guiding Children & Building Character	:50	11:35
SHIRLEY YOUNG - Shirley talks about watching calories and nutrition	4:10	15:45
YOUNG TAG Bulletin: Joy of Good Foods and Meals for a Day:	:23	16:07
STAY TUNED ANIMATION	:10	16:17
HINTS - to prevent loss when working with small parts, attach them to piece of tape/ use kitchen scissors to cut marshmallows	:34	16:51
PSA - Accidents	:59	17:50
TAPE - "Did you Know, Wisconsin:	1:17	19:07
ROARK INTERVIEW/ACTION LINE/CLOSE - Roark of DNR tells about inexpensive places to visit in Wisconsin	7:01	26:08
STANDARD CLOSE FILM	1:46	27:54

RURAL FAMILY DEVELOPMENT
TELEVISION PROGRAM RUNDOWN

RFD PROGRAM #20
MASTER TAPE: 814
LENGTH: 29:40

	Total segment time	Total accumulated running time
Tease Open (Ken Berry) Studio Open/Film Open Intro to Stars	1:47	1:47
STARS STATEMENTS (Berry, Griffith, Darrow, Ives, Cash talk about youth today)	3:01	4:48
STARS TAG - Bulletin: "Understanding the Feelings of Family Members	:46	5:34
STAY TUNED ANIMATION	:09	5:43
HINTS - apply furniture polish on hinge to stop squeaks	:13	5:56
GIRL SCOUT SEGMENT - "It's for everyone - how to join"	2:43	8:39
ELLSWORTH FISHER INTERVIEW - Fisher talks about disposing of dangerous pesticides	5:08	13:47
CONTENT COMMERCIAL ON PESTICIDES	:55	14:42
EDSEL INTRO - Tag Bulletins: Household Pests/ What to do About Poisoning/Poisons are Everywhere	:33	15:15
EDSEL SEGMENT - Edsel buys a car and gets a free balloon	3:15	18:30
EDSEL TAG - Bulletins: Satisfaction Guaranteed How to Buy Wisely	1:51	20:20
STAY TUNED ANIMATION	:09	20:29
HINTS - Use a plastic bag to carry water in pail in a car	:26	20:55
INTRO MEDICAL INTERVIEW	:16	21:11
MEDICAL INTERVIEW - When to call the Doctor/ Summer accidents	2:20	23:28
TAG/ACTION LINE INTRO - Bulletin: Emergency First Aid and Home First Aid	1:05	24:32
ACTION LINE - Dr. Hanson talks about how can doctors be returned to the rural areas	2:16	26:48
ACTION LINE TAG/STUDIO CLOSE	1:41	28:26
STANDARD FILM CLOSE	1:14	29:40



Breathing? Whoever thinks about breathing? When we're born our lungs fill up with air. We breathe for the rest of our lives. That's it: for the rest of our lives. When we stop breathing, we stop living. Four to six minutes after a person stops breathing, he stops living.

SAVING A LIFE when breathing stops!

Four minutes, that's a really short time. But a life can be saved in 4 minutes. You can help somebody start breathing again. You can start by breathing for him, by applying artificial respiration. If you were the victim wouldn't you want somebody else to know how to help?

ARTIFICIAL RESPIRATION

Artificial Respiration is breathing for someone who can't breathe himself. Many lives have been saved because somebody knew how to apply artificial respiration. A person's breathing can be stopped from drowning, gas poisoning, electrical shock, choking, heart failure or smothering. The fastest and best way to get air into him is to blow air into his mouth and lungs. This is called mouth-to-mouth artificial respiration. If this method cannot be used for any reason, use a manual method.

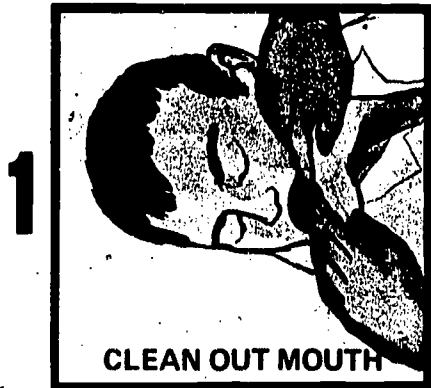
3 METHODS

1. MOUTH-TO-MOUTH BREATHING METHOD
2. BACK PRESSURE AND ARM LIFT METHOD
3. CHEST PRESSURE - ARM LIFT METHOD

The first rule for all methods of artificial respiration is:
CLEAR THE MOUTH AND AIR PASSAGE.

MOUTH-TO-MOUTH BREATHING

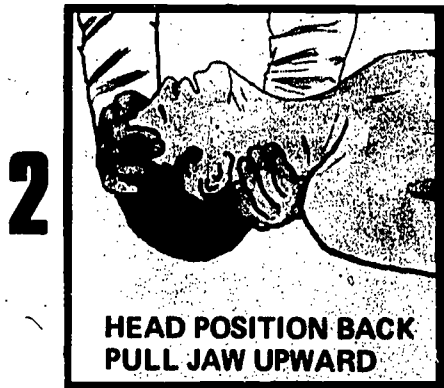
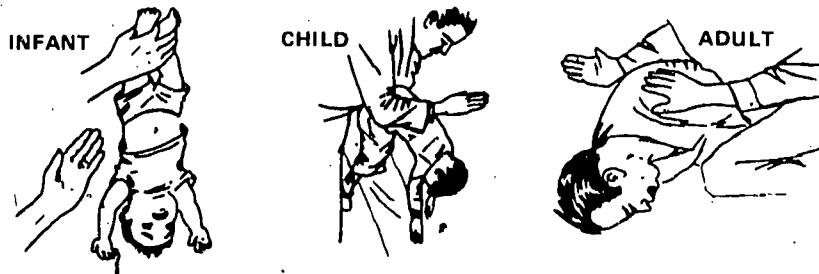
START HELPING AT ONCE! SEND FOR A DOCTOR!



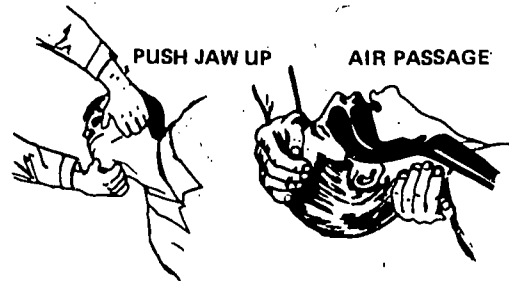
- Lay the person on his back. Turn his head to one side.

CLEARING AIR PASSAGEWAY

- CLEAN THE MOUTH AND THROAT OF ANY MATERIALS. Use your fingers. Cover the fingers with a cloth to remove mucus or slippery objects. IF SOMETHING IS STUCK IN THE THROAT, SLAP THE VICTIM SHARPLY BETWEEN THE SHOULDER BLADES.



- TILT THE PERSON'S HEAD BACK with hand under his neck.
- LIFT THE JAW UPWARD at its angles so the chin points upward.
- Pulling his chin upward will keep the tongue from blocking the air passage.



- PINCH HIS NOSE SHUT. This will keep the air from coming out.
- Take a deep breath of air to get more oxygen.
- OPEN YOUR MOUTH WIDE AND PLACE IT OVER THE VICTIM'S MOUTH.
- Make an airtight seal with your mouth.
- Blow into the victim's mouth until you see the chest rise. If you are unable to get air into the lungs, use the clearing procedure in step one.



- RAISE YOUR MOUTH AFTER EACH TIME YOU BLOW.
- Turn your face to one side and listen for the air to come out of his lungs. If you don't get return air, use clearing procedure in step one.
- REPEAT BREATHING ONCE EVERY 5 SECONDS (12 times a minute) FOR ADULTS.
- REPEAT BREATHING ONCE EVERY 3 SECONDS (20 times a minute) FOR CHILDREN.
- DON'T GIVE UP UNTIL MEDICAL HELP ARRIVES OR UNTIL THE VICTIM STARTS BREATHING.

BACK PRESSURE-ARM LIFT

START HELPING AT ONCE! SEND FOR A DOCTOR!



VICTIM'S POSITION

- LAY THE VICTIM DOWN ON HIS STOMACH.
- Bend his elbow and place his hands one upon the other.
- Put his head on his hands.
- TURN HIS HEAD SLIGHTLY TO ONE SIDE.
- MAKE SURE THAT THE CHIN IS STICKING OUT. This will keep the tongue from blocking the air passage. If someone else is with you, have him hold the victim's head so that the jaw stays stuck out.

YOUR POSITION

- KNEEL AT THE VICTIM'S HEAD. Rest your weight on one knee. The knee and foot may be changed to make it less tiring.
- PLACE YOUR HANDS ON THE FLAT OF HIS BACK. Your palms should rest just below the point of the shoulder blades.



1

- ROCK FORWARD until your arms are almost straight up and down. Keep elbows stiff.
- PRESS STRAIGHT DOWN ON HIS BACK.
- Use only SMOOTH, EVEN motions and STEADY PRESSURE. RELEASE the pressure in the same SMOOTH, EVEN way, pulling your hands away slowly.



2

- As you rock back to the starting position, GRASP EACH OF HIS ARMS JUST ABOVE THE ELBOWS.
- Continue to rock backwards, lifting the arms up and toward you.
- RELEASE . . . start over again and keep it up.

THE TIMING

- Do these motions in time with your own breathing, about 12 times per minute.
- Chant: PRESS . . . RELEASE . . . LIFT . . . RELEASE . . .
- DON'T GIVE UP UNTIL MEDICAL HELP COMES OR UNTIL THE VICTIM STARTS BREATHING ON HIS OWN.

CHEST PRESSURE-ARM LIFT

START HELPING AT ONCE! SEND FOR A DOCTOR!

VICTIM'S POSITION

- Lay the victim flat on his back.
- Put a coat or blanket under his shoulders.
- Raising the shoulders will allow the head to bend backwards.
- This will keep the tongue from blocking the air passage.
- CLEAN THE MOUTH AND THROAT OF ANY MATERIALS.
- Place both hands across the center of his chest.



YOUR POSITION

- KNEEL AT THE VICTIM'S HEAD.
- Grasp each of his wrists.

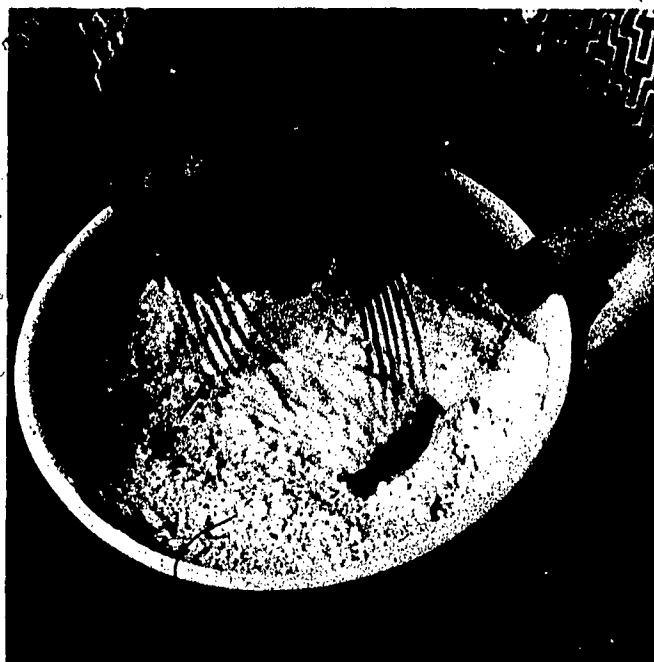
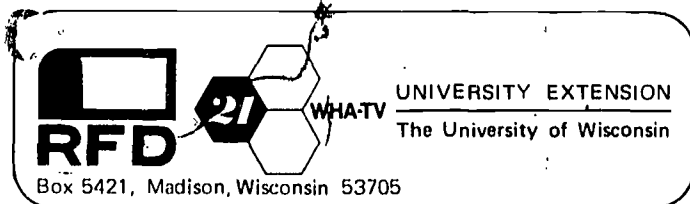
1

- Use smooth, even motions and steady pressure.
- PRESS THE WRISTS DOWNWARD OVER LOWER CHEST.
- This pushes the air out of the lungs.



2

- RELEASE THE PRESSURE.
- Pull the arms outward and upward over the head.
- Pull the arms backward as far as possible.
- This should cause the air to rush into the lungs.
- REPEAT THESE STEPS ABOUT 12 TIMES PER MINUTE.
- If vomiting occurs, quickly turn him over on his side, wipe out the mouth and begin again.
- DON'T GIVE UP UNTIL MEDICAL HELP COMES OR UNTIL THE VICTIM STARTS BREATHING ON HIS OWN.



MASTER MIX

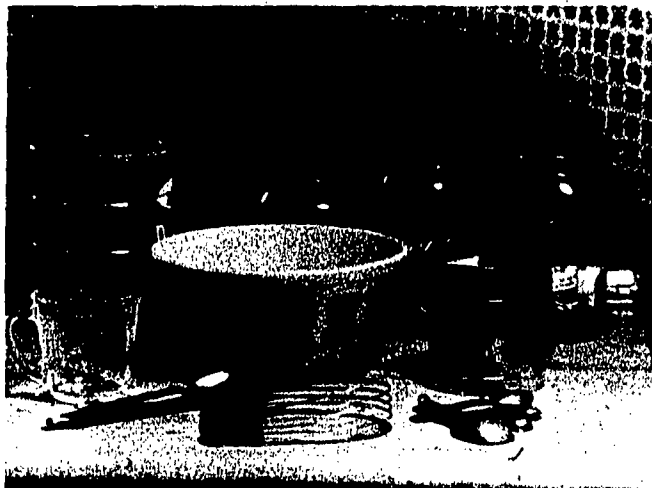
Before we start planning dishes for our meals, here is a quick Master Mix recipe to practice your skill in measuring and mixing. To refresh your memory on the different measurements in a cup look on page 4.

The Master Mix used here is a large recipe that can be made any time and then stored. From this one recipe you can make several batches of muffins, coffee cake, pancakes, shortcakes, biscuits or dumplings.

We'll be using dumplings made from the Master Mix in the recipe for Beef Stew in Step I. In Step II you can use this same Master Mix to make biscuits.

Since this mix uses some of the cheaper items or staples you would usually have in your cupboard all the time, it can help keep your food bill down. The Master Mix also saves time because it's all made and ready to use any time.

about the **MASTER MIX**



TOOLS AND EQUIPMENT YOU'LL NEED

- TABLESPOON
- MEASURING SPOONS
- PASTRY BLENDER OR TWO KNIVES
- TWO KNIVES
- MEASURING CUP
- SIFTER
- BOWL, 5 QT. SIZE
- 3 COFFEE CANS, ONE LB. SIZE OR
- 3 QUART JARS



* INGREDIENTS YOU'LL NEED

- ALL PURPOSE FLOUR, PRE-SIFTED AND ENRICHED
 - BAKING POWDER (DOUBLE-ACTING)
Has two rising actions:
 1. rises when liquid is added
 2. rises when heated in oven
(Read label carefully)
 - SALT, IODIZED
 - SHORTENING, LARD OR
 - VEGETABLE SHORTENING
- *Ingredients are all the materials you'll need for the recipe.

This master mix is **ONLY THE BASE** for a variety of quick breads. From this single mix of 13 cups we can make the following:

8 MUFFINS	2 CUPS OF MIX
12 BISCUITS	2 CUPS OF MIX
1 COFFEE CAKE	3 CUPS OF MIX
6-8 WAFFLES	3 CUPS OF MIX
18 GRIDDLE CAKES	3 CUPS OF MIX

To make these quick breads send for the recipes in **CIRCULAR 506, PREPARED MIXES**. It will tell you how much milk and other ingredients to add. Please write your name and address on the post card provided in this unit and send it for your free master mix recipe book.

MASTER MIX RECIPE



1 Stir flour lightly with spoon.



2 Spoon flour lightly into cup. Do not shake or tap cup.



3 Level off top with straight edge of knife.



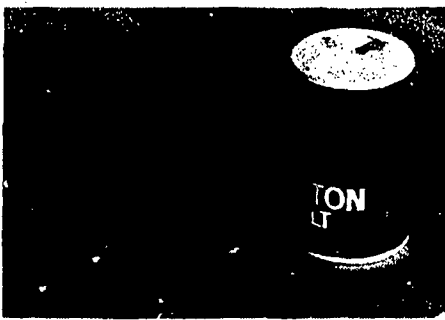
4 Measure 9 cups into flour sifter or strainer (don't sift yet).



5 Measure 1/4 cup of double-acting baking powder.



6 Place 1/4 cup baking powder in sifter with flour (don't sift yet).



7 1 tablespoon salt
+
1/2 tablespoon salt
or
(1 1/2 T salt)



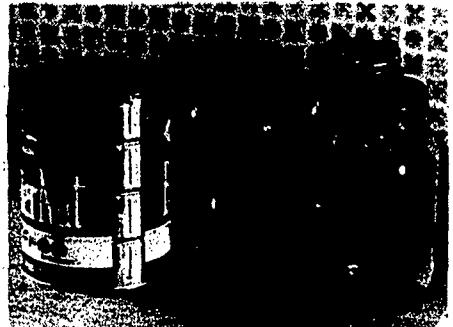
8 Place 1 1/2 T salt in sifter with flour and baking powder. Sift mixture 3 times into mixing bowl.



9 Measure 1 1/2 to 2 cups lard or other fat
A quick way to do this is to cut the pound of lard in half.



10 Blend shortening (lard) into flour, salt and baking powder. Mix till it looks like oatmeal.

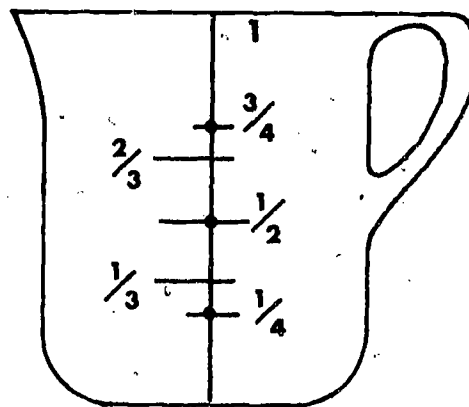


11 Place in large clean coffee can with tight cover or 3 quart jars cover tightly store in refrigerator or in a cool dry place

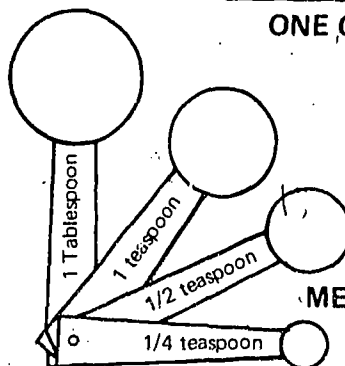
cooking measurements

Remember how grandma seasoned her food . . . a pinch of this, a dash of that, and a glub of something else? Not everyone can cook as well as grandma.

If you want your recipes to turn out, you have to know the basic ways of figuring amounts used in recipes. These common measurements used in cooking are shown below.

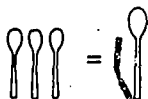


ONE CUP



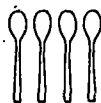
MEASURING SPOONS

3 TEASPOONS

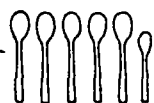


=

1 TABLESPOON

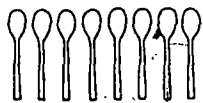


4 TABLESPOONS = 1/4 CUP

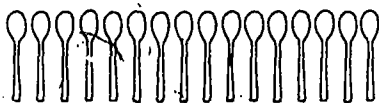


(5T + 1t)

5 1/3 TABLESPOONS = 1/3 CUP



8 TABLESPOONS = 1/2 CUP



16 TABLESPOONS = 1 CUP



2 CUPS = 1 PINT



4 CUPS = 1 QUART



ABBREVIATIONS

or short way of writing words.

(t) = teaspoon

(T) = tablespoon

(c) = cup

(pt.) = pint

(qt.) = quart



ACTION LINE

P. O. Box 5421
Madison, Wisconsin 53705
Phone (608) 263-2121

(Date) _____

- Mr.
- Mrs.
- Miss

(city)

(state)


(zip)

- phone call
- letter

Action Line request:

routing

Referred to: _____

 RFD material

(date)	
____ / ____ / ____	Agency follow up sent
____ / ____ / ____	Member follow up sent
____ / ____ / ____	Agency follow up rec'd.
____ / ____ / ____	Member follow up rec'd.



ACTION LINE

P. O. Box 5421
Madison, Wisconsin 53705
Phone (608) 263-2121

from

ACTION LINE received today (Date) _____

- Mr.
- Mrs.
- Miss

_____ (city)

_____ (state)

_____ (zip)

by

- phone call
- letter

a request for assistance as follows:

Referred to: _____

The person requesting this assistance has been informed that you will call or write to discuss the matter further. We will appreciate it if you will initiate this action. If we can be of any help regarding this request, please call RFD at (608) 263-2121.



ACTION LINE

P. O. Box 5421
Madison, Wisconsin 53705
Phone: 263-2150
Elsewhere: (800) 362-8189

Dear _____

(Date) _____

- Mr.
- Mrs.
- Miss

(city)

(state)

(zip)

We are pleased to have received your request to ACTION LINE.

- phone call
- letter

has been referred to _____

Because agencies are very busy, if you do not hear from them in five days please call ACTION LINE again.



RFD material is being filled and will be mailed to you within 24 hours.



UNIVERSITY EXTENSION TELEVISION CENTER
The University of Wisconsin



P. O. Box 5421
Madison, Wis. 53705



With pencil or ball-point pen press firmly — no carbon needed

My name is _____

My address _____

City _____ State _____ Zip _____

My phone number is _____

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With pencil or ball-point pen press firmly — no carbon needed

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My address _____

City _____ State _____ Zip _____

My phone number is _____

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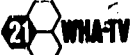
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 Unit 4: In the World

- Module C: CITIZENSHIP IS TAKING PART IN DECISIONS**
 Unit 1: My rights as a Citizen
 Unit 2: My Responsibilities as a Citizen
 Unit 3: Being an Informed Citizen
 Unit 4: Population! Pollution! Conservation!

- Module D: WHERE TO GO, WHO TO SEE, WHAT TO DO**
 Unit 1: Welfare and Employment Services
 Unit 2: Medical and Health Services
 Unit 3: Legal Aid Services
 Unit 4: Leisure and Recreational Services

PART II

HOME STUDY

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OVERVIEW

During the second year, RFD developed a body of home study materials which were promoted by the project's media and available free to anyone requesting them. They were designed to appeal to disadvantaged adults and reflect their interests, as determined by a Q sort. They constituted a nonsequential, self-selected life-coping skill curriculum that helped the adult learn where to go and what to do to solve problems, pursue interests and generally manage life better.

An RFD review of existing materials revealed that most of the materials were inadequate or inappropriate for the project. The staff created a body of new materials written for adults at the fourth to sixth grade level, and supplemented by other materials. Materials were systematically arranged by four major subject areas or Content Centers; each Center was divided into three to five modules; each module contained four or five units in bulletin form. Bulletins included pre-addressed post cards and write-a-note cards for ordering and other feedback and fit into a set of five loose-leaf binders.

During the five month field test, RFD's participants were offered a choice of more than 300 different bulletins. Over 11,000 bulletins were sent out.

The RFD bulletins are presently being prepared for commercial publication.

THE HOME STUDY COMPONENT

The need for Adult Basic Education has never been more acute than in this present age of knowledge explosion and technological revolution. As a result more people are living longer, stretching both productive and leisure years. Employment requirements and skills are higher. Life rhythms have changed requiring skillful use of available alternatives and emphasizing that each individual must have the power to control his own destiny in a world that encroaches on the dignity of man and moves him toward obsolescence. Adult learning is strongly influenced by how a person feels about himself. Seeman¹ disclosed that basically those persons with strong feelings of being active agents in their own lives learn different subject matter equally well, whereas those who felt that they did not control their lives tend to forget subject matter telling them how they can change their condition. Program designs must take this into central account, for the function of instruction, according to Gagne², is the control of external conditions of the learning situation. Most assuredly, the learner must feel this sense of control.

1 Seeman, Melvin. "Alienation, Membership and Political Knowledge: A Comparative Study." Public Opinion Quarterly. Vol. 30. (1966) pp.353-367.

2 Gagne, Robert M. "Instruction and the Condition of Learning." In: Instruction: Some Contemporary Viewpoints. Edited by Lawrence Siegel. San Francisco: Chandler Publishing Company, 1967. pp.291-313.



We, however, do not presume to fulfill these needs by providing answers, rather we offer information in terms of alternatives for making judgments and allowing the learner to translate them into action strategies. We believe that the use and application of information is only effective if it conforms with the adult learner's beliefs and concepts of reality. We do not remove the learner from his cultural milieu or take away what has meaning for him, rather we supplement it and share the richness of the culture. By recognizing the learner's special and unique knowledge and skills, the total program builds upon his self-esteem. We also recognize that there is great harm in raising the adult's level of aspiration without providing realistic alternatives for its fruition. Strategies are offered to guide the learner to be more productive using available resources. Finally, there is no hidden effort to change the basic beliefs of the learner for political or other divisive ends, rather the concept of change is employed as a process for self-realization. Guided learning, according to Landvogt³, when operationalized requires a setting that permits the learner: 1) to share in the structuring of the setting while he is learning, 2) to share in deciding what is to be learned, 3) to be active, 4) to practice, and 5) to have a variety of learning experiences, including those that are more complex than skill development. RFD has incorporated these criteria into a home-based learning center approach.

³ Landvogt, Penny L. "A Framework for Exploring the Adult Educator's Commitment Toward the Construction of Guided Learning," (Unpublished Master's Thesis). Madison: University of Wisconsin, 1969, 70p.

Briefly then, the home-study component is a distribution and organizational content center system with an interdisciplinary approach. There are four content centers which are derived from the four major goals of education in a democratic society. The content centers are: About Me, About Me and Others, About Me and My Money, and About Me and My Community. The Educational Delivery System (EDS) model (See Exhibit A, page 8) describes the structure for the home study curriculum design and the supportive interrelationships between the three components of television, home study and home visitation. Curriculum objectives are derived from the experiences of the adult learners. Their experiences are communicated as priorities in terms of wants, interests, and needs. These priorities, then, are interpreted into strategies of inquiry, dialogue and action through the content materials. In short, this approach is called the "reciprocal negotiative process" of going to the learner, getting from the learner, and returning to the learner strategies of how to learn and cope. At this point, all the resources at the disposal of the three components are brought to bear directly on the learner and his specific requirements.

The EDS system takes into account the random needs of adult learners. Hotchkiss⁴, points out that adults attend educational activities peripherally. They do not enter a class the moment they get the urge to learn; furthermore, they

⁴ Hotchkiss, L.E. "How Some Adults Learn How to Teach."
In: Adult Leadership. Vol. 18 (1969) pp. 47-48, 54.

persist in viewing their own learning needs as discontinuous, since adult learners have different experiences, different time commitments, different responsibilities, different views of relevance, and different realities to which to cling. We felt compelled to avoid any instructional approach that submitted learners to a scope and sequence scheme where the learner is required to deal with irrelevant prerequisites. Moreover, we rejected the sequential unit grade level designations for placement and achievement assessment. Pretest and posttest were also rejected. RFD was not intended as a literacy program per se, although one of its aims was to help adults improve communication and computation skills. We hold, however, that adults want to deal with life-coping situations and that reading and figuring are only two of them. Refer to Exhibit B on page 9 for a list of adult priorities. The exhibit emphasizes a much larger problem. Heretofore, professional educators, university professors, and governmental agencies dictated what the learner should learn. They prescribed the learning experiences and the content to be learned. The learner was not able to express his specific learning requirements. Consequently, adult learners were finding out that the curriculum was irrelevant, didn't speak to their needs. It reinforced their perception that they had little or no control over their destiny.

Although the Q-sort Survey (see Part IV and V of the First Year Report) is not a true statistical analysis of the problem and by no means a representative sampling of the respondent groups involved, it, nevertheless, points up a long felt



suspicion that professional educators are not necessarily perceptive of the disadvantaged and undereducated needs. Refer to Exhibit B, page 9 for a comparison between what ABE participants and ABE professionals felt the needs of disadvantaged adults to be. There is a glaring disparity between these two perceptions. The RFD content designers felt it imperative to use the list ordered by the ABE participants. The curriculum to be effective and relevant had to reflect the feelings and perceptions of the clients.

Capitalizing on the discontinuous nature of adult learners, a three-track system was designed to integrate concepts, literacy skill mechanics, and subject matter or content. The design might be visualized as a subway train: the center track or the "hot track" carries the coping skills, the two outside tracks of communication and computation skills provide the stability in learning methods and mechanics. A model of the Three-Track Integrated Concept System is shown in Exhibit C on page 10.

Although the structure of the four content centers implies a movement inward then outward, and the curriculum listing suggests a sequential ordering, the learner has the option of selecting at random the content that most nearly speaks to his particular requirements. Each content center has clusters of information designated as modules, each module contains integral and/or cumulative units, and each unit consists of single con-

cept bulletins. One might visualize the curriculum listing as a bill of fare, a menu if you will, from which the individual chooses as his appetite moves him. Refer to Exhibit E on page 15 for the content center listings.

The Q-sort survey of adult interests served two purposes:

1. to utilize the results of adult priorities as a guide for developing information and action units for home-study and television programs
2. to utilize the priority ordering as indicators for building into content units developmental concepts of communication and computation skills.

The three-track integrated concept system is also a self-diagnosing process. Since the learner is at liberty to select any content unit at random, he is entering from a point of strength. He is assuming a major role in determining the learning outcomes that are best for him. He is prescribing his own personalized curriculum. Say, for example, the learner enters Module C and selects unit two. (See Exhibit C.) As he deals with the materials, he may encounter a communication or computation concept he does not understand. At this point the learner is made to feel he is not exposing a weakness, rather, he is self-diagnosing a secondary need. The learner is given the option of branching off to a remedial skill development track. He is positioned

at a point that permits him to grasp and deal effectively with the concept. When the specific need is met, the learner simply exits from the track. Our aim is not to plot the course to follow, rather it is to provide road maps on how to get there. The choice of the route and the pace he wishes to go must be the exclusive prerogative of the learner. We subscribe to Jean Jacques Rousseau's principle of "taking the learner where he is and leading him as far as he can go." In operationalizing this principle, however, we amended it to read, "accompanying him as far as he wants to go."

THE 2FD EDUCATIONAL DELIVERY SYSTEM MODEL

EXHIBIT A

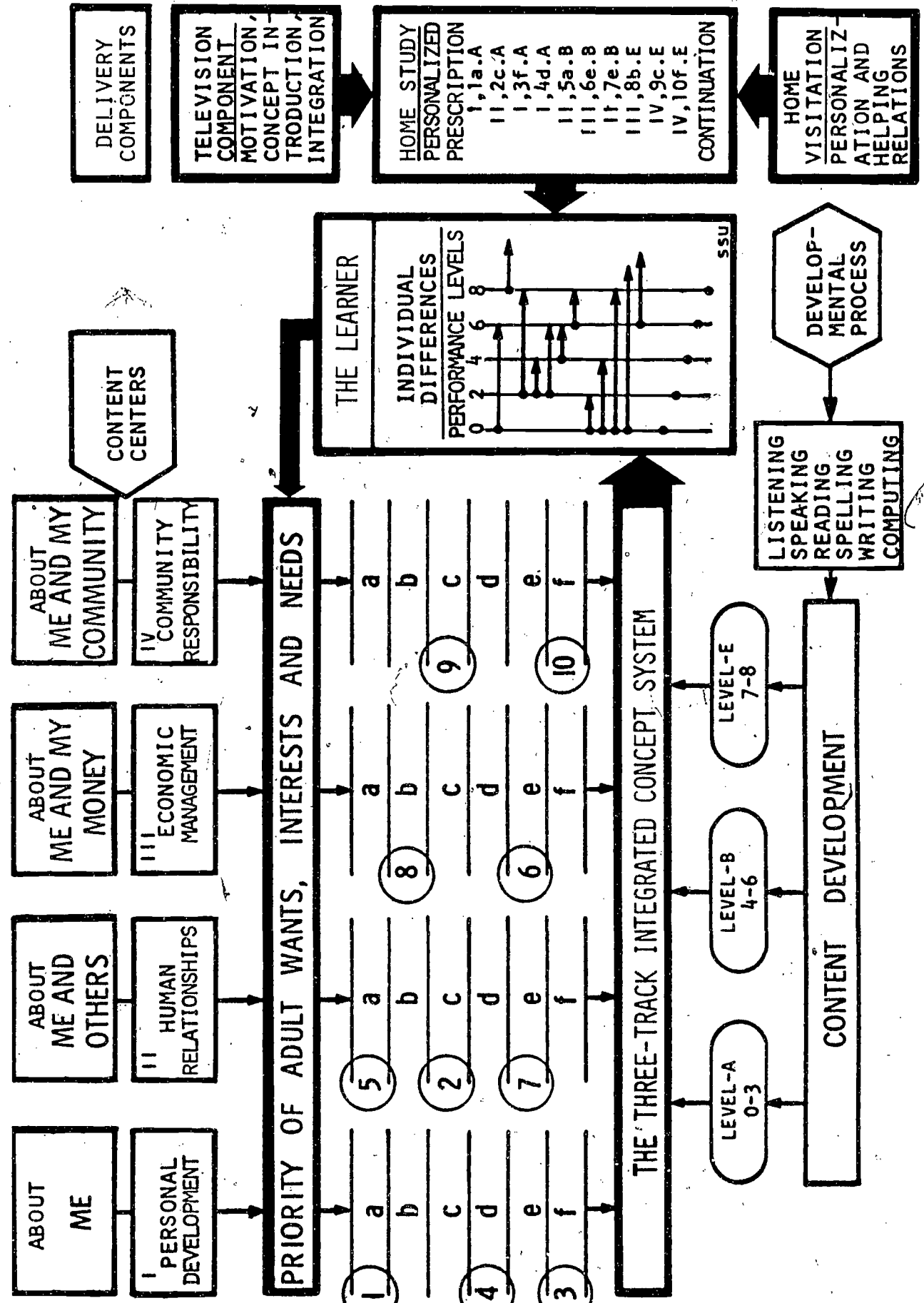


EXHIBIT B

-9-

COMPARISON CHART

Q-SORT SURVEY ITEM ANALYSIS
RURAL ADULT PRIORITIES

PRIORITY ORDER OF 14 ITEMS OUT OF 104

ORDERED ITEMS OF GREATEST INTEREST	ABE Parts	Non- ABE Parts	Comm. Profs	ABE Profs
1. Living Within My Means	50%	50%	50%	17%
2. What Do I Live on When I Retire	34%	29%	20%	4%
3. Smart Food Buying	30%	29%	99%	25%
4. Looking For A Job	30%	25%	100%	4%
5. How I Can Become A Better Person	30%	20%	33%	17%
6. Understanding Insurance	30%	33%	25%	4%
7. Family Health	27%	14%	50%	0%
8. My Responsibilities As A Citizen	27%	20%	9%	4%
9. Pollution! Population! Conservation!	27%	36%	25%	17%
10. The Joy of Good Food	25%	20%	50%	8%
11. Growing Old	25%	9%	20%	4%
12. How To Build Character In My Children	25%	33%	51%	4%
13. Spelling Better	25%	8%	9%	0%
14. Using Better English	25%	20%	25%	11%

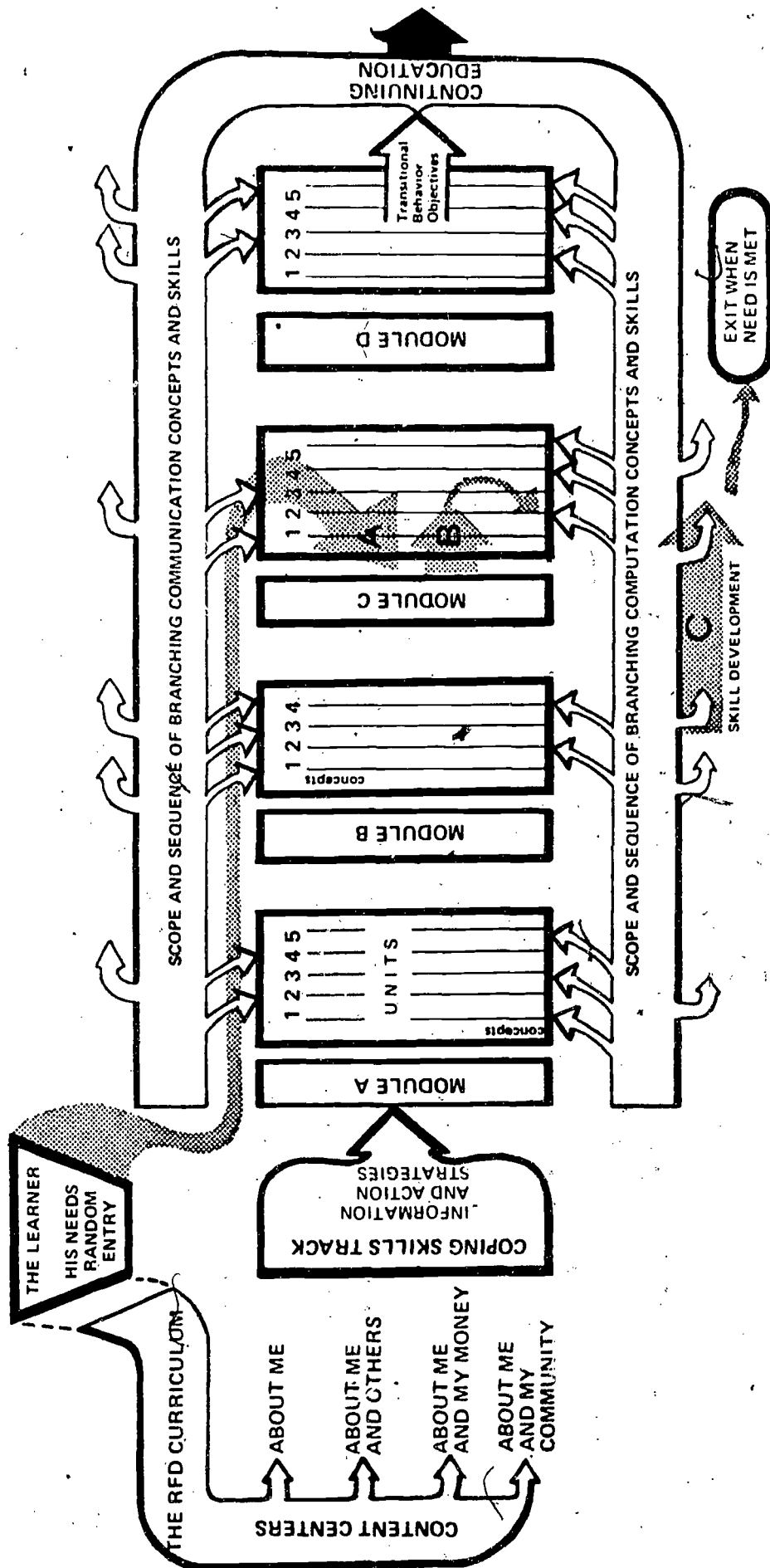
The following eight items had 23% responses each. Since they relate strongly to the first 14 items, they are listed to reinforce the initial choices.

Increasing My Vocabulary
 Helping My Children Do Better In School
 Getting Along With My Wife/Husband
 How Can I Help Others
 Taxes Are Eating Me Up
 Community Adult Education Programs
 What Are My Civil Rights As A Citizen
 I Need Help - Where Can I Get It?

Respondent groups

44 ABE Participants
 21 Non-ABE Participants

11 Community Professionals
 24 ABE & AE Professionals



THE THREE-TRACK INTEGRATED CONCEPT SYSTEM

EXHIBIT C

SSU

THE ORGANIZATION OF THE INDEPENDENT HOME STUDY SYSTEM

The independent home study system consists of two programs:

- Content Centers Program for life-coping skills improvement
- Branching Literacy Development Program for basic communication and computation skills improvement

The Content Center Program

There are four interdisciplinary Content Centers in the system:

- About Me
- About Me and Others
- About Me and My Money
 - Part 1: About My Home
 - Part 2: About My Work
- About Me and My Community

See Exhibit D on page 14 for an illustration of the content center binders.

Each member of the treatment group received five loose leaf binders. The binders were empty except for the following:

- A complete content center listing
 - The listing is organized by content centers, modules and units. See Exhibit E on page 15.

- A modular index

Each content center is divided into clusters of analogous materials called modules. A tabbed index is provided to facilitate quick location of each module.

For Example:

Content Center III: About Me and My Money

Part 1: About My Home

Module A: Managing My Family's Money

Module B: The Joy of Good Foods

Module C: Buying Guides

Module D: Health, Safety and Sanitation

Module E: Making a House a Home

See Exhibit F on page 16.

- A unit Index

Each module is divided into subsections of related subjects called units. For Example:

Module D: Health, Safety and Sanitation

Unit 1: Emergency First Aid

Unit 2: Home First Aid

Unit 3: Home Safety Plan

Unit 4: Knowing the signs of Illness

Unit 5: Home Sanitation

See Exhibit G on page 17.

- An introduction to each module

Integral to the unit index is the module introduction.

The introduction provides a thumbnail summary of what

is contained in each unit. See Exhibit H on pages 18, 19 and 20.

Each unit is divided into single concept bulletins.

- Set of order post cards

A set of order post cards are included with each module. The cards are preprinted and self-addressed for each unit described in the introduction. See Exhibit I on page 21.

The Branching Literacy Development Program

The branching literacy development program was ancillary to the content center program for life-coping skill improvement. It was provided on as-need basis. The learner was the sole judge as to whether he wished to avail himself of the program. The RFD member could enter the program randomly and exit at will when his needs were realized.

The program consisted of reading, spelling, writing and computing improvement. A variety of materials were used for reading improvement such as the M. S. Sullivan Reading Program by Behavioral Research Laboratories and the Reader's Digest Skill Building materials by Reader's Digest. The Lessons for Self-Instruction in Basic Skills by the California Test Bureau were used in the computational skill improvement aspect of the program. There were many other supplementary materials used, including a program in geometry, that were personally selected by the learner on an individual prescription basis.



EXHIBIT D



III CONTENT CENTER: ABOUT ME AND MY MONEY

PART I: ABOUT MY HOME

- Module A: MANAGING MY FAMILY'S MONEY**
- Unit 1: My Income
- Unit 2: Family Spending Plan
- Unit 3: Using My Credit Wisely
- Unit 4: Family Security Plan

- Module B: THE JOY OF GOOD FOOD**
- Unit 1: A Choice: Casserole or Stew
- Unit 2: Supper on the Table on Time
- Unit 3: Meals for a Day
- Unit 4: Wise Planning + Smart Shopping = Good Meals

- Module C: BUYING GUIDES**
- Unit 1: How to Buy Wisely
- Unit 2: Smart Food Shopping
- Unit 3: How to Buy Clothing
- Unit 4: Buying Home Furnishings and Appliances
- Unit 5: Satisfaction Guaranteed

- Module D: HEALTH, SAFETY AND SANITATION**
- Unit 1: Emergency First Aid
- Unit 2: Home First Aid
- Unit 3: Home Safety Plan
- Unit 4: Knowing Signs of Illness
- Unit 5: Home Sanitation

- Module E: MAKING A HOUSE A HOME**
- Unit 1: A Man's Home is His Castle
- Unit 2: Taking Care of the Inside
- Unit 3: Taking Care of the Outside
- Unit 4: How to Do-It-Yourself Repairs

PART II: ABOUT MY WORK

- Module A: HOW TO LOOK FOR A JOB**
- Unit 1: Sources of Jobs
- Unit 2: Letters and Forms
- Unit 3: Personal Interview
- Unit 4: Important Job Facts
- Unit 5: Summary for Job Hunters

- Module B: HOW TO APPLY FOR THAT JOB**
- Unit 1:
- Unit 2:
- Unit 3: *Not available*
- Unit 4:

- Module C: HOW TO GET THE MOST FROM MY JOB**
- Unit 1: My Responsibilities to the Job
- Unit 2: My Boss's Responsibilities to Me
- Unit 3: Getting Ahead on the Job
- Unit 4: Laws Protecting Workers

I CONTENT CENTER: ABOUT ME

- Module A: UNDERSTANDING MYSELF**
- Unit 1: Who Am I: Accepting a View of Myself
- Unit 2: Who Am I: A Positive View of Myself
- Unit 3: What Affects Me: Heredity and Environment
- Unit 4: What I Believe: Developing Character

- Module B: MY WELL BEING**
- Unit 1: My Physical Health
- Unit 2: My Mental Health
- Unit 3: My Education
- Unit 4: My Leisure and Recreation
- Unit 5: Maturing and Growing Old Gracefully

- Module C: BECOMING A BETTER PERSON**
- Unit 1: I Am Changing: How Change Affects Me
- Unit 2: I Am a Person: Dignity, Integrity
- Unit 3: Motivation: Self-Direction
- Unit 4: I Can Make Things Change

II CONTENT CENTER: ABOUT ME AND OTHERS

- Module A: MY FAMILY**
- Unit 1: Home is for Family Living
- Unit 2: Getting Along with One's Marriage Partner
- Unit 3: Understanding Feelings of Family Members
- Unit 4: Guiding Children and Building Character
- Unit 5: Family Good Times

- Module B: COMMUNICATING WITH OTHERS**
- Unit 1: My Friends
- Unit 2: My Neighbors
- Unit 3: The Art of Listening
- Unit 4: Respecting Other People's Ideas and Beliefs

- Module C: WORKING WITH OTHER PEOPLE**
- Unit 1: People I Deal with for Services
- Unit 2: People I Work with on the Job
- Unit 3: People I Work for

IV CONTENT CENTER: ME AND MY COMMUNITY

- Module A: ME AND THE PEOPLE**
- Unit 1: Of The People, By The People, For The People
- Unit 2: The Declaration of Independence
- Unit 3: Our Constitution and What It Means
- Unit 4: How We Organize to do Business in America

- Module B: MY GOVERNMENT, HOW IT WORKS**
- Unit 1: In My Community
- Unit 2: In My State
- Unit 3: In My Country
- Unit 4: In the World

- Module C: CITIZENSHIP IS TAKING PART IN DECISIONS**
- Unit 1: My Rights as a Citizen
- Unit 2: My Responsibilities as a Citizen
- Unit 3: Being an Informed Citizen
- Unit 4: Population! Pollution! Conservation!

- Module D: WHERE TO GO, WHO TO SEE, WHAT TO DO**
- Unit 1: Welfare and Employment Services
- Unit 2: Medical and Health Services
- Unit 3: Legal Aid Services
- Unit 4: Leisure and Recreational Services

MANAGING MY FAMILY'S MONEY

the joy of good food

BUYING GUIDES

HEALTH, SAFETY AND SANITATION

Making A House A Home

A
B
C
D
E



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The University of Wisconsin

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HEALTH, SAFETY AND SANITATION

INTRODUCTION



EMERGENCY FIRST AID

1

HOME FIRST AID

2

HOME SAFETY PLAN

3

KNOWING THE SIGNS OF ILLNESS

4

HOME SANITATION

5

Stephn S. Udvari
Associate Project Director
for Research and Development

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Content Specialist

Marjorie Frank
Content Specialist

John Glaaser
Designer



HEALTH, SAFETY AND SANITATION

Most everyone needs to know more about health, safety and sanitation. There are five units dealing with these subjects.

If you are interested in getting any of the units, follow these four steps:

1. READ WHAT INFORMATION IS GIVEN IN EACH UNIT. CHOOSE THE UNIT THAT INTERESTS YOU.
2. TEAR OUT THE RIGHT CARD ON THE NEXT PAGES. EACH UNIT HAS A SPECIAL CARD WITH THE TITLE ON IT.
3. PRINT YOUR NAME AND ADDRESS.
4. DROP THE CARD IN THE MAIL BOX. IT DOESN'T NEED A STAMP. POSTAGE IS PAID BY RFD.

Following is a list of information in each of the units.

UNIT 1: EMERGENCY FIRST AID

What would you do in an emergency?

Do you know how to use the telephone to call for help? Do your children know? **READ BULLETIN 3D11, HELP IS JUST A PHONE CALL AWAY.**

What would you do if someone drowned, was overcome with smoke or was electrocuted? **READ BULLETIN 3D12, SAVING A LIFE WHEN BREATHING STOPS.**

If someone is cut badly and he is bleeding hard, would you know how to stop the bleeding? **READ BULLETIN 3D13, WHAT TO DO ABOUT BLEEDING.**

What do you know about poisons? You have all kinds in your house. Would you know what to do if someone swallowed poison? **READ BULLETIN 3D14, WHAT TO DO ABOUT POISONING.**

There are many ways to get burned. Flames, heat, scalding water, chemicals, even sun and wind are some of the ways. What would you do if a child pulled a pan of scalding water on himself? **READ BULLETIN 3D15, WHAT TO DO ABOUT BURNS.**

If a tractor turned over on someone and the person had some broken bones, would you know what to do? **READ BULLETIN 3D16, WHAT TO DO ABOUT BROKEN BONES.**

If someone is in shock after a bad accident or if someone has a heart attack, would you be able to help? Do you know what to do? **READ BULLETIN 3D17, WHAT TO DO ABOUT SHOCK AND HEART ATTACK.**

UNIT 2: HOME FIRST AID

Cuts, burns, bites and other minor hurts are often overlooked. People don't pay much attention to them until they become serious problems. By taking simple action you can stop serious infection and illness. **READ BULLETIN 3D21, WHAT TO DO ABOUT BURNS, BITES, CUTS AND SPRAINS.**

A common cold, nosebleed, earache or sore throat can keep you from doing your everyday job. Infections in eyes, ears, nose or throat can grow into serious problems. **READ BULLETIN 3D22, WHAT TO DO ABOUT EYES, EARS, NOSE AND THROAT PROBLEMS.**

There are some other health problems that you need to know something about. **READ BULLETIN 3D23, WHAT TO DO ABOUT CONVULSIONS, HEATSTROKE, DIARRHEA AND FROSTBITE.**

UNIT 3: HOME SAFETY PLAN

Did you know that 9 out of 10 accidents in the home shouldn't happen? They could be prevented. The best way to keep accidents from happening is to have a safety plan.

Did you know that falls kill more people than any other accident? And did you know that most of these accidents happen on ground level? You can stop many falls from happening to you. READ BULLETIN 3D31, FALLS ARE THE NUMBER ONE HOME ACCIDENT.

Do you know what to do if there is a fire? Do you have a fire safety check list? Do you have a fire escape plan? **READ BULLETIN 3D32, WHAT YOU CAN DO ABOUT FIRE.**

Did you know that 9 out of 10 people poisoned are children under 5 years old? This means that they get into things in the house that can poison them. There are 250,000 different home products that could poison a person. Do you know what to do about poisons? **READ BULLETIN 3D33, POISONS ARE EVERYWHERE.**

There are some dangers that can't be prevented. You can't prevent an air attack or atomic war. You can't prevent natural disasters, sometimes called "acts of God" such as tornadoes, hurricanes and floods. Do you know the warning signs of a disaster? Would you know what to do? **READ BULLETIN 3D34, WEATHER AND DANGER WARNINGS.**

EXHIBIT Hc

UNIT 4: KNOWING SIGNS OF ILLNESS

Do you know when someone is sick? Do you know the warning signs of illness? Can you read a thermometer? Do you know how to tell the Doctor what the trouble is? **READ BULLETIN 3D41, KNOWING SIGNS OF ILLNESS.**

Keeping your family well is a big job. Do you know how to prevent some diseases? Do you know which diseases you can catch from someone else? Do you know how to keep from getting these diseases? Learn to know the signs of diseases that you can catch from others. **READ BULLETIN 3D42, PREVENTING DISEASES.**

Do you know anything about cancer, heart disease, arthritis, bronchitis and emphysema? Do you know the danger signs of these diseases? Do you know what to do to help prevent these diseases? **READ BULLETIN 3D43, WHAT ARE GOOD HEALTH HABITS?**

UNIT 5: HOME SANITATION

Dirt, trash and garbage are places where germs grow. Flies, mosquitos, cockroaches, rats, mice and other pests like dirty places to live. They carry germs right into your home. The key to keeping germs down is sanitation.

SANITATION IS:

KEEPING YOURSELF AND THE THINGS YOU WEAR CLEAN. Teaching every family member how to do his part will help. **READ BULLETIN 3D51, KEEPING YOURSELF AND YOUR CLOTHES CLEAN.**

KEEPING FOOD FROM SPOILING. Taking care in storing, preparing and cooking all foods cuts down spoilage. **READ BULLETIN 3D52, KEEPING FOODS SAFE TO EAT.**

COLLECTING, STORING AND GETTING RID OF GARBAGE AND TRASH. Keeping the house and yard clean so germs can't grow protects your family's health. **READ BULLETIN 3D53, GETTING RID OF GARBAGE AND TRASH.**

STOPPING THE THINGS THAT CARRY GERMS. Keeping a place clean will stop insects, mice, rats and other pests from growing. **READ BULLETIN 3D54, GETTING RID OF HOUSEHOLD PESTS.**

from

ABOUT ME AND MY MONEY
PART 1: ABOUT MY HOME

HEALTH, SAFETY AND SANITATION

PLEASE SEND ME

unit **1** EMERGENCY FIRST AID

from

ABOUT ME AND MY MONEY
PART 1: ABOUT MY HOME

HEALTH, SAFETY AND SANITATION

PLEASE SEND ME

unit **2** HOME FIRST AID

from

ABOUT ME AND MY MONEY
PART 1: ABOUT MY HOME

HEALTH, SAFETY AND SANITATION

PLEASE SEND ME

unit **3** HOME SAFETY PLAN

Name _____

Address _____

City _____

State _____ Zip _____

EXHIBIT I

from

-21-

ABOUT ME AND MY MONEY
PART 1: ABOUT MY HOME

HEALTH, SAFETY AND SANITATION

PLEASE SEND ME

unit **4** KNOWING SIGNS OF ILLNESS

from

ABOUT ME AND MY MONEY
PART 1: ABOUT MY HOME

HEALTH, SAFETY AND SANITATION

PLEASE SEND ME

unit **5** HOME SANITATION

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MADISON, WIS.



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INDEPENDENT HOME STUDY CONTENT (CENTER CURRICULUM AND
SUPPLEMENTARY MATERIALS

Originally the content staff proposed to utilize existing materials produced by commercial publishers. This proved unrealistic. (See "Quality of Content Production, page 61.) The decision was made to select the most appropriate materials presently in print on the basis of how well they related to the Content Center Outline and subject listing. This material was used as backup for the content listing. The intent of the content staff was to produce original materials and systematically replace the commercially produced backup substitutes and supplements.

The original content outline was too broad in scope. It appeared early that production of such a large volume of original materials would be impossible. A revision of the content centers reduced the number of modules by incorporating the most relevant units into the remaining related modules. This streamlined content listing consisted of 18 modules, 72 units and approximately 328 bulletins.

The home study content center materials are outlined on the following pages.

HOME-STUDY CONTENT CENTER MATERIALS OUTLINE

RURAL FAMILY DEVELOPMENT

UNIVERSITY EXTENSION COMMUNICATION CENTER -
THE UNIVERSITY OF WISCONSIN

The materials listed on the following pages constitutes the home-study materials used in the RFD project (OEG-0-9-592042-4569: 324) Column #1 indicates the units of information in the Content Centers. Column #2 indicates original materials developed by the project. Column #3 indicates commercial materials being used in lieu of original materials or to supplement RFD materials.

RFD can offer commercially produced materials only to RFD participants. You may wish to secure the missing materials to complete the manual. A bibliography of publishers and corresponding codes are listed on page 24.



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ABOUT ME

MODULE A: UNDERSTANDING MYSELF

UNIT AND TITLE	RFD MATERIALS	COMMERCIAL MATERIALS
UNIT 1: Who Am I: Accepting a View of Myself		<ul style="list-style-type: none">● How to Understand Yourself● Your Attitude and You (Scriptographic)
UNIT 2: Who Am I: A Positive View of Myself		<ul style="list-style-type: none">● You and They Accent/Personality # 1965 (Follett)● You and Your Needs # 1970 (Follett)
UNIT 3: What Affects Me: Heredity and Environment		<ul style="list-style-type: none">● You Are Heredity and Environment # 1970 (Follett)
UNIT 4: What I Believe: Building Character		<ul style="list-style-type: none">● Taking Stock # 1975 (Follett)● Who's Prejudice: Why People Act as They Do (Scriptographic)




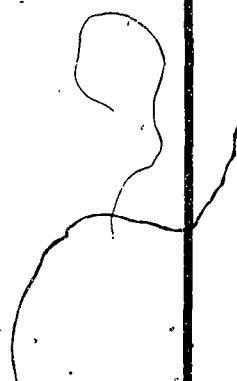
ABOUT ME

MODULE B: MY WELL BEING

UNIT AND TITLE	REF MATERIALS	COMMERCIAL MATERIALS
UNIT 1: My Physical Health		<ul style="list-style-type: none"> ● Study Lessons in General Science Unit 3: Taking Care of Ourselves (Follett)
UNIT 2: My Mental Health		<ul style="list-style-type: none"> ● About Mental Health (Scriptographic)
UNIT 3: My Education		<ul style="list-style-type: none"> ● How to Study (Scriptographic)
UNIT 4: My Leisure and Recreation	<ul style="list-style-type: none"> ● Bulletin 1B40 ● Bulletin 1B41 	
UNIT 5: Maturing and Growing Old Gracefully		<ul style="list-style-type: none"> ● The Business of Maturing Circular 603 (Univ. of Wisconsin College of Ag.) ● Preparing for the Added Years (same as above) ● Your Best Years (Scriptographic)

ABOUT ME.

MODULE C: BECOMING A BETTER PERSON

UNIT AND TITLE	RFD MATERIALS	COMMERCIAL MATERIALS
UNIT 1: I Am Changing: How Change Affects Me	<ul style="list-style-type: none">• Bulletin 1C10: Change is a Constant Thing• Bulletin 1C12: Change that Happens to You• Bulletin 1C13: How Change in Society Can Affect You	
UNIT 2: I Am A Person: Dignity, Integrity	<ul style="list-style-type: none">• Bulletin 1C20 I Am A Person• Bulletin 1C21 Dignity• Bulletin 1C22 Integrity	
UNIT 3: Motivation: Self-Direction	<ul style="list-style-type: none">• Bulletin 1C30: Wants and Needs: Knowing the Problem• Bulletin 1C31: Goals: A Plan to Move Ahead• Bulletin 1C32: Motivation: The Will to Move Ahead• Bulletin 1C33: Self-Direction: Knowing What to do, and Doing it.	
UNIT 4: I Can Make Things Change	<ul style="list-style-type: none">• Bulletin 1C40: An Awareness for Change• Bulletin- 1C41: How You Can Change Things About Yourself• Bulletin 1C42: How You Can Change Things Around You	

ABOUT ME AND OTHERS
MODULE A: MY FAMILY

UNIT AND TITLE	RFD MATERIALS	COMMERCIAL MATERIALS
UNIT 1; Home is For Family Living	<ul style="list-style-type: none"> • Bulletin 2A10 The Family • Bulletin 2A11 Your Family and How it Changes 	
UNIT 2: Getting Along With One's Marriage Partner	<ul style="list-style-type: none"> • Bulletin 2A20: Introduction Getting Along with Your Marriage Partner • Bulletin 2A21: What Happens to Some Marriages • Bulletin 2A22: Getting along - Some Problems in Marriage 	<ul style="list-style-type: none"> • Looking Toward Marriage, #535 (Univ. of Wis. Coop. Ext.) • What Makes A Marriage Happy #290 • Building Your Marriage #113 • Saving Your Marriage #213 (Public Affairs Pamphlet)
UNIT 3: Understanding Feeling of Family Members	<ul style="list-style-type: none"> • Bulletin 2A30: Introduction: Understanding Feelings of Family Members • Bulletin 2A31: Understanding Feelings of Pre- school Children • Bulletin 2A32 Understanding Feelings of Grade School Children • Bulletin 2A33 Understanding feel- ings of Teenagers • Bulletin 2A34 Understanding Feel- ings of Married Children and older Family Members 	<ul style="list-style-type: none"> • Understanding for Youth and Adults Circular HE-55 (Auburn Coop. Ext.) • Talking It over at Home # 410 (Public Affairs Pamphlet) • Tension and How to Master It #305 (PAP) • Mental Health in Family Affairs (UW Extension)

UNIT AND TITLE	RFD MATERIALS	COMMERCIAL MATERIALS
UNIT 4: Guiding Children and Building Character	<ul style="list-style-type: none"> ● Bulletin 2A40 Introduction: Guiding Children & Building Character ● Bulletin 2A41 Helping Children Believe and Feel Secure ● Bulletin 2A42 Helping Children Solve Problems ● Bulletin 2A43 Conflicts Between Children and Parents 	<ul style="list-style-type: none"> ● Understanding Children 1 to 6, Circular 645 ● A Look At Children, 6 to 12, # 509 (Univ. of Wisconsin Coop. Ext.) ● The In-Between Years Circular HE-54 (Auburn Coop. Ext.) ● Adolescence, Circular HE-103 (Auburn Coop. Ext.) ● Adults Help Youth Face The Future, Cir.631 (Univ. of Wis. Coop. Ext.) ● Enjoying Your Child, Ages 1, 2, and 3 (Public Affairs Pamphlets # 141) ● 3 to 6 Your Child Starts to School (Public Affairs Pamphlets # 163) ● Understanding Your Child 6 to 12 (Public Affairs Pamphlets #144) ● Coming of Age: Problems of Teenagers (Pub. Affairs Pamphlets # 234) ● How to Teach Your Child About Work (PAP) # 216 ● Courtesy Costs Nothing (Scriptographic)
UNIT 5: Family Good Times	<ul style="list-style-type: none"> ● Bulletin 2A50 Introduction: Family Fun 	<ul style="list-style-type: none"> ● Play and Play Materials, Circular #556 (U.W. Coop. Ext.)

ABOUT ME AND OTHERS

MODULE B: COMMUNICATING WITH OTHERS

UNIT AND TITLE	RFD MATERIALS	COMMERCIAL MATERIALS
UNIT 1: My Friends		<ul style="list-style-type: none"> • Your Child's Friends # 285 (Public Affairs Pamph.)
UNIT 2: My Neighbors	(in preparation)	
UNIT 3: The Art of Listening		<ul style="list-style-type: none"> • What Can You Do About Quarreling # 369 (Public Affairs Pamph.)
UNIT 4: Respecting Other Peoples Ideas and Beliefs.	<ul style="list-style-type: none"> • Bulletin 2B41 A Person's Right to His Own Beliefs and Ideas 	

ABOUT ME AND OTHERS

MODULE C: WORKING WITH OTHER PEOPLE

UNIT AND TITLE	REF MATERIALS	COMMERCIAL MATERIALS
UNIT 1: People I Deal With For Services	(in preparation)	
UNIT 2: People I Work With on the Job	(in preparation)	
UNIT 3: People I Work For	(in preparation)	

ABOUT ME AND MY MONEY

PART I: ABOUT MY HOME

MODULE A: MANAGING MY FAMILY'S MONEY

UNIT AND TITLE	RFD MATERIALS	COMMERCIAL MATERIALS
UNIT 1: My Income		<ul style="list-style-type: none"> ● Paycheck Accent/Jobs # 2025 (Follett)
UNIT 2: Family Spending Plan		<ul style="list-style-type: none"> ● A Guide for Budgeting For the Family Bulletin, H & G #108 (USDA) ● Helping People Budget # 5 CCS (BAND) ● Mind Your Money When You Spend #1 (Money Management Inst.)
UNIT 3: Using My Credit Wisely		<ul style="list-style-type: none"> ● Mind Your Money When You Use Credit # 3 (Money Management Inst.) ● What Is Credit HE 57 (Auburn) ● Should You Use Credit HE - 58 (Auburn) ● Reasons For & Against Credit HE - 59 (Auburn) ● Do's & Don'ts of Credit, HE - 60 (Auburn) ● Your Contract When Using Credit HE - 61 (Auburn) ● How To Figure Dollar Cost of Credit, HE - 63 (Auburn Coop. Ext.) ● How To Figure the True Annual Rate, HE - 64 (Auburn Coop. Ext.)

UNIT AND TITLE	RFD MATERIALS	COMMERCIAL MATERIALS
UNIT 3: Using My Credit Wisely (continued)		<ul style="list-style-type: none">• When You Use Credit For the Family (USDA) Div. of H.E., Fed. Ext.
UNIT 4: Family Security Plan		<ul style="list-style-type: none">• Social Security, Personal Insurance & Pensions, Series #5<ul style="list-style-type: none">#1 - Intro. to Family Financial Security#2 - Social Security & Life Insurance#3 - Disabled Income Protection#4 - Health Insurance Protection#5 - Retirement Income (New Readers Press)• You and Your Life Insurance, Circ. #8 (U.W. Coop. Ext.)• Will and Probate, CCS #12 (BAND)

The agency was asked three questions:

1. Did Action Line identify the problem accurately?
2. Was your agency able to provide the service requested by the caller?
3. Are there any ways Action Line can improve its service?

Of the 240 follow-ups, 66 per cent of both the callers and the agencies responded. Eighty-nine per cent of the responding callers stated that the referral agency did contact them, and 82 per cent said they were satisfied with the services they received. Ninety-two per cent of the responses from agencies stated that Action Line identified the problem accurately, and 84 per cent stated the agency was able to provide the services requested.

Only six suggestions for the improvement of services were made by the responding agencies. Five cited minor difficulties faced in responding to the problems referred to them, and the sixth suggested that RFD enclose a preaddressed envelope with the follow-up form.

Two debriefing sessions for Action Line staff were held in late May. General comments from the staff clearly indicated a very high level of personal satisfaction with the experience as a form of voluntary community service. Most members of the Action Line staff had previous experience as volunteers, and all agreed that Action Line was the most gratifying. They reported that handling personal problems directly and immediately

gave them a feeling of having been useful to others, and that their usefulness derived from the fact that they were an anonymous but friendly voice on the "other end" of the phone. There was considerable feeling that their task could be greatly simplified and efficiency increased if much of the paper work could be eliminated. This is unquestionably true. In any replication of the Action Line component of RFD where data-gathering is of less importance than it was to this field test, much of the paper work should be eliminated.

ACTION LINE PROCEDURES

The primary task of the Action Line staff is to get the required information from the Action Line caller onto the Action Line form. Anything else that needs to be done can be done at a time when Action Line staff members are not busy on the telephone.

Requests for assistance or materials will be received by Action Line by phone or mail. Action Line staff will complete the Action Line form. If the request is for more than one specific service or more than one problem or question is posed, a separate Action Line form will be prepared for each. The Action Line form may be hand written or typed.

If the request is for RFD bulletins:

Fill out and initial the Action Line form and write Home Study in the space for the referral. Separate the three parts of the form, retain the white copy and write the word 'none' in the follow-up box. The blue and yellow copies go to the home study teacher.

If the request is for a referral service:

Fill in the information on the Action Line form about the caller and his request. Initial the upper right hand corner. When time permits, use the index of community resources to locate the referral agency. Fill in the name and address of the referral agency in the appropriate space, after you have ascertained by a call to the referral agency that they will accept the referral. As time permits prepare the follow up questionnaire for the referral agency and an outgoing envelope and a return envelope. Separate the Action line form retaining the white copy. Prepare an envelope to mail the confirmation copy to the referral agency and the confirmation copy to the caller. This should be done the same day the call is received and mailed immediately. The white copy of the Action Line form along with the follow up questionnaire and envelopes for both the referral agency and the caller should be filed in the chronological file for the date two weeks following the date the call was received. Each day as time permits, the Action Line staff should remove and mail the follow up questionnaire for that particular date of the month.

If the request is for information that is easily obtained from the RFD staff or an outside agency, the Action Line staff may call the caller back and give him the information. The note "Handled by phone" should be made on the Action Line form and the blue and yellow copies destroyed.

If the request comes in by mail on the Action Line copy (white) of the RFD materials order form this copy can, in any case not requiring actual referral and follow up, be used in lieu of an Action Line form. The disposition "handled by phone" should be noted on the form along with the Action Line staff member's initials. If a referral is necessary the Action Line form should be prepared and the white copy of the materials order form should be stapled to the white copy of the Action Line form.

If the request is for general information about RFD, the referral to be noted on the form will be "RFD staff" and the form should be placed on Mr. Amanna's desk. If any questions arise which are not covered by normal procedures they should be raised with one of the project staff members.

RFD, WHA-TV University of Wisconsin Extension
3313 University Ave., Madison, Wisconsin 53705

ACTION LINE REFERRALS

Action Line operated as a problem solving and information dissemination service in conjunction with the other program components of RFD; television, home study and home visitation. RFD was field tested during a five month period beginning January 4, 1971.

Action Line consisted of a toll free inward dialing telephone system covering the entire state of Wisconsin. Staffed by volunteers provided by Church Women United during the normal working days, it was monitored by recorders evenings and on weekends. 85% of the 1,650 calls received during the field test were requests for information or RFD Content Center materials which the Action Line staff was able to provide directly to the caller. 240 calls were of sufficient complexity that they necessitated direct contact between an agency outside of RFD and the caller.

The following is a tabulation of the Action Line calls which were referred to other agencies. The tabulation is organized into 29 categories according to the substance of the problem posed by the caller. The referral agencies are the agencies to which each problem was actually referred. There is no intent here to imply that the agencies cited are in each case the most appropriate but only that (1) in the judgment of the volunteer staff the problem seemed to fall within the purview of the agency and (2) the agency cited indicated to the Action Line staff member a willingness to assume the responsibility for assistance to the caller.

Follow up with both callers and agencies indicated a high level of satisfaction with the service. 66% of the callers and a like percentage of the agencies responded to follow up questionnaires. 82% of the caller respondents indicated they received the services they had requested and 84% of the agency respondents indicated that they felt that they had provided the services requested.

The following tabulation has been prepared primarily to provide others who would undertake a service similar to RFD's Action Line with an overview of the problems they may anticipate encountering. Obviously, differences in stated objectives and the public image of the sponsoring institution as well as the substance of the promotional effort will substantially influence the kinds of problems one may expect to receive.



ADOPTION SERVICES

Wants to adopt 5-6 year old child

Wis. Dept. of Health & Family Services

Who to contact to adopt child

Wisconsin Dept. Health & Social Services

Adoption procedures especially children of other nationalities

Wis. Dept. Health & Social Services, Div. of Family Services

ANTIQUES

Picture appraisal

Univ. of Wis. Art Center

Names of dealers to sell organ

Bruce's Treasure Shop

How to value antiques

Barn Swap Shop

Value of 1922 radio

State Historical Society

Where to sell glass jars, stone crocks

Extension Home Agent

Has glass jars (Cir. 1908) & stone crocks to sell

Extension Home Agent

Sell (or buy) old glass bottles

Buy & Sell Shop

Value of horse collar

Barn Swap Shop

Sell old glass ware

Buy & Sell Shop

AUTOMOBILES

Change of names on auto title.

Wis. Motor Vehicle Dept.

Why increase in car license fees?

Wis. Dept. of Transportation

Auto accident insurance claim

All State Insurance Co.

Why is car license fee being raised?

Wis. Motor Vehicle Div.

Where to buy Army surplus jeeps

Wis. Chamber of Commerce

Increase in motorcycle and automobile fees

Wis. Motor Vehicle Dept.

Fuel consumption

Ripp Motor Service

COMMUNITY ORGANIZATIONS

Air pollution measurement

Environmental Hot Line

Information on World Industrial Outreach

Ted Landon, Mineral Point

Awards for handicapped persons

Easter Seal Society

Address of German consulate in Chicago

German consulate, Chicago

Time of daily service at Beth El Temple

Rabbi Swarsensky

Time of daily service at Beth Israel Center

Rabbi Zinelling

Information on Future Farmers of America

Wis. Dept. of Public Instruction

Programs to sponsor low-cost trip to Germany

Intl. Fellowship Youth Exchange

Why no obituaries of blacks? Where buried?

Obit. Notice Editor (Madison) Capital Times

Address of ACLU

Wis. ACLU

How can one help solve drug abuse problem

Drug Info Center

What pollution problems should children 11-13 years become involved in

Madison Public Schools

Wants to do volunteer work

Volunteer Service Bureau

Wants charities to stop soliciting him

City Attorney

FFA

High School Ag Teacher

Is there a motel in Madison operated by black management

Afro-American Center

CONSUMER PROBLEMS

How to make ballpoint pen (full of ink) write

Shaver & Pen Shop

Dissatisfied with photography service

District Attorney

Differences in county services, tax rates

Wisconsin Dells, Wis. City Clerk

Lead poisoning from Japanese stone dishes

Univ. of Wis. Art Dept.



CONSUMER PROBLEMS (continued)

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Get deposit back on cancelled drapery order

Consumer Protection

Magazine subscription plan will not allow cancellation

Consumer Fraud

How much does "UL" label mean for quality

Prof. Brooks, Univ. of Wis. Ag. Eng. Dept.

Refusal by store of cash refund

Chamber of Commerce

Guaranteed light bulbs burn out too soon

Madison Gas & Electric Co.

Mail-ordered dresses not received

Consumer Protection

Spencer Gifts Contest - never receives large prizes

Consumer Protection

What detergents safe

Wis. Dept. of Nat. Resources

Fees for new phone

Phone Co.

How to buy clothing

Extension Home Agent

Reliability of Animal Protection Institute

Assist. Attorney General

Insurance claim on roof damaged by wind

Insurance Commissioner

Laws re: flammability of foam rubber

Extension Home Agent

Wants address of auto part manufacturer to register complaint

Globe Union, Inc.

What toilet tissues have no dyes

Dr. Eliz. McGoy, Prof., Univ. of Wis. Bacteriol.

False "savings" advertised

Consumer Protection

Prize for selling cards not received

Div. of Consumer Protection

Legality of "Pyramid" selling

Consumer Protection

Non-polluting cleaners for walls & windows

Univ. of Wis. - Extension Home Ec.

CONSUMER PROBLEMS (continued)

Late fee assessed on delayed payment

Utilities Comm.

Mattress replacement

Madison Consumer League

Reliability of certain insurance company

State Ins. Commission

Receives unwanted records

Div. of Consumer Protection

Ordered merchandise not received, cancelled check

Dept. of Justice

Money back on merchandise not delivered - company bankrupt

Attorney General, Ohio

Obligated to pay for material allegedly "free"?
Cancellation period after signing for offer?

Attorney General office

Help in obtaining refund on products ordered

Div. of Consumer Protection

Radiation from color TV?

WHA engineer (Univ. of Wis.)

Will Fels Naptha pollute the soil?

Univ. of Wis. Home Ec Dept.

Does #27 on orange crate mean 27 in the crate?

A. J. Sweet & Company
wholesale fruit

Have cancelled checks for warmer trays - no reply to letters

Div. of Consumer Protection

Refuses to pay for stereo which doesn't work

Div. of Consumer Protection

Prices at stores with/without trading stamps

Madison Consumer League

Rating of phosphate-free detergent & how much to use

Wis. Dept. of Natural Resources

Health food order prepaid, not rec'd.

Consumer Protection
Dept. of Justice

Permit req. for door-to-door salesman

County Clerk

Asked to send money to claim prize trip - was it on the level.

Arlans Dept. Store



CONSUMER PROBLEMS (continued)

Wisconsin consumer guide-book?

Consumer Protection
Justice Department

Address of Crosby Enterprises, Inc.

Madison Public Library

Complaint on fur jacket

Consumer Protection
Dept. of Justice

Where to buy cedar paper?

Extension Home Agent

Telephone does not work during ice storm. Phone company has not corrected it.

United Telephone Company

Complaint about purchase of a banjo

Consumer Protection
Dept. Justice

How to recognize the date of canned & processed foods by code on can or package

Dane. Co. Consumer's League

Where one can purchase duck or goose eggs

University of Wisconsin
Poultry Research

Information on misleading packaging and advertising practices

Wis. Consumer Protection
Dept. Justice

Reputation of merchant

Chamber of Commerce

Return of money

Attorney General

EDUCATION

Promoting Hungarian literature

Univ. of Wis. Ref. Librarian

Helping child with reading, math, science, writing

Iowa-Grant Schools
Curriculum Dir.

Sex education for 8-10 year olds

Dr. Abramovitz, Wis. State
Office Building

Kindergarten for 4 year old? Size of elementary classes?

Dept. of Public Instruction

Accreditation of airline training schools

Morey Airplane Company

What kindergartener must know to enter 1st grade

Board of Education

Laid-off worker wants drafting training

Div. of Vocational Rehabilitation



EDUCATION (continued)

Would like to take drafting course; needs financial help	Vocational Rehabilitation
Information about the free Thoreau School	Madison Public Schools
Home study	Wis. Dept. of Public Instruction
Student loans	Univ. of Wisconsin Student Financial Aids
Scholarships	U.W. Student Financial Aids
Would like to get high school diploma	Madison Area Technical School
Roberts Rules of order	League of Women Voters
How can a mother get financial help to go to college while raising a family	Student Services, Fennimore Area Technical College
Where are out of town newspapers available	Madison Public Library
Where is the Madison School Forest?	Madison Public Schools

EMPLOYMENT

Small business loan office closest to Mineral Point	Small Business Administration
What is average wage for odd jobs	Wis. Dept. of Industry, Labor & Human Relations
Employment for housewife	Wis. State Employment Service
Minors working in taverns/night clubs	Div. of Labor Standards
Firing practices	A. Allen, Univ. of Wisconsin Law Building
Minimum pay for farm workers	Wis. Dept. of Industry, Labor & Human Relations
Recourse for rash contacted in factory	Wis. Dept. of Industry, Labor & Human Relations, Workmen's Compensation Division
Information on electrical apprenticeships	Vocational-Technical School
Unhappy with position as Quality Control person	Wis. State Employment Service

EMPLOYMENT (continued)

Needs live-in help when mother incapacitated	Department of Social Services
Training for work in office, etc., qualifications for welfare	Dept. of Social Services
Wants home typing, other work	Wis. State Employment Office
Wage scale for meat cutters	Meat Cutters Local Union
Needs work - exp. in maintenance	Madison Opportunity Center
Needs job. State Employment Service no help	Madison Opportunity Center
Wants janitorial work for husband	Wis. State Employment Service
Job opportunities in water chemistry	Univ. of Wis. Dept. Chemistry
Part-time work for student	Youth Opportunity Center
Job seeking	Wis. State Employment Service
Job seeking (youth)	Youth Opportunity Center

ENTERTAINMENT & RECREATION

String game - "Cat's Cradle" - where originated	Univ. of Wis. Memorial Library
Bike & hiking trails in Southern Wisconsin	Wis. Dept. of Natural Resources
Hours that museums in Chicago are open	Madison Public Library
GI's pay for Bob Hope USO show?	USO - Milwaukee, Wis.
What emergency supplies should one take on a trip to West Coast	Traveler's Aid
What kind of dog on "Petticoat Junction"	Channel 3 TV station
Educational shows for children	Wis. Association for Better Broadcasting
Buddy Ebsen's address	Network address
How to hire "Goose Island Ramblers" for VFW celebration	E.W. Whitford, Cottage Grove, Wis.
Wants words for record of "Little Christmas Tree" - Red Skelton	NBC TV Network

ENTERTAINMENT (continued)
& RECREATION

List of radio stations in area

Madison Public Library

Where to get tickets for State Fair shows

Wis. State Fair Staff

Where to get tickets for Glen Campbell show

Dane County Coliseum

Where can one hire a rock band for teenage dance

J & W Music Enterprises

Address & hours of State Historical Society Museum

State Historical Society

Who will teach children to play chess

City Recreation Dept.

Crafts for the elderly blind

Council for Visually Handicapped

Cassette tapes (Music & general information)

Univ. of Wis. Extension
Independent Study

FAMILY FINANCE

Would like food stamps

Iowa County Welfare Dept.

Entitled to pension for 1 year of teaching

Teacher Retirement Board

Info. on scholarships (Oshkosh)

Student Financial Aid
Oshkosh, Wis.

Information on state tax auditors

Wis. Dept. of Revenue

Home ownership - husband's name or joint

Fred Ridders

Tax information

Wis. Taxpayer's Alliance

Husband died- needs financial assistance

Jefferson Co. Social Services

Why taxes raised?

Green County County Clerk

Info. on incorporation: taxes, etc.

State Bar Association

Needs info. on "worm culture," other money-making projects

L.G. Atkinson, Courthouse
Darlington, Wis.

Needs financial help-in hospital

Dept. of Social Services

Info. on Woodlands tax

County Clerk

Why some camper trailers taxed, others not

County Treasurer

FAMILY FINANCE (continued)

- How to sign up for Medicare. SSA (Social Security Admin.)
- Info. on Homestead Act, Medicare Wis. Dept. of Revenue
- Taxes on military pay; part-time work U.S. Internal Revenue Service
- Approx. budget for family of 7, on \$200. per month Extension Home Agent
- Inheritance taxes on joint checking account Wis. Tax Division
- Homestead Tax relief info. Wis. Dept. of Revenue
- Employer failed to provide W2 for State Income tax return Wis. Dept. of Revenue
- Do percentages of population on welfare figures include the unemployed Wis. Dept. of Soc. Services
- Does employer pay 1/2 of social security and all of unemployment insurance SSA
- Assistance (financial) in obtaining artificial limb Dane Co. Dept. Soc. Services
- Help for handicapped Wis. Div. Voc. Rehabilitation
- Why do nursing homes not have Medicare plan Dane Co. Assoc. of Nursing Homes
- How much should a family of 10 spend for food Univ. of Wis. Home Ec Dept.
- Why does wife not get Social Security credit for farm work when she does 1/2 the work SSA
- Help for unmarried mother Extension Home Agent
- State Income Tax State Revenue Div.
- Savings & Investments State Savings & Loan Dept.
- "Money-off" coupons Attorney General
- Social Security SSA
- Federal Income tax Internal Revenue Service
- Budgeting Extension Home Agent
- Legal interest charges Banking Commissioner



FAMILY FINANCE (continued)

Can ex wife collect on farmer husband's social security	SSA
Unemployment insurance benefits	Dept. Industry, Labor & Human Rel.
Address of IRS	Internal Revenue Service
Health Insurance benefits	Blue Cross
Homestead exemptions for state income tax	County Clerk
Rebate on property taxes for one over 65	County Clerk
Financial aid for PhD in chemistry Univ. of Wis.	Student Financial Ai
How much does University retirement pay each month	Univ. of Wis. Business office Retirement & Soc. Security Div.
Widow with 3 children asks if she should make a will	Dane Co. Bar Association
How much more does it cost to heat a house (by oil) at 72° compared to 70°	Madison Gas & Electric
Where is the best place to invest money for my mother	Univ. of Wis. Women's Estate Planning Seminar
Has W-2 form from employer but he refuses to reveal how much is withheld for insurance & S.S.	Wis. Department Revenue
Was property taxed properly after being subdivided	Tax Assessor
Does not have W-2 form for state taxes	Wis. Dept. of Revenue
Financial and nutritional help for a family	Extension Home Agent

FARMING

Sheep have piles	Vet. Science Dept.
"Good" days for destroying weeds	L.G. Holm, U.W. Hort. Dept.
How to start farming-turned down by FHA for loan	Extension Home Agent
Date ground worms "from underneath"	Dept. of Agriculture

FARMING

Price of apple trees cut by mistake Dane Co. Hort. Agent

Farms lost to highways, & non-farm uses Agricultural Agent

Pine trees for farm planting County Agent

Why are farm purchases at some stores taxed and at other stores not Wis. Revenue Dept. Sales & Tax Division

Is proposed 2% write off on milk constitutional Wis. Dept. of Justice

Information on diseases of livestock Ag. Agent

Info. on milk advertising & promotion program for milk producers Farm Bureau Federation

Bulletins on farming Ag Agent

FOODS

How to oven-fry turkey Extension Home Agent

Rolling pie crust so it doesn't fall apart Extension Home Agent

Cause of "skin" on gelatin

Cholesterol diets Univ. of Wis. Hospitals, Dietician

Safe to eat tuna, etc. because of mercury content? Wis. Environmental Health

Kind of milk most nutritious? Extension Home Agent

Staples which keep over winter in summer home Extension Home Agent

Can cream cheese be frozen Extension Home Agent

Recipe for German cheese Extension Home Agent

Recipes for oil of peppermint, oil of lemon Food Science Dept.

How to make yogurt Home Economist, Madison Gas & Electric Company

Reducing diets Univ. of Wis. Home Ec. Ext. Dept.

Where to get gluten free bread, crackers, etc. Extension Home Agent

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FOODS: (continued)

Inexpensive school lunches	Dept. of Public Instruction School Lunch Program
Can you freeze cheddar cheese	Extension Home Agent
Seafood-buying & cooking - low calorie dishes - margarine - recipes for apples, yogurt, tenderloin	Extension Home Agent
Heart Association diet	Wis. Heart Assoc.
Cooking rice	Extension Home Agent
Recipes for diabetic	Univ. Hospitals, Nutrition clinic
Amount of water in fruit drinks	Home Ec. Extension, U.W.
Recipes to use surplus commodities	County Social Services
Detergent added to make bread rise?	Gardner Baking Company
Power loss during home canning - what safe procedure	Extension Home Agent
Baking; vitamin chemistry	Extension Home Agent
Homemade sauerkraut recipe	Extension Home Agent
Preparation of onions to avoid causing gastritis	Univ. of Wis. Hospital, Nutritionist
Why red color of cooked meatloaf?	Univ. of Wis. Food Specialist
Uses (recipes) for elderberry juice	Extension Home Agent
DDT in animal livers	Drs. Potter, Miller
License for decorated cakes	Wis. Div. of Health, Hotels, Restaurants
Whiskey - good for ulcers? Curdles milk?	Extension Home Agent
Why aren't commercial food preservatives available to consumers?	Extension Home Agent
Old-time recipes	Extension Home Agent
Recipes for cookies and bars (not rolled)	Extension Home Agent

FOODS (continued)

Where to buy oleo without additional chemicals	Extension Home Agent
Wants weight loss diet for after baby	Wis. State Dept. of Health Nutrition Serv.
Where can one buy oleo without artificial chemicals in it	Health Food Store
Recipe for cookies and bars that do not need to be rolled	Extension Home Agent
Where to buy organic foods & meats	Madison Health Food Store
Why does meringue on cream pie have a watery crust	Extension Home Agent
Why are my scalloped potatoes watery	Extension Home Agent
Recipe for rock candy	Madison Gas & Electric Company
Latest info. about freezing food	Extension Home Agent
How to make wine out of fruit juices	Extension Home Agent
Is "Pam" spray safe?	Univ. of Wis. Home Ec.
Recipes for working woman living alone	Extension Home Agent
Diabetic recipes	U.W. Home Econ.
Recipe book on cooking with honey.	Extension Home Agent
Foods for ulcer diet	Univ. of Wis. Hospitals, Head Dietician
Can whole wheat flour be substituted for white flour in recipes	Univ. of Wis. Home Economics
Selecting the most suitable rolling pin	Extension Home Agent
How to roast a 100 lb. pig in an outdoor pit	Madison Area Technical School
Why is corned beef so expensive	Extension Home Agent
Foods for bland diet	U.W. Medical Center Food Services
Is <u>Let's Cook It Right</u> , by Adele Davis, 1970 Ed. out of date	Extension Home Agent

FOODS (continued)

Menu planning for large groups	Extension Home Agent
Recipes (cheese)	Univ. of Wis: Food Service
Recipe (baking)	Madison Gas & Electric Co.
Recipes (bread)	Extension Home Agent
Meal planning	Extension Home Agent
Food dangers	State Food & Drug
Evening snacks for children	Extension Home Agent
Recipes (candy)	Extension Home Agent
Menus for aged	Extension Home Agent

GARDENING

Pruning shade trees	Ag. Agent
Types of trees to attract birds	Ag Agent
Pruning fruit trees	Univ. of Wis. Hort. Dept.
Correct way to dry gourds	Dane Co. Ag. Agent
Lilacs not blooming	Univ. of Wis. Hort. Dept.
Care of rose tree	Ag Agent
Gardenia leaves turning color	Walker Greenhouse
Info. on mushroom growing	County Extension Office
Info. on planting, hulling sunflowers	Univ. of Wis. Agronomy Dept.
Grass, other ground cover for shady area	Ag Agent
Herb gardens	Univ. of Wis. Horticulture Dept.
Seed pods on maple tree	Ag Agent
Getting rid of horseradish	Ag Agent
Keep pods from forming on honey locust tree	Univ. of Wis. Horticulture Dept.
Where to buy organic fertilizer	Olds Garden Center
How to propagate African violets-geraniums	Johannsen Garden Center

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GARDENING (continued)

- At what temperature and for how long do you heat soil to sterilize it. Ag Agent
- How to trim evergreens Ag Agent
- What shade, fruit, nut and ornamental trees & shrubs can be grown in this area Ag Agent
- How to get trees from Dept. of Natural Resources Ag Agent
- Fertilizing small trees Ag Agent
- Wants to rent 1/4 acre garden space Private renter
- How to get motor oil out of the ground Univ. of Wis. Dept. Soils
- Fire blight on tulips Ag Agent
- Herbicides for weed control in perennial beds Ag Agent
- Identification and control of weeds Ag Agent
- Asparagus culture Ag Agent
- Growing herb gardens Ag Agent
- Organic gardening Ag Agent
- Harvesting garden crops Univ. of Wis. Dept. of Horticulture
- Growing crops Ag Agent
- Flowers, trees & shrubs Ag Agent
- Food raising Ag Agent
- Bird feed Livestock feed store

HEALTH SERVICES

- Where can drugs be tested to determine contents Drug Abuse Center
- What is hair spray doing to ones respiratory system Poison Info. Center
- Allergic to dacron & polyesters Extension Home Agent
- Where to buy clothes without permanent press

HEALTH SERVICES (continued)

How can a small town get a physician to open practice	Univ. of Wis. Medical School Public Info. Center
Well water tested by state but no explanation of danger level of nitrate concentration	State Dept. of Health
Help 10 year old child with speech difficulties	Univ. of Wis. Communicative Disorders Dept.
Information on heart disease	Wis. Heart Association
Purchase of pharmaceuticals	Univ. of Wis. Dept. Medicine
Diets	Dept. Dietetics, Univ. of Wis. School of Medicine
Hospital Accreditation	State Dept. of Health
Diet to lose weight after childbirth	Wis. Dept. of Health, Nutrition Section
How to live with alcoholic	Alcoholic Inf. & Ref.
Test for drug contents	Drug Abuse Center
How to relate to deaf & dumb	Div. of Handicapped Children
Time and phone of arthritic clinic at coliseum	County Health Department
Info. on baby care, infant illnesses	Div. of Health & Maternal care
Pinworm in children	Dr. Tenney & Stanley Pharmacy
Services for hard-of-hearing	Wis. Dept. of Health & Social Services
Has problem sleeping	Madison Public Health Dept.
Medical care, company for elderly father	Social Security Admin.
Info. on blood bank	American Red Cross
Blue Bus	Blue Bus Clinic
Is mono related to venereal disease?	Univ. of Wis. Hospitals
No "Heart Sunday" report received	Heart Sunday office
Info. on alcoholism	Alcoholism info. & Ref. Center
Hearing Aid Company valid?	Dane County Med. Assistance



HISTORICAL INFORMATION

Snow levels (average) in various Wisconsin areas

State Climatology Dept.

Local History

State Historical Society

Historical sites in Wisconsin

State Historical Society

History of ships lost in Bermuda triangle

Univ. of Wis. Memorial Library

Misc. Wisconsin history

State Historical Society

Ships lost in Bermuda Triangle

Memorial Library

Story of eagle "Old Abe"

State Historical Society

HOME APPLIANCES

Refrigerator-freezer broken

Homemakers Appliance Company

G.E. wrinkle remover sputters and squirts

Madison Gas & Electric Co. Home economist

Hose for Filter Queen vacuum cleaner

Bill's Sewing Center

Attachment to raise quality of TV reception

TV Service Company

Washing machine (use)

Extension Home Agent

Teflon cookware a health hazard?

Extension Home Agent

HOME CRAFTS

Cleaning brass altar pieces & candlesticks

Northern Plating Company

Info. on upholstering

Extension Home Agent

Where can wool be carded

Great Lakes Wool Cooperative

Where can wool be cleaned & carded

Badger Carding Mill

Re-upholstering and slipcover making

Extension Home Agent

Learning to sew

Extension Home Agent

Crafts and supplies for pre-school children

Extension Home Agent

Recipe for glue - using milk and vinegar.

Madison Public Library

HOME CRAFTS (continued)

- Remodeling a room Vocational Technical School
- Remodeling a garage to a room Chase Lumber Company
- Where to buy "TacIt." Julie Ann Fabrics Store
- Weed and seed pod crafts Madison Public Library
- Quilting Homecrafters (Craft shop)
- Woodworking Madison Public Library
- How to sew vinyl coat material Univ. of Wis. Home Economics
- Where to send wool for carding Lucas Woolen Carding Mill
- Rug weaving Extension Home Agent
- How to get further art instruction. Madison Art Center
- Have wood handle replaced on knife Owen Wood Products Co.
- Tinning copper utensils Plating Company
- Publishing music ASCAP

HOME DECORATIONS

- Home decorating color schemes Extension Home Agent
- Supplies for re-upholstering Extension Home Agent
- Where wholesale picture frames are available Meuer Art & Madison Art. Assoc.
- How to select carpeting Extension Home Agent
- Refinishing furniture Extension Home Agent
- Furnishings Extension Home Agent
- Walls Extension Home Agent
- Upholstering Extension Home Agent

HOME MAINTENANCE

- Keeping blankets from pilling Extension Home Agent
- Removing candle wax from vinyl table
- How does one get rid of perspiration odor & stain Univ. of Wis. Home Ec.

HOME MAINTENANCE

How to clean electric range burners

Madison Gas & Electric Co. Home Service

What should one use for scouring and drain cleaning that will not pollute lakes

Univ. of Wis. Home Economics

How to get "Tang" stain out of beige wool rug

Univ. of Wis. Home Economics

What can be done with clothes that should be washed in cold water and our water softener only softens the hot water

Extension Home Agent

Should one put an asphalt surface over a concrete driveway

Univ. of Wis. - Engineering

Removing finger paint from clothing

Madison Gas & Electric Co. Home Service Dept.

Rental of tools

Tool Rental Company

Cleaning solutions

Extension Home Agent

Care of cooking utensils

Extension Home Agent

Cleaning (refrigerator)

Extension Home Agent

Clean tar out of carpet

Cushman Karpet Kare Company

How to clean deer skin gloves

Extension Home Agent

Changing water drainage

Extension Home Agent

How to make wallpaper stick

Padgham Paint Company

Types of waxes for different purposes

Extension Home Agent

Glue to mend glass vase

Extension Home Agent

Information on repairing old refrigerator

Madison Gas & electric Co.

Home fire warning systems - reliability

Madison Fire Department

How to remove paint from metal dinner bell

Klein Dickert Company

Detergents, bleaches for well water use

Univ. of Wis., Home Ec. Dept.

Septic tanks and drains

Univ. of Wis. Bacteriology Dept.

HOME MAINTENANCE

Safe to remove ice from roof with ice melt?

Gloss-All Company

Adding humidity in home

Research Products Corp.

Central vacuum systems

Univ. of Wis., Home Ec. Dept.

Waterproofing basement

Univ. of Wis. Ext. Ag. Engineer

How to get varnish out of bonded crepe

Extension Home Agent

Insulation

Univ. of Wis. Ext. Engineering

Mildew odor in magazines and furniture

Extension Home Agent

Patching holes in asphalt

Univ. of Wis. Bldgs. & Grounds Dept.

Removing rust from metal screen
Absorb gas from asphalt

Univ. of Wis. Home Ec Extension

Uses for plastic bottles, containers - What to look for in buying pots/pans

Extension Home Agent

Fry pan sticking
What to look for when purchasing knives

Extension Home Agent

Westinghouse washer needs repair

Extension Home Agent

Prevent spotting of stainless steel flatware

Madison Gas & Electric Co.

Inside window condensation problems

Univ. of Wis. Agric. Eng.

Who can install lock on sliding door

Marling Lumber Company

What glazed finishes are safe

Univ. of Wis. Art Dept.

Heating home in power loss

Madison Gas & Electric Co.

Cement for vinyl tiles coming off

Lee's Floor & Wall Tile Co.

Use of mobile home on farm property

Town Chairman, Cottage Grove, Wis.

Use of disinfectants in septic tank

Univ. of Wis. Bacteriology Dept.

Septic tank laws

Univ. of Wis. Dir. of Water Res.



HOME MAINTENANCE

Care of marbled top tables

Frautschi Furniture Company

How to remove floor wax stain

Extension Home Agent

Removing soot from woodwork, appliances, furniture & rugs

Extension Home Agent

Recipe for home made varnish remover

Forest Products Laboratory

Reason for house making cracking sounds

Forest Products Lab

Recipe for laundry soap

Extension Home Agent

Can pipeline cleaner for dairies be used in dishwasher

Univ. of Wis. Food Science Dept.

Cleaner for vinyl purse

Extension Home Agent

What can be used to replace rubber backing on scatter rugs

Extension Home Agent

How to waterproof a basement

Ag Agent

HOME MANAGEMENT

Home safety (fireproofing)

Fire Department

Room design

Sears Roebuck Company

Physical organization

Extension Home Agent

Utilities (gas)

Madison Gas & Electric Co.

What do you look for in buying land on which to build a home

Board of Realtors

Information on designing own home

Extension Home Agent

Help in plans for new home

Univ. of Wis. Agr. Eng.

Building low-cost rural housing

Univ. of Wis. Ag. Eng.

HOME RENTING

Tenant problems

Madison Tenant Union

Renting w/o first month rent in advance

Madison Chamber of Commerce

What should one look for in renting an apartment

Apartment Owners & Manager's Association

Are apartments subject to state inspection?

City Building Inspector

HOME RENTING

Sidewalks not shoveled of snow by landlord

Landlord

Family of 7 needs place to live

Community Action Commission

Must notice be given by end of month or 1st of month?

Madison Board of Realtors

LEGAL ASSISTANCE

Smoke nuisance from neighbors charcoal grill

Police Department

Law on Wisconsinites participating in contests and redeeming coupons

Wis. Dept. of Justice
Consumer Practices

Legal Interest rates

Dept. of Justice,
Consumer Protection

Laws pertaining to dogs

Dane County Sheriff

Dog was shot by neighbor

Humane Society

Who is liable for accidents on rented property

Community Action Commission
Dane Co. Legal Services

Does the Attorney General or Federal Judge have jurisdiction over closing go go clubs

Monroe Public Library

Is will made in another state valid in Wisconsin?

County Legal Aid

Grievance for being committed to Winnebago Hospital

Legal Aid

How to resume maiden name

Legal Services

Creek as legal property line?

Legal Services

Attorney needed to make a will?

Legal Aid

Estate settlement

Green County Social Services

Info. on obtaining a passport

Passport Office

Illegally kept from knowing of child in foster home

Co. Dept. of Social Services

Free legal assistance in Green County

County Clerk

Should widow with six children make out will?

Univ. of Wis. Dept. Home Mgt.

How to have will made - what is lawyer's minimum fee

Univ. of Wis. Dept. Home Mgt.

LEGAL ASSISTANCE

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Neighbor's dogs come in their yard/Madison Police Department

PERSONAL ADJUSTMENT

Learn to adjust to new environment (rural)	Extension Home Agent
Social activities for 36 year old divorcee with 2 children	Parents Without Partners
Help in making friends	St. John's Lutheran Church
Young girl needs counseling - not with family	Family Service & Rap Center
If shy, how to get involved in community groups	Univ. of Wis. Home Ec Dept.
How do you live with an alcoholic	Dept. of Social Services
What is the importance of lack of material goods on children growing up in large family	Extension Home Agent
Do you feel it is necessary for children to have a father?	Dept. of Social Services Family Services
Pre-marriage planning information.	Dane County Mental Health Lutheran Social Services

PEST CONTROL

Get rid of Japanese water bugs	Univ. of Wis. Hort. Dept.
Can you order lady bugs as pest control?	Univ. of Wis. College of Ag.
Insects on apple tree	Ag. Agent
Ants in home	Ag. Agent
Insects known as "mats"	Ag. Agent
Ants in apartment	Extension Home Agent
Info. on insects in garden	Ag. Agent
Pine diseases	Wis. Dept. of Agriculture
Moles in lawn	Ag. Agent
Moles in yard	Dane County Ag. Agent
Control of centipedes	Univ. of Wis. Entomology Dept.
Tree bark eaten by insects	Univ. of Wis. Horticulture Dept.

PEST CONTROL

How to get rid of ants	Madison Public Library
How to get rid of box elder bugs in the home	Univ. of Wis. Entomology Dept.
How to get rid of bats in the attic	Univ. of Wis. Wildlife Ecology Dept.
Non-chemical	Ag Agent

POLITICAL INFORMATION

Names of State Representatives and Senators	Chief Clerk of Wis. Assembly
Can Legislature overrule a veto by the Governor	Wis. State Legislature
Copies of Constitutions (U.S. & Wis.)	State Historical Society
Change in commitment laws	Attorney General
What ward home is in; where to register to vote	City Clerk
Where to voice opinion re: aid to parochial schools	State Assemblymen
Listing of state representatives and senators	Leg. Reference Bureau

POSTAL SERVICE

Junk mail	Postmaster
Why can they not get mail delivery in their trailer park?	Postmaster
Objects to unidentified "religious" U.S. Post Office mailings	

STREETS AND HIGHWAYS

Weed control on public lands	State Dept. Highways
Street repair	Madison Dept. of Streets
County highway repair	County Commission
Do corner section stones have to be restored	County Surveyor
Who owns the road sides? How many feet from center of road?	Wis. Dept. of Transportation
Street torn up & not repaired	Madison Dept. Streets & Sanitation

STREETS AND HIGHWAYS

Street torn up - not repaired

Dept. of Streets & Sanitation

Streets running exactly N-S; E-W

Street Department

Need yield sign on curve

Dane Co. Traffic Dept.

How to get street fixed

Street Department

"No parking" sign drives away business

City Alderman

TRANSPORTATION

Bus schedules

Trailways Bus Company

Bus schedule

Greyhound Bus Company

Address & schedule of Airline

North Central Airlines

Airline schedule

North Central Airlines

Change bus stop to be more accessible

Traffic Eng. Office

Madison bus schedule.

Madison Bus Company

Round-trip Greyhound fare to Milwaukee; to Chicago

Greyhound Bus Company

Help for children living 4-4 1/2 miles from school

Special Services Officer
Janesville Public Schools

WASTE DISPOSAL

Paper

City of Madison

Newspaper reprocessing collection

Madison Garbage Disposal

Dumping of raw sewage by businesses/Dept. of Natural Resources

Where on the east side of Madison is there a depository for cans and bottles

McKenzie Trash Hauler

Where to take paper boxes and magazines for reprocessing

Forest Products Laboratory

Where in Madison are catalogs and magazines recycled

Madison Sanitation Dept.

Organic solvents

Univ. of Wis. Environmental Institute

Where to take newspapers for recycling

Village of Waunakee

Disposal of old auto parts

Heifetz Scrap Metal Co.

WILDLIFE

Will blue birds nest in the same tree as robins	Univ. of Wis. Dept. of Wildlife Ecology
What wildlife in Dane and Columbia Counties	Univ. of Wis. Arboretum
Information on pollution and conservation of wildlife	Wis. Dept. of Natural Resources
Discouraging birds from nesting in a garage	Univ. of Wis. Dept. of Wildlife Ecology
How to keep racoons and rabbits from eating garden vegetables	Ag Agent
Birds	Univ. of Wis., Naturalist
How to keep sparrows out of bird house for purple martins	Univ. of Wis. Ag. Engineering
Information on raising chinchillas	Marie Roberts, Evansville, Wis.
Would like to plant trees for wild life protection	Univ. of Wis. Wildlife Ecology
Martin birdhouse not used	Univ. of Wis. Wildlife Ecology
Shooting regulations on own land	Wis. Dept. of Natural Resources
Where can he get quail eggs for hatching	Game farm operator
Traps for starlings, sparrows, rabbits	Prof. Robert Ellarson, Russell Lab. Univ. of Wis. Wildlife Ecol.
Free corn to feed wild pheasants?	Wis. Dept. of Natural Resources
Deer habits when hunted	Wis. Dept. of Natural Resources Fish & Game Dept.
Trap to catch animals alive	Humane Society

HOME STUDY

From January 1 through the end of May, the project distributed 9,438 content center units to 1,714 participants. In addition, it distributed 1,512 supplementary materials and 167 sets of content center binders.

All participants who utilized content center materials but were not provided the services of a home visitor were the responsibility of the home study teacher.

The role of the home study teacher was very much a part of the experimental aspects of the project. The basic question to be answered was whether enough could be learned about each participant who was not receiving home visits to make it possible for the home study teacher to effectively meet his learning needs in basic educational and living skills. Furthermore, this information was to be gathered without the use of questionnaires. The reason for choosing a less formal approach was that the use of such instruments is frequently regarded as an impropriety especially by those who are RFD's primary target audience. It is this group for whom information about themselves would be most important to enable the home study teacher to carry out her assignment. It was decided to attempt to gather the information by encouraging continuous communication through phone calls and letters initiated by both the participant and the home study teacher.

Inherent in this approach, of course, is the assumption that the home study teacher would be able to make some assessment of the competencies of the participant directly through that which he overtly reveals about himself and also indirectly through both the style and content of his communications.

This then held certain implications for the competencies which the home study teacher should have. Specifically the following qualifications were sought in candidates for the position:

1. Academic background in language and linguistics preferably at the graduate level.
2. Experience in teaching-learning situations with undereducated adults.
3. Ability to organize work and work independently.

The biographical information of the RFD home study teacher will be found at the end of this section.

The home study component of the project seemed to be reasonably well conceived when the field test began on January 4. The basic concept of the role appeared to be viable and the related systems of record keeping and shipment of materials had been implemented. During the first month experience the home study teacher was so overwhelmed by the unexpected public response that the highly desirable function of assessing learning needs had to be deferred to the more mundane process of screening the numerous requests. Because of the unexpected magnitude of response decisions which were primarily budgetary in nature had to be made on an almost day-to-day basis.

In general, the decisions favored committing funds to materials rather than increasing staff. And even then to a considerable extent material purchases could not keep pace with participant demand. This created severe hardships for the home study teacher who although she saw her responsibilities rather clearly was unable to do much about those aspects which had primacy in relation to the objectives of the home study component of the project. For example, instead of ordering content center materials one unit at a time, large numbers of participants checked every unit on the order form. (A copy of the order form will be found at the end of this section.) This created endless problems for the home study teacher who had to try to decide which unit was most appropriate without the help of the participant identifying his centers of primary interest. The order form proved to be an open invitation for everyone to request all of the content center materials even though an accompanying letter urged more frugal selection.

The home study teacher's evaluation of her effectiveness indicates three weaknesses in the implementation of the design of her role, a design she initially saw as workable. The weaknesses were (1) limited authority in decision making in those areas affecting home study (2) excessive clerical work, and (3) limited time for personal contacts with participants. The first of these weaknesses was directly attributable to the fact that as a research and development project decisions regarding home study had to involve the concerns of other aspects of the project. The second and third weaknesses

were directly the result of the staff's near-cataclysmic under-
estimation of the volume of participation.

Name: Judith H. Inksetter

Address: 1028 Williamson St., Madison, WI, 53703

Age: 29

Marital status: Married, 2 children

Education:

M.A.-Harvard University, Cambridge, Mass. June 1967

Romance Languages

Graduate course work, University of Wisconsin, Madison

1964 to 1969 - History, Portuguese

B.A.-University of Kansas, Lawrence, Kansas, 1964

Major in Spanish, English and Portuguese

Diploma - Wyandotte High School, Kansas City, Kansas,

June, 1960

Experience:

April 1970 to present - United Migrant Opportunities Services, Inc.
Madison, WI - head teacher in charge of adult basic education
program

January 1968 to March 1969 - University of Wisconsin Department
of International Agriculture programs - Madison, WI - technical
assistant tutoring professors and their wives in Portuguese

January 1968 to September 1968 - University of Wisconsin,
Center for International Communications Studies, Madison, WI -
translator of newspaper articles from Spanish and Portuguese
into English

Experience: continued

June 1967 to August 1967 - Harvard University, Department of Romance languages - Cambridge, Mass. Bilingual Secretary and Research assistant

June 1962 to August 1962 - Kansas Life Insurance Company, Kansas City, MO - statistical typist

September 1960 to June 1964 - University of Kansas, Lawrence Kansas - typist and research assistant in Engineering, English and Romance languages

June 1960 to August 1960 - Southwestern Bell Telephone Company Kansas City, Kansas - sales representative

June 1958 - August 1958 - Chalsea Baptist Church, Kansas City Kansas, church secretary

EVALUATION

THE PSYCHOMETRIC LABORATORY

The University of Wisconsin
Madison, Wisconsin

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OVERVIEW

During the second year of RFD, the University of Wisconsin Psychometric Laboratory participated in the initial stages of the evaluation of the program. The evaluation work consisted of two major facets: (1) the development of materials to be used in the controlled experiment, and (2) a number of different attempts to obtain information about the program as the various facets were developed.

The controlled experiment was designed to obtain definitive information about the effects of the home-visitor component of the program. In the design of the evaluation, a strong emphasis was placed on the evaluation of the home-visitor component, because this was the component of the project that had the greatest cost per participant. Fortunately, it was also the component of the project that was possible to control, in the sense of specifying who would receive it and who would not. There is, of course, no reasonable way to control who receives the television broadcasts or the content materials that were advertised. It was, however, possible to design a true experiment for the evaluation of the home-visitor component.

In this experiment, subjects were randomly assigned to a treatment or control group, the treatment group members received home visitors and any other component of RFD that they requested and the control group did not receive home visitors but could watch the program or request materials. Because the use of evaluation experiments in the area of adult basic education is rare, if indeed not unknown, we have presented the rationale for it in Exhibit I

The Case for Evaluation Experiments. Experimentation provides far better information than the traditional pretest-post test designs, and hopefully the RFD experiment will establish a precedent.

For the experiment to yield good information, it was necessary to have a set of measurement devices that assessed attainment of the RFD objectives and that had excellent psychometric characteristics. During the first year of the RFD project, available instruments for adult basic education projects were reviewed and found lacking. Therefore, a complete battery of instruments was developed. The development of these instruments and their psychometric characteristics are described in Exhibit VIII-Development of Evaluation Instruments. The complete battery consisted of an adult achievement test, WITABE with subtests for language, computation, and coping skills; an attitude scale, WIAAI with subtests for internal versus external locus of control and attitude toward learning; and a behavioral measure, "The World About Me." All measures were pre-tested on groups of appropriate adults and also on children in a rural school system at the appropriate grade levels. All tests, indeed even the subtests within each instrument, were demonstrated to have high reliabilities. In addition, all adults who were tested appeared to enjoy the experience; there was no apparent rejection of the format. (Quite understandably, some of the children who were tested did not know how to answer some of the questions; e.g. "Do you have a job?")

The battery of evaluation instruments was administered to the individuals in both the treatment and control groups in May and June of 1971. The analyses of these data will be part of the third year activities.

Some nonexperimental information was also gathered in the treatment group through the home-visitors. In Exhibit IX - Home Visitor Debriefing - material gathered from the home visitors is presented. The subjective reports of the home visitors, while far from "hard" information, is informative. Every home visitor agreed that working for RFD had been a rewarding experience; each one felt that both she and the participants with whom she had worked had profited from the program. While the home visitors also had many suggestions for changes in the program, all agreed that they would like to work again for a program like RFD. Their enthusiasm and commitment to the program was clearly evident and extremely impressive. In Exhibit X a single home visitor describes each of her participants. While we would not suggest that this home visitor is typical, her reports are excellent in conveying the flavor of her experiences.

The second major aspect of the evaluation activity during the second year was a variety of attempts to gain information about the RFD materials and format as they were developed. Originally, it was thought that this information would be easily obtained. With great naivete it was proposed that experiments be conducted with available groups of subjects that were considered to be in some sense comparable to the target population, for example students in ABE classes in the vocational schools. In implementing this plan, however, it was quickly evident that such groups of subjects did not exist in the numbers that were necessary. ABE classes were very small in registered enrollment and whenever they were used in the the evaluation, almost half of the students were absent. In a

further attempt to obtain subjects, we offered to pay groups for every person who appeared. This proposal seemed to appeal to the groups approached, but again and again only a few people would appear at the scheduled session. This difficulty in luring people like those in the target population to a central location for any purpose seemed to substantiate the RFD claim that these people must be reached in their homes.

Because it was so difficult to get subjects to come to a central location for evaluation sessions, we expanded our design to include telephone interviews. Several different interview samples were used; people from the RFD participant file, samples from a rural phone directory, and a group of people who had been identified for RFD as potential participants. Reports of the group evaluation sessions and the phone surveys appear in Exhibits II through V.

No single piece of information in these reports is of any value alone, for the groups were small and often some of the participants had inappropriate educational levels; only when the same information appears a number of times do we begin to have confidence in its accuracy.

In spite of the weakness of individual pieces of the data, a number of general trends did emerge. Almost every person who was asked about RFD, whether in groups or on the phone, was enthusiastic about the program. People were amazingly uniform in their reports that they not only liked the RFD program, but they also had learned from it. Different people like different parts of the television program, but the Hints were a clear favorite of almost everyone.

After the Hints, the most frequently approved aspect of the program seemed to be the general atmosphere: many people commented that they liked the way Jim Mader ran the show, the rural aspects, the homey touch, etc. These comments were interpreted to mean that the general tone and style were liked.

THE CASE FOR EVALUATION EXPERIMENTS

A common evaluation strategy in education is the pretest- post test design. This design includes the following steps:

1. Test the participants before they begin the program (pretest).
2. Apply the educational treatment.
3. Test the participants at the end of the treatment (post test).
4. Compare the pretest and post test scores to determine if there has been any change.

If any change occurs, it is assumed to be a result of the educational treatment. This strategy is basically fallacious and cannot lead to definitive statements about the effect of the treatment since it must be assumed that the treatment has caused any change. A researcher who adopts the pretest-post test design is required to assume precisely that which he should be trying to demonstrate.

Unfortunately, no information from the pretest-post test study can be used to support this basic assumption - that pretest to post test changes are caused by the educational treatment. The changes could be due to the mere passage of time and the concomitant development of the participants. This is an especially serious problem when the participants are children and the program lasts any appreciable period of time. When participants have volunteered or are self-selected into a program, as is the case with RFD, changes can be expected in participants without the program. It is likely that the people who sign up for a program like RFD have taken the first step toward changing: they have at least recognized and openly

declared a need to change, and may already be in the process of changing on their own. Therefore, it is extremely likely that change will be observed from the pretest to the post test, but it may have occurred without the treatment. Another way the passage of time can affect change scores is that something may happen quite unrelated to the educational program that will improve participants' test scores. For example, a new movie may lead people to change regardless of their participation in the program. Or, a church or other civic organization may begin a similar program or begin a campaign to motivate change. All of these uncontrollable and many times unknown factors, unrelated to the program in question, can induce what may look like a change by the program, but would have occurred anyway.

A second major problem with the pretest-post test design is that the pretest itself may cause participants to change. By testing participants at the beginning of the program they will become alerted to the goals of the program. Simply taking the test and then thinking about it over time may be sufficient to bring about observed improvement on the post test. Because the pretest per se is not part of the treatment, the effect of the pretest cannot be attributed to the treatment.

A third problem with the pretest-post test design in a program like RFD is that the participants are likely to be distressed by any testing in the early stages of the program. As a result, some people may drop out of the program or not participate at all when they discover that the first activity is a test. At best, they may feel that their own improvement and growth is less important to the program staff than their pretest score.

In evaluation studies in general and particularly in the evaluation of RFD, we reject the pretest-post test design in favor of an experiment randomly assigning persons to a treatment and a control group. The first step is to define a pool of suitable subjects, some of which will be randomly assigned to the treatment or control conditions. In the case of RFD, acceptability is determined by the following three criteria: (1) the person must be willing to participate in the program; (2) the person must have suitable educational level as indicated by his application form and the judgment of the field staff; and (3) the person has to live within a reasonable distance of the home visitor's residence. Any person satisfying all of these criteria is included in the pool from which they will be randomly* assigned to the treatment or control group. The treatment participants will receive the full RFD treatment with home visitors; the members of the control group can participate in the TV portion and receive home study materials, but they will not receive the home visitor. At the end of the program both groups will be tested on all evaluation measures. Differences between the treatment and control groups are then a definitive measure of the effect of the treatment, in this case the home visitor.

Because both groups will be tested at the same time using the exact same procedure, there is no possibility for the passage of time to bias the outcome of the experiment as is the case with the pretest-post test design. Because the groups are constructed by randomly assigning participants from the same pool, there can be, on the average, no systematic differences between the two groups. This enables us to apply inferential statistical methods to the

*Randomly as used here is a technical term and does not mean haphazardly.

data in order to decide whether the treatment is superior to the control condition. We cannot tell how much individuals have changed. But, this is a somewhat irrelevant question. We can determine how much change has been caused by participation in the program. This is the information that is required in order to decide if the program is a success.

GROUP EVALUATIONS OF TELEVISION TAPES
AND CONTENT CENTER

In the original evaluation proposal, the TV tapes and content materials were to be evaluated by taking them to appropriate groups (similar to the target population) for experimental evaluation. Subjects were to be randomly assigned to a treatment group that saw the program or a control group that did not see the program and then both groups would be given an achievement test at the end to see if the treatment group had learned something from the program. Two factors led to a change in this strategy.

1. Appropriate groups of subjects were almost impossible to find and adequate numbers of subjects for experiments were simply not available. A number of ABE classes around the state were used, but the classes were usually small in their official enrollment, and, on any given class day, about half the class was absent. Because the ABE classes were so disappointing, an attempt was made to arrange other groups. Several Head Start Parents Groups were approached. These groups were offered two dollars for each person who appeared at an evaluation session. The proposal was greeted with great enthusiasm as each group wanted to raise money for special projects. Nevertheless, no group was able to produce more than eight people at a session even counting the Head Start staff. (The difficulty that was encountered in getting target population people into a central location underscores the need for a program, like RFD, that goes to the participant in his home.)

2. The most valuable information obtained from the groups of subjects appeared to be the opinions about the program--what they liked and disliked. Since the programs were still in production, the suggestions of these groups could be incorporated into the later tapes.

Therefore, group sessions focused on general discussion of the TV tapes:

The data from these group discussions is presented in rather great detail. The reader should not be misled by the quantity of numbers into thinking that these reports contain definitive conclusions. In general, the groups were very small and often they consisted of several people who were too well educated to qualify for the target group. It is only when the same information appears consistently in different sources that it becomes convincing. The data are presented here in detail so that as future research is conducted the cumulative effect can be assessed.

On some points, the data were clear and consistent: (1) respondents were generally very favorably impressed by the content materials; (2) respondents consistently reported that they enjoyed the television programs and also that they had learned from them; (3) the Hints were widely considered to be a favorite part of the television programs.

Evaluation of Pilot Program # 7

The prototype tape was evaluated on October 9, 1970 with students attending Skill Development Center, Beloit. In all, fifteen students participated (ten males, and five females). Most of the students were relatively young (eighteen to thirty), but five students were over thirty. Approximately half of the students were black.

First, the tape was shown on video to all the students sitting together. They were told that this was to obtain their suggestions and to find out how relevant this material would be for them. After showing the tape, the students were divided into three groups with one member from the Psychometric Laboratory in each group. The students were asked to complete a two-page questionnaire (attached). Then the group discussed the tape. General comments as well as comments with regard to each item shown on the tape were obtained during the informal group discussion.

General Comments

In general, the students were very enthusiastic about the tape. They seemed to enjoy watching it and appeared pleased to be asked for their opinions. (Of course the novelty of the event might account for a fair portion of the enthusiasm). Some students thought the tape was too jumpy and too many topics were covered in the time period. This reaction may have resulted from the fact that the transitions were technically weak on the tape.

The telephone number was incorrect in one place and Jim Mader put a letter into an envelope twice.

Some students did not realize that the telephone calls were toll-free. That information should be spoken as well as written.

Some students thought the screen-mending hint and the dry milk hint were commercials. The implications of this conclusion are not clear, but it possibly means that the information would be looked upon with skepticism.

Few students remembered that they had been told that they could send for additional materials, but sending for additional materials was not emphasized on the tape.

A number of additional topics were suggested: sports, political stories, current events, stories about other countries, more about social security, how to look for an apartment, balancing a budget, recipes, gardening, more hints, pollution, state and local government, world sports, world news, information on school subjects like science and history.

Comments Made on Specific Parts

Preparation of dry milk--It seemed to have little impact, maybe due to the fact that most of the students had made dry milk before. One student disagreed with the instructions and several suggested more complicated uses, such as the preparation of buttermilk.

On poisons--The responses were generally positive. Most students said that they knew that many household products were poisons, but that they had not realized how many. One student pointed out that "away from children" was not the only criterion for good storage--for example, gasoline should be stored away from fire.

Library--A number of students did not even remember this section. When reminded of it, they agreed that libraries were good places, but one had the feeling that they were good for someone else. Several mentioned how important it was to teach children to use a library. The only personal commitment came from one student who said that you could go to the library to "look things up." One was given the impression that for these students "reading books" is a frivolous and childish activity. Perhaps RFD should stress the practical uses of the libraries.

Hog Raising--This section was irrelevant to these students. The students thought that this might be interesting to people who live on farms.

Boiling Spaghetti--It had a very positive response. Most of them had not heard of using oil to keep the spaghetti from boiling over, and said that they would try it in the future.

Mending Screens--Very positive response. They liked the idea and also the presentation.

Local Community Festivals--A mixed response. A number of students wondered why it was there--it did not seem to fit with the rest of the program. (Perhaps they should have been shown a map with the location marked, so that they realized that these were neighboring communities. On the other hand, the target population may know the communities.)

Action Line on Social Security--Received a very good response, but these students had studied a unit on social security. Some complained that they were not told anything. But others said that the message was clear--"get the facts."

TELEVISION PILOT EVALUATION QUESTIONNAIRE

Please answer the following questions so that the TV program in the future could be improved.

1. Are you a man 5 or woman 10 .
2. How old are you _____ .
3. How many children live with you _____ .
4. Was this TV show Bad 0 ; O.K. 6 ; Good 9 .
5. Were the words used in the TV show Easy 9 ; O.K. 6 ; Hard 0 .
6. Was this TV show Fun 2 ; O.K. 13 ; Dull 0 .
7. Will you be able to use something you saw on this show?
Yes 9 ; Maybe 4 ; No 2 .
8. How did you like the festival stories? Bad 1 ; O.K. 4 ; Good 10 .
9. How did you like the music? Bad 0 ; O.K. 8 ; Good 7 .
10. How did you like the hints? Bad 1 ; O.K. 7 ; Good 7 .
11. Which did you like best? Festival 3 ; Hints 7 ; Music 5 .
12. Would you like to see more of these TV shows? Yes 9 ; Maybe 4 ; No 2 .

Notes:

#2 -- The actual ages given were 18, 21, 21, 22, 23, 24, 27, 28, 29, 29, 34, 40, 41, 44, 46.

#3 -- The actual answers were: 3 had no children living with them;
7 had 1 or 2 children;
3 had 3, 4, or 5 children and
2 had 7 children.

#11 - All three who chose festival were over 40.

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How long should you chill the milk so that it will taste best?

2 hours 3 ; 6 hours 3 ; 12 hours 7 .

What are the best kinds of hogs on today's market?

Lean 11 ; Red 2 ; Fat 0 .

Where is the best place to get hogs?

Grocery 0 ; Certified breeder 7 ; Farmer 6 .

Check some household poisons:

Mothballs	<u>12</u>	Insect poisons	<u>11</u>
Crayons	<u>6</u>	Medicines	<u>11</u>
Paint	<u>12</u>	Toys	<u>1</u>
Eggs	<u>0</u>	Scissors	<u>3</u>

Where is the best place to keep household poisons?

Under the sink _____ ; In a closet 2 (these two also checked high shelf)

On a high shelf 13 .

Evaluation of Tapes #2 and #4

Tapes #2 and #4 were taken to the Sun Prairie Head Start-Parents Group meeting on February 1, 1971. We were expecting twenty-five to thirty parents and friends of parents to participate in the evaluation and we had arranged to pay the Head Start Parents Group \$1.50 for each person who participated. Only nine people showed up and five of these were staff or relatives of staff. The educational level of the group was highly inappropriate: there were two with Bachelor's degrees and two more with Master's degrees. However, because we are arranging to add to our sample through other Head Start groups, we shall describe the procedure.

1. We arranged video tape equipment in two rooms of the Methodist Church Hall in Sun Prairie. Participants were randomly assigned to one of the two groups and they were then shown either tape #2 or tape #4.

2. After the tape viewing, all participants were asked to answer achievement paper-and-pencil items. (See sample attached.) These items were based on both tapes. The intent was to demonstrate that those who saw tape #2 scored significantly better on those items, while those who saw tape #4 scored better on the other items.

3. After completing the short tape-specific achievement test, participants were arranged in groups of four or five to participate in a structured group discussion of the tape. In the discussion they were asked general questions first and then they were asked about each of the major parts of the tape. (see interview schedule attached).

4. In addition to the tape-specific items, we asked all participants to complete the three parts of our general adult achievement scale, our measure of internal vs. external locus of control, and some of our behavioral items. These last instruments were administered to obtain information for scale refinement.

Results

There were not enough participants to make the achievement data interpretable, but the scores are presented in Table 1. (The data that we have collected can be used in conjunction with other data if we are able to add other Head Start Parents groups.) Although the differences are small, they are at least in the expected direction.

The group discussions must be interpreted in light of the size and composition of the groups.

Tape #4: Participants were four females between the ages of twenty-four and forty-five. Three of the four had college degrees (two had Master's), the fourth, a thirty-two year old, had a grade eleven education.

What did you like best? Household hints, the story about Blackhawk, the way they had children in there.

What did you like least? The history part--the way they used the paintings--and they didn't connect it to Madison. The Uncle Sam part was too contrived.

How would you change it? Make it not stilted. They are trying too hard for an effect.

Did you like the puppet? The woman with the grade 11 education thought the puppet was great. The other three thought (1) that the segment was O.K., but too long; (2) a bit much like Sesame Street; (3) amusing but too drawn out.

General comments: Once again the greatest enthusiasm is shown for the hints. In Blackhawk, like the festival section, there seems to be a need to show a map with the location of these places. It is amazing how provincial even this well educated group is.

Specific comments:

Huntley interview: Interesting, but all had heard him make these points before.

Poisons: Good, learned things.

Uncle Sam: Interesting, but stilted.

Blackhawk: Not enough facts, made us want to get more information, should be related to local history (apparently, the segment achieved the desired purpose--it aroused interest). There seems to be a need to show maps--these people did not know that Sauk City was nearby.

Shopping Puppet: Entertaining, too long.

Jim Mader: Three liked him a lot, one did not like him--thought he was too folksy.

Tape #2: Participants were five people (three males and two females). The age range was twenty-eight to thirty-seven years. Except one lady, no one knew about the RFD program before.

For discussion purposes, we asked for their overall opinion as well as their opinion about (1) talk with Eddie Albert; (2) legal rights; (3) wildlife; (4) festivals; (5) meaning of friendship; (6) hints.

The best liked item was "hints"--safety precaution with car, using nail polish in thread loop, extra storage space, avoiding car window fogging. All respondents gave a very high positive response. They also very much liked the music of the program and its presentation and also Jim Mader.

The least liked item was "New Glarus Festival." Three people would not like to see it in such a program and two had no opinions. They said that this item had no beginning or end. The presentation was also not good.

Talk with Eddie Albert: Was liked in general. One said that he gave only his point of view. A discussion giving the other side would have been better. Others said that the term "organic" is misleading. Organic things may not always be good, e.g., ammonia is harmful.

Legal Rights:

A very positive response. Comment was that everyone should know these things. One wanted to have more details, but others said it is for the individual to find things according to what he needs.

Wildlife:

Response was neutral. They were more interested in how the wildlife could be of use rather than being told that they are of use. They wanted more details of usage of wildlife.

Meaning of Friendship:

They thought it was "cute." A good "yes" response.

TABLE I

Mean Scores

	Exposed to #4	Exposed to #2
Items from #4	3.75	2.60
Items from #2	3.50	3.80

Evaluation of Tape #6

Tape #6 was shown on February 8, 1971 to six people belonging to the Head Start Parent Group at Sun Prairie. All of the participants were women with the age ranging from thirty to forty-six years. Four of these had completed their education up to high school and two had had two years of college education. Two of the women had participated earlier in the evaluation of tapes #2 and #4.

The tape was shown to the whole group. They were then asked to respond on general questions about the tape (see sample attached). Their responses to questions asked were as follows:

1. Was this TV show Bad 0 ; O.K. 4 ; Good 2 .
2. Were the words used in this show Easy 4 ; O.K. 2 ; Hard 0 .
3. Was this TV show Fun 0 ; O.K. 6 ; Dull 0 .
4. Will you use something you saw on this show?
Yes 6 ; Maybe 0 ; No 0 .
5. Would you like to see more of these shows?
Yes 6 ; Maybe 0 ; No 0 .
6. What did you like best? Talk with children about "happiness" was the most liked and then "hints," sugar in salt shaker, waxing the snow shovel.
7. What did you like least? Four respondents had nothing to say. One did not like "cartoon" and another remarked "estate settlement information."
8. How would you change it? By having more household hints, visit to more interesting places, having more about children.

After getting responses to the general evaluation sheet, an informal discussion was held to solicit opinions about individual items. The following comments were made:

Ray Beckman: Two persons were already exposed to the idea of conservation. The idea of conservation was generally appreciated and efforts of Beckman praised. One person did not understand what it was. Wanted more information on how to proceed to get something like that done.

Children - on "Happiness:" This had a high positive response of likableness. To one it made her think about her own children. Another heard and watched children like this for the first time. Wanted more ideas (like bird feeder) for things children could do.

Puppet on Credit Card: A neutral group response was observed. One said it was oversimplified for an adult. Information was useful.

Estate Information: This portion was not liked in general. First, it had no relevance for them. As far as information presented, he (the president of the First National Bank) did not say anything. "Of course," one said, "we have come to know that the law will change on April 1."

Hints: (a) Sugar in salt shaker, (b) waxing the snow shovel, (c) egg beater used for mixing paint--were some of the most liked items of the show. The hints (a) and (b):

were very positively taken and most of them said that they will try it. The idea of using an egg beater was not much appreciated. One said that it might be hard to do.

General: A scenic pattern interposed between the various parts was not appreciated. It did not mean much in black and white.

Report on Content Material

The content material "About Me and My Money," Part I: "About My Home" was taken to Sun Prairie Head Start Parents Group on February 8, 1971. The group composition was the same as for the evaluation of tape #4. The content material was given for their evaluation after the task of evaluating the tape was completed.

The following pamphlets were given to each member of the group:

Health, Safety and Sanitation

Emergency First Aid I

Bulletin 3D1-1

Home First Aid 2

Bulletin 3D2-1

Home Safety Plan 3

Bulletin 3D3-1

Knowing the Signs of Illness 4

Bulletin 3D4-1

Home Sanitation 5

Bulletin 3D5-1

They were asked to go through the materials and decide whether the materials were readable, understandable, believable and relevant. They took about thirty minutes to go through the materials. The frequency of responses were as follows:

1. What is the ease of reading?

<u>too difficult</u>	<u>somewhat difficult</u>	<u>generally readable</u>	<u>too easy</u>	<u>talking down</u>
0	0	6	0	0

2. What is the ease of understanding the content?

<u>very clear</u>	<u>understandable</u>	<u>generally clear</u>	<u>not clear</u>	<u>confused</u>
1	1	1	0	0

3. What is the believability level of content?

<u>strongly believable</u>	<u>very believable</u>	<u>generally believable</u>	<u>somewhat believable</u>	<u>not believable</u>
0	2	4	0	0

4. What is the relevance of the context?

<u>can use immediately</u>	<u>can use later</u>	<u>generally usable</u>	<u>use questionable</u>	<u>will not be used</u>
1	0	5	0	0

General: They commented that almost all the information was very good and usable in day to day life.

Evaluation of Tape #7

Tape #7 was taken to the Sun Prairie Head Start Parents Group meeting on February 8, 1971. Five people showed up, all of whom were women. Their ages ranged from twenty-eight through forty-five years. The average number of years of schooling for the group was thirteen years.

The tape was shown to the group. Their frequency of response on general statements of the evaluation sheet were as follows:

1. Was this TV show Bad 0 ; O.K. 1 ; Good 4 .
2. Were the words used in this TV show Easy 4 ; O.K. 0 ; Hard 0 .
3. Was this TV show Fun 2 ; O.K. 3 ; Dull 0 .
4. (a) Will you use something you saw on this show?
Yes 3 ; Maybe 2 ; No 0 .
(b) What will you use? Baking mix, grease pencil, driving tip.
5. Would you like to see more of these TV shows?
Yes 4 ; Maybe 1 ; No 0 .
6. What did you like most? Baking tip 1 ; Driving tip 1 ;
Edsel 1 ; Irene Ryan 1 .
7. What did you like least? Scholarship guy.

After filling out general evaluation sheet, a group discussion was held by the participants to evaluate the tape, part by part as well as an overall impact on the audience.

Celebrity: Irene Ryan--It was thought to be a good start. It was entertaining, rather than informative.

Puppet: Edsel--Most took this part very favorably and were able to relate it to their home life meaningfully.

Those who watched earlier shows thought this puppet representation better than any of the previous ones. However, one in the group thought it below the level of an adult to take information from a puppet.

Environment: Senator Nelson--Message did not seem to reach anyone in the group. One commented "Proxmire didn't have much to say."

Home Nursing: Only one positive response, the rest of the group being neutral.

Scholarship Aid: It was considered to give useful information, but the presentation was not appreciated.

Recipe: Master mix--Two had made similar things already. A generally favorable response.

Hints: Grease pencil--Was not too well received.

Driving in fog--Was considered good.

General: Of the two who saw earlier shows, one used the Action Line and made a deal with her kids to watch RFD. The other sent for the written materials.

There was nothing in the show that was not liked in general.

Report on Content Materials - The Joy of Good Food

The content material "Joy of Good Food" was evaluated with the same group of Head Start Parents Group as for the preliminary evaluation of tape #7. The material was distributed to each member of the group. They were asked to leaf through the material and give their responses, especially to Unit #1.

Most of them found the game interesting enough to play. They affirmed that they could use the game placemat as a menu planner for meals for a whole week. It was considered a good way to get out of a rut.

The responses to the evaluation sheet (sample attached) were as follows:

1. What is the ease of reading?

<u>too difficult</u>	<u>somewhat difficult</u>	<u>generally readable</u>	<u>too easy</u>	<u>talking down</u>
0	0	4	0	0

2. What is the ease of understanding?

<u>very clear</u>	<u>understandable</u>	<u>generally clear</u>	<u>not clear</u>	<u>confused</u>
3	0	1	0	0

3. What is the believability level of the content?

<u>strongly believable</u>	<u>very believable</u>	<u>generally believable</u>	<u>somewhat believable</u>	<u>not believable</u>
2	1	1	0	0

4. What is the relevance of the content?

<u>can use immediately</u>	<u>can use later</u>	<u>generally usable</u>	<u>use questionable</u>	<u>will not use</u>
4	0	0	0	0

General comments: \ Very good and useful information, very interesting and educational, information pertains to my job as a cook and very good indeed.

Evaluation Report on Program #8

On March 3, 1971 ten women who belong to the Parent Group of the Mazomanie Head Start Program were shown the RFD tape #8. This group of women (all white) ranged in age from twenty-eight to fifty-one years and ranged in formal education from the eighth grade to the second year of college. Seven of the women were currently Head Start parents, two were Head Start teachers (and had once been Head Start parents themselves) and the tenth was the Parent Worker.

After showing the tape they were asked to respond on our General Tape Evaluation Questionnaire. Their responses were as follows:

1. Was this TV show Bad 0 ; O.K. 5 ; Good 5 .
2. Were the words used in this TV show Easy 10 ; O.K. 0 ; Hard 0 .
3. Was this TV show Fun 6 ; O.K. 3 ; Dull 0 .
4. Will you use something you saw on this show? Yes 7 ; Maybe 2 ; No 0 .
5. What did you like most? Montgomery's advice 2 ;
Camping outdoors 4 ; Hints 2 ; Idea about antiques 1 .
6. What did you like least? Seven people left the item unanswered. Three did not like the selection of song for the music.

A group discussion was held later to obtain reactions to various parts of the program and to invite their free comments.

Goose Island Ramblers: People were generally happy to see the (local music group) Ramblers on the show, but did not like the selection of the song by them. Two of them said that they would prefer more

quiet and relaxing music.

Treasure Shop: Three or four in the group were very much (antiques) appreciative of the idea. In general this part of the show gave favorable comments. Several gave other ideas of household things which can be converted into valuable antiques.

Leisure and Recreation: This part was very much liked by almost the entire group, particularly because it showed a happy family cooperating. However, parts of it were hard to see because they were night scenes and Nature doesn't show up very well on black and white TV.

Charlotte Montgomery: Her suggestions were liked in general. Some said comments were "very useful" and that they had "learned something." One person showed a desire to have her own copy of Montgomery's book because it had ideas for entertaining children.

Hints: Three indicated that they would try removing crayon off vinyl. Two indicated that they would use the hint about washing walls. The idea about cleaning of glasses was liked in general, but one remarked that the method didn't work.

General: These people responded with notable enthusiasm to all of the parts of the show except for the selection of the music by the Goose Island Ramblers. Several expressed appreciation of the variety and the lack of the commercials in the program. One said she liked

the "point of view." Two of the women have been watching this show almost regularly. (An RFD mathematics tutor is currently visiting one of these women.) Some said they were having difficulty in receiving Channel 21 on their television sets, but if it weren't for that they would like to watch the show. Several indicated that more publicity of the program timings was needed.

RFD TELEPHONE SURVEY REPORT - PARTICIPANTS

To gain information about who was responding to RFD and what they liked about the program during the 9th through 12th weeks, a random sample of 175 names was drawn from the total participants' list of 2,934 individuals. The total list consisted of persons who in some way communicated with RFD -- they requested materials, wrote letters regarding the program, called the Action Line, etc.

Of the 175 names, 90 were reached by telephone. Telephone calls were made primarily in the evening between 7 and 9 P.M. as this was found to be the best time for responses. People who were not reached on the first call were called again at least twice.

Each phone interview followed the same format:

1. The interviewer introduced himself as being from the University of Wisconsin calling about RFD.
2. The interviewer asked whether the respondent had ever seen RFD, and if so, how often.
3. If the respondent had seen RFD he was asked if he had seen the current or previous week's program.
4. If the respondent had seen a current program, he was asked about each segment.
5. If the respondent had seen any programs, he was asked what he liked best and what he liked least.
6. The respondent was asked if he was willing to participate in a mail survey about each program.
7. Finally, the respondent was asked his age and educational level. This was approached by stating that the interviewer wanted to ask some personal questions and the respondent could refuse to answer but "we are very

interested in knowing who is watching our program."

This approach seemed to be very effective because 77 of the 90 people gave us their ages.

Of these 175 people, 90 were actually reached by telephone. Seventy-two were female and 16 male. Two people failed to designate their sex.

Seventy-seven people gave their age and for them the average age was 45 years. Thirteen did not give their age, but six of these were judged to be over sixty.

With respect to education, forty-seven had finished high school, twenty had their Bachelor's degree, nine had completed the 8th grade, one each had completed the 9th grade, 10th grade, 1 and 3 years of college. One person had a Master's degree and one was an R.N. Eight people did not answer this question.

In response to the mail survey question, ten people answered NO and seventy-four answered YES. Six people did not answer this question.

With respect to the previous week's program, fifty-five people said they had not seen the previous week's program, thirty-three said that they had watched it and 2 did not answer this question.

In answer to how often they watched RFD, the response frequencies for these ninety people were as follows:

Every week	35
Often	17
Occasionally	10
Twice	15

Once

Never



Ninth TV Program:

Of 30 people selected for telephone questioning about the March 3 RFD program, 24 were contacted between March 7 and March 13. One-fourth of those contacted were male and three-fourths female. Their ages ranged from 21 to 67 or more years, with a mean age of 43 years. The educational range was from 8th grade to a Master's degree, with the heaviest concentration (13 Ss) at the high school level. Five people had a Bachelor's degree and most had some education (college or vocational) beyond high school.

Twenty-one responded "yes" to the mail survey question, one responded "no" and two did not answer the question. Seventeen out of the twenty-four had not watched RFD the previous week. Half of the people said, however, that they watched most or all of the time. The others had watched never (1), once (3), twice (5), and occasionally (3). The people who watched regularly were most enthusiastic about Jim Mader and the "Hints." There was some indication, however, that the hints came too fast or were sometimes difficult to follow. The informal rural aspect of the program was appreciated. These people also liked the Action Line, recipe contest, economic suggestions, and stories about Wisconsin. Many would like to see more on pollution, but did not like or understand the "junkyards" segment.

There appeared to be no general dislikes or explanation for the infrequent viewers.

Tenth TV Program:

Between March 15 and March 20, 28 people were contacted for a telephone interview about the RFD program. Of these people, 22 were female and 6 were male. Their ages ranged from 16 to 70 years, with a mean age of 46 years. Four had finished college, 19 high school, 1 the 10th grade and 3 the 8th grade, and one person did not answer the question. In answer to the mail survey question, 23 responded "yes" and 4 "no." Twelve said they had watched RFD the previous week and sixteen said they had not seen it. These people tended to be frequent RFD viewers, more than half watching occasionally to every week: every week (13), often (2), occasionally (7), once or twice (6).

Most popular by far with these people was the history of Wisconsin part of the show. They liked Jim Mader, the Action Line, and RFD in general.

Some people would like to see the program be more rural, deal with farming problems and child care. Others would like more pure entertainment. They were not especially impressed with the celebrities interviewed. Edsel was disliked and there were complaints of too much junk mail.

Eleventh and Twelfth TV Programs:

From a list of 76 home study participants, 38 were contacted for a telephone survey about the March 15 and March 22 RFD programs. Contact was made between March 24 and April 6. There were 33 females and 5 males in the group. Their ages ranged from 16 to 75 years, with a mean age of 41. Six people had completed school through the 8th

grade, 1 through the 9th grade, 15 through high school and 11 were college graduates, and 5 people did not answer. Twenty-five watched the RFD program often or every week. Thirteen were infrequent or occasional viewers. Twenty-two had not seen RFD the previous week, but 16 had. Thirty responded "yes" to the mail survey question and five responded "no."

Once again, Jim Mader, "Hints," "Action Line," the bulletin and economic suggestions were much appreciated. The chicken recipe was tried and said to be "good." Johnny Cash was liked. The Henry Darrow interview was considered "fine," although some interviews "are not too good." The logging film (History of Wisconsin) was "excellent," giving a "nice perspective of something you never considered before." People liked the part on buying hogs because it was appropriate to their interests. In general, they thought the program and literature were good; "good program because it responds to the wishes of the people."

The non-watchers were disinterested and without any specific suggestions or complaints.

Regular viewers who generally liked the program had some suggestions and criticisms. A few mentioned that the "first program was best." Many complained that the "Hints" and interviews went too fast and were thus difficult to follow. They would prefer to see local people interviewed. The "greasing pan" hint was not considered very valuable and Edsel is popular only with children. The viewers would like more on the show for men, more details pertaining to farming, more about Wisconsin (e.g., Green County, summer vacation

spots, some short-cut hints on sewing and cleaning, and more music for relaxation and entertainment. Many people would like to learn about "nutrition for children and losing weight for old people." It was also suggested that some recipes be aimed at younger people to teach teenagers to prepare food for the family.

RFD TELEPHONE SURVEY - TARGET POPULATION

Early in the Fall of 1970 the RFD Staff approached community leaders and social service agencies to develop a list of potential RFD participants. From this list of approximately 350 people, individuals were randomly selected for telephone interviews.

Of sixty people selected from the target population for telephone questioning about the 16th TV program, fifty-nine were contacted. Four people (male) had no opinion to give because they had not seen enough of the program or simply did not want to give an opinion. The most impressive finding was that forty-one (eleven female, thirty male) had not seen the show at all.

Six people (three female, three male), however, had watched the RFD program. Their ages ranged from thirty-eight to fifty-three years, with a mean age of 46.4 years. Four of these people had completed the eighth grade, one had completed the seventh grade, and one had completed high school. The response to the mail survey question was four "yes" and two "no." Only one person said she had seen the show the previous week although four (two female, two male) indicated that they watched regularly. Another person said he tried to watch RFD "often," and the last said she watched "occasionally."

There was some dislike of Edsel and a criticism of the suggestions pertaining to money. People were offended by the belittling attitude. In general, all six people liked the program. Specific appreciation of Jim Mader, Wisconsin history, and the interviews with "stars" was mentioned.

Suggested changes in the show were to have more recipes, music,

self-help, hints and suggestions, demonstrations for self-improvement, projects to improve family life, something on community development, and to cover fewer topics at a slower pace.

RFD TELEPHONE SURVEY REPORT - RANDOM SELECTION

After 17 programs, in May of 1971, a telephone survey was made to elicit opinions of the RFD television program. Every tenth number from the 924 (Barneveld, Ridgeway) and 935 (Dodgeville) exchanges of the Iowa County telephone book was called. From a total of 108 persons called, the frequency of response was as follows:

Have you ever watched RFD?

NO ANSWER (not home, line busy, line disconnected)	29
No, not interested	4
No, but interested	1
No, never heard or read of RFD	2
No, but has heard or read of it	5
No, does not get Channel 21	2
No, does not have a TV	1
No	44
TOTAL NO	88
TOTAL YES	20

How often have you watched RFD?

All the time	3
Very often	3
Three or four times	9
A couple of times	4
(One person did not answer this question)	

Do you think it is a good program?

Excellent	3
Good	13
Fair	4
Poor	0

What did you like best?

Recipes	7
General tone, informality, variety	6
Household hints	6
History of Wisconsin	3
Interviews	3
Farm suggestions	2
Jim Mader	1
Shirley Young	1
Household management	1

What did you like least?

No complaints	16
Puppet	2
Interviews	2

Age: Ranged from 23 to 76 years

Average age: 49.2 years

Five people did not give their age, but three of these were judged by the interviewer to be "very old." This would make the average age somewhat higher than 49.2.

Last grade completed in school:	8th grade	7
	High school	9
	No answer	4

General comments: just good, anything I don't like, I turn off.

Generally very good -- educational. Whole thing is interesting, real good the way it is.

TELEPHONE SURVEYS

Conducted by the Wisconsin Survey Research Laboratory

Wisconsin Survey Research Lab Report on the RFD TV Program

During the first, tenth, and fifteenth weeks of the RFD television show, the Wisconsin Survey Research Laboratory conducted telephone surveys to ascertain audience characteristics and response. Two surveys were devoted exclusively to RFD. The third was part of a survey of Channel 21 programming.

Surveys conducted during the program's first and tenth week used identical procedures. Calls were made during the RFD telecast on four different days of the week. At these times the program was competing for viewers with three commercial television stations.

Data for the first week of the RFD show are in three parts--urban, rural, and combined urban-rural populations. Data for the tenth week are combined. The selection probability (sampling rate) for the urban population was half that for the rural population. Percentage estimates for the entire (rural and urban) Madison area (P_c) were made by doubling the percentage for the population (P_u), adding the percentage for the rural population (P_r) and dividing it all by three.

$$\frac{2P_u + P_r}{3} = P_c$$

The computer outputs of each survey are provided at the end of this section. An answer coded "no answer" (4) to the first question means that no one answered the telephone.

First Week Data

Data from the first week's survey indicate the total numbers of persons watching television and those watching RFD by age and rural and urban residence.

Interviewers called 2,226 homes---426 rural and 1,800 urban. In rural homes, 28.8 percent of the respondents had at least one television set on, and 7.3 percent of those were watching RFD. In urban homes, 25.5 percent had at least one television set on, and 8.7 percent of those were watching RFD.

These percentages are remarkably high, considering that the calls were made during all four programs and that RFD was competing with three commercial networks. It is probably unrealistic to assume that the RFD viewers on each of the four days did not overlap, but if this assumption is made, 26.1 percent of the rural viewers and 27.6 percent of the urban viewers watched Channel 21 during the week.

Ages of the 67 persons in 48 households who were watching RFD during its first week survey also are summarized in computer outputs. Fifty-one (51) of the 67 were over age 18.

Tenth Week Data

The tenth week survey followed the same procedure as that of the first week. Data presented here exclude age and urban-rural separation.

Interviewers called 2,080 homes. Of these, 25.6 percent had a television set on, and 6.6 percent of those were watching RFD. Those who were watching RFD were asked how often they watched the program; all said at least once a week. Of those who did not have a television set on, or were not watching Channel 21, 26.6 percent said they or someone in their family had seen RFD, and 30 percent of these respondents said they saw it at least once a week.

Fifteenth Week Data

In the fifteenth week survey, 505 respondents were asked questions about Channel 21's programming, several of which dealt with RFD. A total of 118 respondents, or 23.3 percent, said they had seen RFD. Of these, 14.4 percent thought the programs were "excellent," 69.5 percent "good," and 13.6 percent "fair." No one indicated they were "poor."

Discussion of Results

During the first week, 426 rural homes and 1,800 urban homes were called while RFD was on the air. In the rural homes, 28.8 percent had at least one television set on and 7.3 percent of these were watching RFD. In the urban homes, 25.5 percent of the homes had at least one television set on and 8.7 percent of these were watching Channel 21. Considering that the calls were made during all four programs, when RFD was competing against four different programs on other channels, the percentages are remarkably high for a program of this type. If we assume that the RFD viewers on each of the four days were totally different people and that the viewers of the other channels were the same people, then 24.0 percent of the rural viewers and 27.6 percent of the urban viewers were watching Channel 21. The assumptions required for this last statement are, of course, unrealistic, and on the high side but the conclusion shows the effect of having multiple broadcasts.*

* Combining viewership of both rural and urban homes, 2,226 random calls were made. Of these, 26.1 percent had at least one television set on and 8.4 percent of these were watching Channel 21 while RFD was on the air. Considering the multiple broadcast effect, 26.5 percent of the sets in use were tuned to RFD during the week.

During the tenth week, 2,080 homes were called. Of these 25.6 percent had a television on and 2.1 percent of these were watching Channel 21. Considering the multiple broadcast effect, 8.3 percent were watching Channel 21 while RFD was on the air. Those who were watching Channel 21 were asked how often they watched RFD and all said once a week or more. Of those who did not have a television on, 25.6 percent said that they or someone in their family had seen RFD at least once. Of those who had seen at least one program, 30 percent said they saw it once a week or more.

In the Madison Vote-In survey administered during the fifteenth week of RFD broadcasts 505 respondents were asked a number of questions about Channel 21 programming. Asked if they had seen any of the RFD programs, 23.3 percent said they had. Those who had seen RFD programs were asked if they were "excellent," "good," "fair," or "poor." 14.4 percent said "excellent," 69.5 percent said "good," 13.6 percent said "fair," no one said "poor," and 2.5 percent did not respond to the question. 83.9 percent indicated the program was "good" or "excellent."

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W.S.R.L. PROJECT 449 DECK 1 MADISON RFD TELEVISION STUDY

ARCH 1971

COL. NO.

URBAN & RURAL TOGETHER

PAGE NO. 01

week #

MADISON RFD TELEVISION STUDY

PROJECT 449

DECK 1

1-4 ID NO.

5-7 TELEPHONE EXCHANGE

8 N 0/0 Q1. I'M WITH THE SURVEY RESEARCH LAB AND WE'RE DOING
A TV STUDY. DO YOU HAVE A TV SET ON, NOW.

583	26.1	1. YES
765	34.3	2. NO (CODE 8 FOR REST OF DECK)
25	1.1	3. NO TELEVISION SET (CODE 8 FOR REST OF DECK)
853	38.3	4. NO ANSWER (CODE 8 FOR REST OF DECK)

2226	100.0	

9 N 0/0 Q2. HOW MANY PEOPLE FROM YOUR HOUSEHOLD ARE WATCHING.

30	1.3	0. NONE
238	10.6	1. 1
177	7.9	2. 2
68	3.0	3. 3
42	1.8	4. 4
15	.6	5. 5
6	.2	6. 6
4	.1	7. 7 OR MORE

643	73.8	8. INAP, NO, NO TELEVISION SET, NO ANSWER TO Q1.
3	.1	9. NOT ASCERTAINED

2226	100.0	

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W.S.R.L. PROJECT 449 DECK 1
MARCH 1971
CGL. NO.

MADISON RFD TELEVISION STUDY
PAGE NO. 02

Q3. WHAT CHANNEL OR PROGRAM IS IT TUNED TO.

10	N	O/O	SET NO.	
	232	10.4	1.	CHANNEL 3 (CBS)
	142	6.3	2.	CHANNEL 15 (NBC)
	48	2.1	3.	CHANNEL 21 (WHA)
	142	6.3	4.	CHANNEL 27 (ABC)
	7	.3	5.	CHANNEL 13
	1643	73.8	8.	INAP, NO, NO TELEVISION SET, NO ANSWER TO Q1.
	12	.5	9.	NOT ASCERTAINED
	-----	-----		
	2226	100.0		

11	N	O/O	SET NO.	2
	2	.0	1.	CHANNEL 3 (CBS)
	2	.0	2.	CHANNEL 15 (NBC)
	1	.0	3.	CHANNEL 21 (WHA)
	4	.1	4.	CHANNEL 27 (ABC)
	0	.0	5.	CHANNEL 13
	2214	99.4	8.	INAP, NO, NO TELEVISION SET, NO ANSWER TO Q1, NO SET 2
	3	.1	9.	NOT ASCERTAINED
	-----	-----		
	2226	100.0		

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N.S.R.L. PROJECT 449

MADISON RFD TELEVISION STUDY

MARCH 1971

COL. NC.

PAGE NO. 03

Q4. COULD YOU TELL ME THE APPROXIMATE AGE(S) OF THOSE
FROM YOUR HOUSEHOLD WHO ARE WATCHING.

SET NO. 1

12-13 N 070 FIRST PERSON

		CODE EXACT AGE
2	.0	00. LESS THAN 1 YEAR
6	.2	01. 1 YEAR OLD
14	.6	02. 2 YEARS OLD
8	.3	03.
25	1.1	04.
24	1.0	05.
18	.8	06.
8	.3	07.
12	.5	08.
5	.2	09.
7	.3	10.
15	.6	11.
17	.7	12.
9	.4	13.
4	.1	14.
6	.2	15.
4	.1	16.
8	.3	17.
8	.3	18.
6	.2	19.
8	.3	20.
11	.4	21.
19	.8	22.
20	.8	23.
12	.5	24.
5	.2	25.
6	.2	26.
5	.2	27.
6	.2	28.
4	.1	29.
13	.5	30.
7	.3	31.
9	.4	32.
6	.2	33.
4	.1	35.
2	.0	36.
4	.1	37.
1	.0	38.
3	.1	39.
19	.8	40.
4	.1	41.
4	.1	43.
13	.5	45.
1	.0	47.
3	.1	49.

(THIS CODE CONTINUED ON NEXT PAGE.)

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The agency was asked three questions:

1. Did Action Line identify the problem accurately?
2. Was your agency able to provide the service requested by the caller?
3. Are there any ways Action Line can improve its service?

Of the 240 follow-ups, 66 per cent of both the callers and the agencies responded. Eighty-nine per cent of the responding callers stated that the referral agency did contact them, and 82 per cent said they were satisfied with the services they received. Ninety-two per cent of the responses from agencies stated that Action Line identified the problem accurately, and 84 per cent stated the agency was able to provide the services requested.

Only six suggestions for the improvement of services were made by the responding agencies. Five cited minor difficulties faced in responding to the problems referred to them, and the sixth suggested that RFD enclose a preaddressed envelope with the follow-up form.

Two debriefing sessions for Action Line staff were held in late May. General comments from the staff clearly indicated a very high level of personal satisfaction with the experience as a form of voluntary community service. Most members of the Action Line staff had previous experience as volunteers, and all agreed that Action Line was the most gratifying. They reported that handling personal problems directly and immediately

gave them a feeling of having been useful to others, and that their usefulness derived from the fact that they were an anonymous but friendly voice on the "other end" of the phone. There was considerable feeling that their task could be greatly simplified and efficiency increased if much of the paper work could be eliminated. This is unquestionably true. In any replication of the Action Line component of RFD where data-gathering is of less importance than it was to this field test, much of the paper work should be eliminated.

ACTION LINE PROCEDURES

The primary task of the Action Line staff is to get the required information from the Action Line caller onto the Action Line form. Anything else that needs to be done can be done at a time when Action Line staff members are not busy on the telephone.

Requests for assistance or materials will be received by Action Line by phone or mail. Action Line staff will complete the Action Line form. If the request is for more than one specific service or more than one problem or question is posed, a separate Action Line form will be prepared for each. The Action Line form may be hand written or typed.

If the request is for RFD bulletins:

Fill out and initial the Action Line form and write Home Study in the space for the referral. Separate the three parts of the form, retain the white copy and write the word 'none' in the follow-up box. The blue and yellow copies go to the home study teacher.

If the request is for a referral service:

Fill in the information on the Action Line form about the caller and his request. Initial the upper right hand corner. When time permits, use the index of community resources to locate the referral agency. Fill in the name and address of the referral agency in the appropriate space, after you have ascertained by a call to the referral agency that they will accept the referral. As time permits prepare the follow up questionnaire for the referral agency and an outgoing envelope and a return envelope. Separate the Action Line form retaining the white copy. Prepare an envelope to mail the confirmation copy to the referral agency and the confirmation copy to the caller. This should be done the same day the call is received and mailed immediately. The white copy of the Action Line form along with the follow up questionnaire and envelopes for both the referral agency and the caller should be filed in the chronological file for the date two weeks following the date the call was received. Each day as time permits, the Action Line staff should remove and mail the follow up questionnaire for that particular date of the month.

If the request is for information that is easily obtained from the RFD staff or an outside agency, the Action Line staff may call the caller back and give him the information. The note "Handled by phone" should be made on the Action Line form and the blue and yellow copies destroyed.

If the request comes in by mail on the Action Line copy (white) of the RFD materials order form this copy can, in any case not requiring actual referral and follow up, be used in lieu of an Action Line form. The disposition "handled by phone" should be noted on the form along with the Action Line staff member's initials. If a referral is necessary the Action Line form should be prepared and the white copy of the materials order form should be stapled to the white copy of the Action Line form.

If the request is for general information about RFD, the referral to be noted on the form will be "RFD staff" and the form should be placed on Mr. Amanna's desk. If any questions arise which are not covered by normal procedures they should be raised with one of the project staff members.

RFD, WHA-TV, University of Wisconsin Extension
3313 University Ave., Madison, Wisconsin 53705

ACTION LINE REFERRALS

Action Line operated as a problem solving and information dissemination service in conjunction with the other program components of RFD; television, home study and home visitation. RFD was field tested during a five month period beginning January 4, 1971.

Action Line consisted of a toll free inward dialing telephone system covering the entire state of Wisconsin. Staffed by volunteers provided by Church Women United during the normal working days, it was monitored by recorders evenings and on weekends. 85% of the 1,650 calls received during the field test were requests for information or RFD Content Center materials which the Action Line staff was able to provide directly to the caller. 240 calls were of sufficient complexity that they necessitated direct contact between an agency outside of RFD and the caller.

The following is a tabulation of the Action Line calls which were referred to other agencies. The tabulation is organized into 29 categories according to the substance of the problem posed by the caller. The referral agencies are the agencies to which each problem was actually referred. There is no intent here to imply that the agencies cited are in each case the most appropriate but only that (1) in the judgment of the volunteer staff the problem seemed to fall within the purview of the agency and (2) the agency cited indicated to the Action Line staff member a willingness to assume the responsibility for assistance to the caller.

Follow up with both callers and agencies indicated a high level of satisfaction with the service. 66% of the callers and a like percentage of the agencies responded to follow up questionnaires. 82% of the caller respondents indicated they received the services they had requested and 84% of the agency respondents indicated that they felt that they had provided the services requested.

The following tabulation has been prepared primarily to provide others who would undertake a service similar to RFD's Action Line with an overview of the problems they may anticipate encountering. Obviously, differences in stated objectives and the public image of the sponsoring institution as well as the substance of the promotional effort will substantially influence the kinds of problems one may expect to receive.



ADOPTION SERVICES

Wants to adopt 5-6 year old child

Who to contact to adopt child

Adoption procedures especially children of other nationalities

Wis. Dept. of Health & Family Services

Wisconsin Dept. Health & Social Services

Wis. Dept. Health & Social Services, Div. of Family Services

ANTIQUES

Picture appraisal

Names of dealers to sell organ

How to value antiques

Value of 1922 radio

Where to sell glass jars, stone crocks

Has glass jars (Cir. 1908) & stone crocks to sell

Sell (or buy) old glass bottles

Value of horse collar

Sell old glass ware

Univ. of Wis. Art Center

Bruce's Treasure Shop

Barn Swap Shop

State Historical Society

Extension Home Agent

Extension Home Agent

Buy & Sell Shop

Barn Swap Shop

Buy & Sell Shop

AUTOMOBILES

Change of names on auto title.

Why increase in car license fees?

Auto accident insurance claim

Why is car license fee being raised?

Where to buy Army surplus jeeps

Increase in motorcycle and automobile fees

Fuel consumption

Wis. Motor Vehicle Dept.

Wis. Dept. of Transportation

All State Insurance Co.

Wis. Motor Vehicle Div.

Wis. Chamber of Commerce

Wis. Motor Vehicle Dept.

Ripp Motor Service

COMMUNITY ORGANIZATIONS

Air pollution measurement

Environmental Hot Line

Information on World Industrial Outreach

Ted Landon, Mineral Point

Awards for handicapped persons

Easter Seal Society

Address of German consulate in Chicago

German consulate, Chicago

Time of daily service at Beth El Temple

Rabbi Swarsensky

Time of daily service at Beth Israel Center

Rabbi Zinelling

Information on Future Farmers of America

Wis. Dept. of Public Instruction

Programs to sponsor low-cost trip to Germany

Intl. Fellowship Youth Exchange

Why no obituaries of blacks? Where buried?

Obit. Notice Editor (Madison) Capital Times

Address of ACLU

Wis. ACLU

How can one help solve drug abuse problem

Drug Info Center

What pollution problems should children 11-13 years become involved in

Madison Public Schools

Wants to do volunteer work

Volunteer Service Bureau

Wants charities to stop soliciting him

City Attorney

FFA

High School Ag Teacher

Is there a motel in Madison operated by black management

Afro-American Center

CONSUMER PROBLEMS

How to make ballpoint pen (full of ink) write

Shaver & Pen Shop

Dissatisfied with photography service

District Attorney

Differences in county services, tax rates

Wisconsin Dells, Wis. City Clerk

Lead poisoning from Japanese stone dishes

Univ. of Wis. Art Dept.

CONSUMER PROBLEMS (continued)

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Get deposit back on cancelled drapery order

Consumer Protection

Magazine subscription plan will not allow cancellation

Consumer Fraud

How much does "UL" label mean for quality

Prof. Brooks, Univ. of Wis. Ag. Eng. Dept.

Refusal by store of cash refund

Chamber of Commerce

Guaranteed light bulbs burn out too soon

Madison Gas & Electric Co.

Mail-ordered dresses not received

Consumer Protection

Spencer Gifts Contest - never receives large prizes

Consumer Protection

What detergents safe

Wis. Dept. of Nat. Resources

Fees for new phone

Phone Co.

How to buy clothing

Extension Home Agent

Reliability of Animal Protection Institute

Assist. Attorney General

Insurance claim on roof damaged by wind

Insurance Commissioner

Laws re: flammability of foam rubber

Extension Home Agent

Wants address of auto part manufacturer to register complaint

Globe Union, Inc.

What toilet tissues have no dyes

Dr. Eliz. McGoy, Prof., Univ. of Wis. Bacteriol

False "savings" advertised

Consumer Protection

Prize for selling cards not received

Div. of Consumer Protection

Legality of "Pyramid" selling

Consumer Protection

Non-polluting cleaners for walls & windows

Univ. of Wis. - Extension Home Ec.

CONSUMER PROBLEMS (continued)

Late fee assessed on delayed payment
 Utilities Comm.

Mattress replacement
 Madison Consumer League

Reliability of certain insurance company
 State Ins. Commission

Receives unwanted records
 Div. of Consumer Protection

Ordered merchandise not received, cancelled check
 Dept. of Justice

Money back on merchandise not delivered - company bankrupt
 Attorney General, Ohio

Obliged to pay for material allegedly "free"?
 Cancellation period after signing for offer?
 Attorney General office

Help in obtaining refund on products ordered
 Div. of Consumer Protection

Radiation from color TV?
 WHA engineer (Univ. of Wis.)

Will Fels Naptha pollute the soil?
 Univ. of Wis. Home Ec Dept.

Does #27 on orange crate mean 27 in the crate?
 A. J. Sweet & Company
 wholesale fruit

Have cancelled checks for warmer trays - no reply to letters
 Div. of Consumer Protection

Refuses to pay for stereo which doesn't work
 Div. of Consumer Protection

Prices at stores with/without trading stamps
 Madison Consumer League

Rating of phosphate-free detergent & how much to use
 Wis. Dept. of Natural Resources

Health food order prepaid, not rec'd.
 Consumer Protection
 Dept. of Justice

Permit req. for door-to-door salesman
 County Clerk

Asked to send money to claim prize trip - was it on the level?
 Arlans Dept. Store

CONSUMER PROBLEMS (continued)

Wisconsin consumer guide-book?
 Consumer Protection
 Justice Department

Address of Crosby Enterprises, Inc.
 Madison Public Library

Complaint on fur jacket
 Consumer Protection
 Dept. of Justice

Where to buy cedar paper?
 Extension Home Agent

Telephone does not work during ice storm. Phone company has not corrected it.
 United Telephone Company

Complaint about purchase of a banjo
 Consumer Protection
 Dept. Justice

How to recognize the date of canned & processed foods by code on can or package
 Dane Co. Consumer's League

Where one can purchase duck or goose eggs
 University of Wisconsin
 Poultry Research

Information on misleading packaging and advertising practices
 Wis. Consumer Protection
 Dept. Justice

Reputation of merchant
 Chamber of Commerce

Return of money
 Attorney General

EDUCATION

Promoting Hungarian literature
 Univ. of Wis. Ref. Librarian

Helping child with reading, math, science, writing
 Iowa-Grant Schools
 Curriculum Dir.

Sex education for 8-10 year olds
 Dr. Abramovitz, Wis. State
 Office Building

Kindergarten for 4 year old?
 Size of elementary classes?
 Dept. of Public Instruction

Accreditation of airline training schools
 Morey Airplane Company

What kindergartener must know to enter 1st grade
 Board of Education

Laid-off worker wants drafting training
 Div. of Vocational Rehabilitation



EDUCATION (continued)

Would like to take drafting course; needs financial help

Vocational Rehabilitation

Information about the free Thoreau School

Madison Public Schools

Home study

Wis. Dept. of Public Instruction

Student loans

Univ. of Wisconsin - Student Financial Aids

Scholarships

U.W. Student Financial Aids

Would like to get high school diploma

Madison Area Technical School

Roberts Rules of order

League of Women Voters

How can a mother get financial help to go to college while raising a family

Student Services, Fennimore Area Technical College

Where are out of town newspapers available

Madison Public Library

Where is the Madison School Forest?

Madison Public Schools

EMPLOYMENT

Small business loan office closest to Mineral Point

Small Business Administration

What is average wage for odd jobs

Wis. Dept. of Industry, Labor & Human Relations

Employment for housewife

Wis. State Employment Service

Minors working in taverns/night clubs

Div. of Labor Standards

Firing practices

A. Allen, Univ. of Wisconsin Law Building

Minimum pay for farm workers

Wis. Dept. of Industry, Labor & Human Relations

Recourse for rash contacted in factory

Wis. Dept. of Industry, Labor & Human Relations, Workmen's Compensation Division

Information on electrical apprenticeships

Vocational-Technical School

Unhappy with position as Quality Control person

Wis. State Employment Service

EMPLOYMENT (continued)

Needs live-in help when mother incapacitated

Department of Social Services

Training for work in office, etc., qualifications for welfare

Dept. of Social Services

Wants home typing, other work

Wis. State Employment Office

Wage scale for meat cutters

Meat Cutters Local Union

Needs work - exp. in maintenance

Madison Opportunity Center

Needs job. State Employment Service no help

Madison Opportunity Center

Wants janitorial work for husband

Wis. State Employment Service

Job opportunities in water chemistry

Univ. of Wis. Dept. Chemistry

Part-time work for student

Youth Opportunity Center

Job seeking

Wis. State Employment Service

Job seeking (youth)

Youth Opportunity Center

ENTERTAINMENT & RECREATION

String game - "Cat's Cradle" where originated

Univ. of Wis. Memorial Library

Bike & hiking trails in Southern Wisconsin

Wis. Dept. of Natural Resources

Hours that museums in Chicago are open

Madison Public Library

GI's pay for Bob Hope USO show?

USO - Milwaukee, Wis.

What emergency supplies should one take on a trip to West Coast

Traveler's Aid

What kind of dog on "Petticoat Junction"

Channel 3 TV station

Educational shows for children

Wis. Association for Better Broadcasting

Buddy Ebsen's address

Network address

How to hire "Goose Island Ramblers" for VFW celebration

E.W. Whitford, Cottage Grove, Wis.

Wants words for record of "Little Christmas Tree" - Red Skelton

NBC TV Network



ENTERTAINMENT (continued)
& RECREATION

List of radio stations in area.

Madison Public Library

Where to get tickets for State Fair shows.

Wis. State Fair Staff

Where to get tickets for Glen Campbell show.

Dane County Coliseum

Where can one hire a rock band for teenage dance.

J & W Music Enterprises

Address & hours of State Historical Society Museum

State Historical Society

Who will teach children to play chess

City Recreation Dept.

Crafts for the elderly blind

Council for Visually Handicapped

Cassette tapes (Music & general information)

Univ. of Wis. Extension
Independent Study

FAMILY FINANCE

Would like food stamps

Iowa County Welfare Dept.

Entitled to pension for 1 year of teaching

Teacher Retirement Board

Info. on scholarships (Oshkosh)

Student Financial Aid
Oshkosh, Wis.

Information on state tax auditors

Wis. Dept. of Revenue

Home ownership - husband's name on joint

Fred Ridders

Tax information

Wis. Taxpayer's Alliance

Husband died- needs financial assistance

Jefferson Co. Social Services

Why taxes raised?

Green County County Clerk

Info. on incorporation: taxes, etc.

State Bar Association

Needs info. on "worm culture," other money-making projects

L.G. Atkinson, Courthouse
Darlington, Wis.

Needs financial help-in hospital

Dept. of Social Services

Info. on Woodlands tax

County Clerk

Why some camper trailers taxed, others not

County Treasurer

FAMILY FINANCE (continued)

How to sign up for Medicare	SSA (Social Security Admin.)
Info. on Homestead Act, Medicare	Wis. Dept. of Revenue
Taxes on military pay; part-time work	U.S. Internal Revenue Service
Approx. budget for family of 7, on \$200. per month	Extension Home Agent
Inheritance taxes on joint checking account	Wis. Tax Division
Homestead Tax relief info.	Wis. Dept. of Revenue
Employer failed to provide W2 for State Income tax return	Wis. Dept. of Revenue
Do percentages of population on welfare figures include the unemployed	Wis. Dept. of Soc. Services
Does employer pay 1/2 of social security and all of unemployment insurance	SSA
Assistance (financial) in obtaining artificial limb	Dane Co. Dept. Soc. Services
Help for handicapped	Wis. Div. Voc. Rehabilitation
Why do nursing homes not have Medicare plan	Dane Co. Assoc. of Nursing Homes
How much should a family of 10 spend for food	Univ. of Wis. Home Ec Dept.
Why does wife not get Social Security credit for farm work when she does 1/2 the work	SSA
Help for unmarried mother	Extension Home Agent
State Income Tax	State Revenue Div.
Savings & Investments	State Savings & Loan Dept.
"Money-off" coupons	Attorney General
Social Security	SSA
Federal Income tax	Internal Revenue Service
Budgeting	Extension Home Agent
Legal interest charges	Banking Commissioner



FAMILY FINANCE (continued)

Can ex wife collect on farmer husband's social security	SSA
Unemployment insurance benefits	Dept. Industry, Labor & Human Rel
Address of IRS	Internal Revenue Service
Health Insurance benefits	Blue Cross
Homestead exemptions for state income tax	County Clerk
Rebate on property taxes for one over 65	County Clerk
Financial aid for PhD in chemistry	Univ. of Wis. Student Financial Ai
How much does University retirement pay each month	Univ. of Wis. Business office Retirement & Soc. Security Div.
Widow with 3 children asks if she should make a will	Dane Co. Bar Association
How much more does it cost to heat a house (by oil)-at 72° compared to 70°	Madison Gas & Electric
Where is the best place to invest money for my mother	Univ. of Wis. Women's Estate Planning Seminar
Has W-2 form from employer but he refuses to reveal how much is withheld for insurance & S.S.	Wis. Department Revenue
Was property taxed properly after being subdivided	Tax Assessor
Does not have W-2 form for state taxes	Wis. Dept. of Revenue
Financial and nutritional help for a family	Extension Home Agent

FARMING

Sheep have piles	Vet. Science Dept.
"Good" days for destroying weeds	L.G. Holm, U.W. Hort. Dept.
How to start farming-turned down by FHA for loan	Extension Home Agent
Date ground worms "from underneath"	Dept. of Agriculture

FARMING

Price of apple trees cut by mistake	Dane Co. Hort. Agent
Farms lost to highways, & non-farm uses	Agricultural Agent
Pine trees for farm planting	County Agent
Why are farm purchases at some stores taxed and at other stores not	Wis. Revenue Dept. Sales & Tax Division
Is proposed 2% write off on milk constitutional	Wis. Dept. of Justice
Information on diseases of livestock	Ag. Agent
Info. on milk advertising & promotion program for milk producers	Farm Bureau Federation
Bulletins on farming	Ag Agent

FOODS

How to oven-fry turkey	Extension Home Agent
Rolling pie crust so it doesn't fall apart	Extension Home Agent
Cause of "skin" on gelatin	
Cholesterol diets	Univ. of Wis. Hospitals, Dietician
Safe to eat tuna, etc. because of mercury content?	Wis. Environmental Health
Kind of milk most nutritious?	Extension Home Agent
Staples which keep over winter in summer home	Extension Home Agent
Can cream cheese be frozen	Extension Home Agent
Recipe for German cheese	Extension Home Agent
Recipes for oil of peppermint, oil of lemon	Food Science Dept.
How to make yogurt	Home Economist, Madison Gas & Electric Company
Reducing diets	Univ. of Wis. Home Ec. Ext. Dept.
Where to get gluten free bread, crackers, etc.	Extension Home Agent

FOODS: (continued)

Inexpensive school lunches	Dept. of Public Instruction School Lunch Program
Can you freeze cheddar cheese	Extension Home Agent
Seafood-buying & cooking - low calorie dishes - margarines - recipes for apples, yogurt, tenderloin	Extension Home Agent
Heart Association diet	Wis. Heart Assoc.
Cooking rice	Extension Home Agent
Recipes for diabetic	Univ. Hospitals, Nutrition clinic
Amount of water in fruit drinks	Home Ec. Extension, U.W.
Recipes to use surplus commodities	County Social Services
Detergent added to make bread rise?	Gardner Baking Company
Power loss during home canning- what safe procedure	Extension Home Agent
Baking; vitamin chemistry	Extension Home Agent
Homemade sauerkraut recipe	Extension Home Agent
Preparation of onions to avoid causing gastritis	Univ. of Wis. Hospital, Nutritionist
Why red color of cooked meatloaf?	Univ. of Wis. Food Specialist
Uses (recipes) for elderberry juice	Extension Home Agent
DDT in animal livers	Drs. Potter, Miller
License for decorated cakes	Wis. Div. of Health, Hotels, Restaurants
Whiskey - good for ulcers? Curdles milk?	Extension Home Agent
Why aren't commercial food preservatives available to consumers?	Extension Home Agent
Old-time recipes	Extension Home Agent
Recipes for cookies and bars (not rolled)	Extension Home Agent

FOODS (continued)

Where to buy oleo without additional chemicals	Extension Home Agent
Wants weight loss diet for after baby	Wis. State Dept. of Health Nutrition Serv.
Where can one buy oleo without artificial chemicals in it	Health Food Store
Recipe for cookies and bars that do not need to be rolled	Extension Home Agent
Where to buy organic foods & meats	Madison Health Food Store
Why does meringue on cream pie have a watery crust	Extension Home Agent
Why are my scalloped potatoes watery	Extension Home Agent
Recipe for rock candy	Madison Gas & Electric Company
Latest info. about freezing food	Extension Home Agent
How to make wine out of fruit juices	Extension Home Agent
Is "Pam" spray safe?	Univ. of Wis. Home Ec.
Recipes for working woman living alone	Extension Home Agent
Diabetic recipes	U.W. Home Econ.
Recipe book on cooking with honey	Extension Home Agent
Foods for ulcer diet	Univ. of Wis. Hospitals, Head Dietician
Can whole wheat flour be substituted for white flour in recipes	Univ. of Wis. Home Economics
Selecting the most suitable rolling pin	Extension Home Agent
How to roast a 100 lb. pig in an outdoor pit	Madison Area Technical School
Why is corned beef so expensive	Extension Home Agent
Foods for bland diet	U.W. Medical Center Food Services
Is <u>Let's Cook It Right</u> , by Adele Davis, 1970 Ed. out of date	Extension Home Agent

FOODS (continued)

Menu planning for large groups	Extension Home Agent
Recipes (cheese)	Univ. of Wis: Food Service
Recipe (baking)	Madison Gas & Electric Co.
Recipes (bread)	Extension Home Agent
Meal planning	Extension Home Agent
Food dangers	State Food & Drug
Evening snacks for children	Extension Home Agent
Recipes (candy)	Extension Home Agent
Menus for aged	Extension Home Agent

GARDENING

Pruning shade trees	Ag. Agent
Types of trees to attract birds	Ag Agent
Pruning fruit trees	Univ. of Wis. Hort. Dept.
Correct way to dry gourds	Dane Co. Ag. Agent
Lilacs not blooming	Univ. of Wis. Hort. Dept.
Care of rose tree	Ag Agent
Gardenia leaves turning color	Walker Greenhouse
Info. on mushroom growing	County Extension Office
Info. on planting, hulling sunflowers	Univ. of Wis. Agronomy Dept.
Grass, other ground cover for shady area	Ag Agent
Herb gardens	Univ. of Wis. Horticulture Dept.
Seed pods on maple tree	Ag Agent
Getting rid of horseradish	Ag Agent
Keep pods from forming on honey locust tree	Univ. of Wis. Horticulture Dept.
Where to buy organic fertilizer	Olds Garden Center
How to propagate African violets-geraniums	Johannsen Garden Center

GARDENING (continued)

At what temperature and for how long do you heat soil to sterilize it. Ag Agent

How to trim evergreens Ag Agent

What shade, fruit, nut and ornamental trees & shrubs can be grown in this area Ag Agent

How to get trees from Dept. of Natural Resources Ag Agent

Fertilizing small trees Ag Agent

Wants to rent 1/4 acre garden space Private renter

How to get motor oil out of the ground Univ. of Wis. Dept. Soils

Fire blight on tulips Ag Agent

Herbicides for weed control in perennial beds Ag Agent

Identification and control of weeds Ag Agent

Asparagus culture Ag Agent

Growing herb gardens Ag Agent

Organic gardening Ag Agent

Harvesting garden crops Univ. of Wis. Dept. of Horticulture

Growing crops Ag Agent

Flowers, trees & shrubs Ag Agent

Food raising Ag Agent

Bird feed Livestock feed store

HEALTH SERVICES

Where can drugs be tested to determine contents Drug Abuse Center

What is hair spray doing to ones respiratory system Poison Info. Center

Allergic to dacron & polyesters Extension Home Agent

Where to buy clothes without permanent press

HEALTH SERVICES (continued)

How can a small town get a physician to open practice	Univ. of Wis. Medical School Public Info. Center
Well water tested by state but no explanation of danger level of nitrate concentration	State Dept. of Health
Help 10 year old child with speech difficulties	Univ. of Wis. Communicative Disorders Dept.
Information on heart disease	Wis. Heart Association
Purchase of pharmaceuticals	Univ. of Wis. Dept. Medicine
Diets	Dept. Dietetics, Univ. of Wis. School of Medicine
Hospital Accreditation	State Dept. of Health
Diet to lose weight after childbirth	Wis. Dept. of Health, Nutrition Section
How to live with alcoholic	Alcoholic Inf. & Ref.
Test for drug contents	Drug Abuse Center
How to relate to deaf & dumb	Div. of Handicapped Children
Time and phone of arthritic clinic at coliseum	County Health Department
Info. on baby care, infant illnesses	Div. of Health & Maternal care
Pinworm in children	Dr. Tenney & Stanley Pharmacy
Services for hard-of-hearing	Wis. Dept. of Health & Social Services
Has problem sleeping	Madison Public Health Dept.
Medical care, company for elderly father	Social Security Admin.
Info. on blood bank	American Red Cross
Blue Bus	Blue Bus Clinic
Is mono related to venereal disease?	Univ. of Wis. Hospitals
No "Heart Sunday" report received	Heart Sunday office
Info. on alcoholism	Alcoholism info. & Ref. Center
Hearing Aid Company valid?	Dane County Med. Assistance



HISTORICAL INFORMATION

Snow levels (average) in various Wisconsin areas

Local History

Historical sites in Wisconsin

History of ships lost in Bermuda triangle

Misc. Wisconsin history

Ships lost in Bermuda Triangle

Story of eagle "Old Abe"

State Climatology Dept.

State Historical Society

State Historical Society

Univ. of Wis. Memorial Library

State Historical Society

Memorial Library

State Historical Society

HOME APPLIANCES

Refrigerator-freezer broken

G.E. wrinkle remover sputters and squirts

Hose for Filter Queen vacuum cleaner

Attachment to raise quality of TV reception

Washing machine (use)

Teflon cookware a health hazard?

Homemakers Appliance Company

Madison Gas & Electric Co. Home economist

Bill's Sewing Center

TV Service Company

Extension Home Agent

Extension Home Agent

HOME CRAFTS

Cleaning brass altar pieces & candlesticks

Info. on upholstering

Where can wool be carded

Where can wool be cleaned & carded

Re-upholstering and slipcover making

Learning to sew

Crafts and supplies for pre-school children

Recipe for glue - using milk and vinegar.

Northern Plating Company

Extension Home Agent

Great Lakes Wool Cooperative

Badger Carding Mill

Extension Home Agent

Extension Home Agent

Extension Home Agent

Madison Public Library

HOME CRAFTS (continued)

- Remodeling a room^{oo} Vocational Technical School
- Remodeling a garage to a room Chase Lumber Company
- Where to buy "TacIt." Julie Ann Fabrics Store
- Weed and seed pod crafts Madison Public Library
- Quilting Homecrafters (Craft shop)
- Woodworking Madison Public Library
- How to sew vinyl coat material Univ. of Wis. Home Economics
- Where to send wool for carding Lucas Woolen Carding Mill
- Rug weaving Extension Home Agent
- How to get further art instruction Madison Art Center
- Have wood handle replaced on knife Owen Wood Products Co.
- Tinning copper utensils Plating Company
- Publishing music ASCAP

HOME DECORATIONS

- Home decorating color schemes Extension Home Agent
- Supplies for re-upholstering Extension Home Agent
- Where wholesale picture frames are available Meuer Art & Madison Art. Assoc.
- How to select carpeting Extension Home Agent
- Refinishing furniture Extension Home Agent
- Furnishings Extension Home Agent
- Walls Extension Home Agent
- Upholstering Extension Home Agent

HOME MAINTENANCE

- Keeping blankets from pilling Extension Home Agent
- Removing candle wax from vinyl table
- How does one get rid of perspiration odor & stain Univ. of Wis. Home Ec.

HOME MAINTENANCE

How to clean electric range burners

Madison Gas & Electric Co. Home Service

What should one use for scouring and drain cleaning that will not pollute lakes

Univ. of Wis. Home Economics

How to get "Tang" stain out of beige wool rug

Univ. of Wis. Home Economics

What can be done with clothes that should be washed in cold water and our water softener only softens the hot water

Extension Home Agent

Should one put an asphalt surface over a concrete driveway

Univ. of Wis. - Engineering

Removing finger paint from clothing

Madison Gas & Electric Co. Home Service Dept.

Rental of tools

Tool Rental Company

Cleaning solutions

Extension Home Agent

Care of cooking utensils

Extension Home Agent

Cleaning (refrigerator)

Extension Home Agent

Clean tar out of carpet

Cushman Karpel Kare Company

How to clean deer skin gloves

Extension Home Agent

Changing water drainage

Extension Home Agent

How to make wallpaper stick

Padgham Paint Company

Types of waxes for different purposes

Extension Home Agent

Glue to mend glass vase

Extension Home Agent

Information on repairing old refrigerator

Madison Gas & electric Co.

Home fire warning systems - reliability

Madison Fire Department

How to remove paint from metal dinner bell

Klein Dickert Company

Detergents, bleaches for well water use

Univ. of Wis., Home Ec. Dept.

Septic tanks and drains

Univ. of Wis. Bacteriology Dept.

HOME MAINTENANCE

Safe to remove ice from roof with ice melt?

Gloss-All Company

Adding humidity in home

Research Products Corp.

Central vacuum systems

Univ. of Wis., Home Ec. Dept.

Waterproofing basement

Univ. of Wis. Ext. Ag. Engineer

How to get varnish out of bonded crepe

Extension Home Agent

Insulation

Univ. of Wis. Ext. Engineering

Mildew odor in magazines and furniture

Extension Home Agent

Patching holes in asphalt

Univ. of Wis. Bldgs. & Grounds Dept.

Removing rust from metal screen
Absorb gas from asphalt

Univ. of Wis. Home Ec Extension

Uses for plastic bottles, containers - What to look for in buying pots/pans

Extension Home Agent

Fry pan sticking
What to look for when purchasing knives

Extension Home Agent

Westinghouse washer needs repair

Extension Home Agent

Prevent spotting of stainless steel flatware

Madison Gas & Electric Co.

Inside window condensation problems

Univ. of Wis. Agric. Eng.

Who can install lock on sliding door

Marling Lumber Company

What glazed finishes are safe

Univ. of Wis. Art Dept.

Heating home in power loss

Madison Gas & Electric Co.

Cement for vinyl tiles coming off

Lee's Floor & Wall Tile Co.

Use of mobile home on farm property

Town Chairman, Cottage Grove, Wis.

Use of disinfectants in septic tank

Univ. of Wis. Bacteriology Dept.

Septic tank laws

Univ. of Wis. Dir. of Water Res.

HOME MAINTENANCE

- Care of marbled top tables Frautschi Furniture Company
- How to remove floor wax stain Extension Home Agent
- Removing soot from woodwork, Extension Home Agent
appliances, furniture & rugs
- Recipe for home made varnish Forest Products Laboratory
remover
- Reason for house making Forest Products Lab
cracking sounds
- Recipe for laundry soap Extension Home Agent
- Can pipeline cleaner for dairies Univ. of Wis. Food Science
be used in dishwasher Dept.
- Cleaner for vinyl purse Extension Home Agent
- What can be used to replace Extension Home Agent
rubber backing on scatter rugs
- How to waterproof a basement Ag Agent

HOME MANAGEMENT

- Home safety (fireproofing) Fire Department
- Room design Sears Roebuck Company
- Physical organization Extension Home Agent
- Utilities (gas) Madison Gas & Electric Co.
- What do you look for in buying Board of Realtors
land on which to build a home
- Information on designing own home Extension Home Agent
- Help in plans for new home Univ. of Wis. Agr. Eng.
- Building low-cost rural housing Univ. of Wis. Ag. Eng.

HOME RENTING

- Tenant problems Madison Tenant Union
- Renting w/o first month rent Madison Chamber of Commerce
in advance
- What should one look for in Apartment Owners & Manager's
renting an apartment Association
- Are apartments subject to City Building Inspector
state inspection?



HOME RENTING

Sidewalks not shoveled of snow by landlord

Landlord

Family of 7 needs place to live

Community Action Commission

Must notice be given by end of month or 1st of month?

Madison Board of Realtors

LEGAL ASSISTANCE

Smoke nuisance from neighbors charcoal grill

Police Department

Law on Wisconsinites participating in contests and redeeming coupons

Wis. Dept. of Justice
Consumer Practices

Legal Interest rates

Dept. of Justice,
Consumer Protection

Laws pertaining to dogs

Dane County Sheriff

Dog was shot by neighbor

Humane Society

Who is liable for accidents on rented property

Community Action Commission
Dane Co. Legal Services

Does the Attorney General or Federal Judge have jurisdiction over closing go go clubs

Monroe Public Library

Is will made in another state valid in Wisconsin?

County Legal Aid

Grievance for being committed to Winnebago Hospital

Legal Aid

How to resume maiden name

Legal Services

Creek as legal property line?

Legal Services

Attorney needed to make a will?

Legal Aid

Estate settlement

Green County Social Services

Info. on obtaining a passport

Passport Office

Illegally kept from knowing of child in foster home

Co. Dept. of Social Services

Free legal assistance in Green County

County Clerk

Should widow with six children make out will?

Univ. of Wis. Dept. Home Mgt.

How to have will made - what is lawyer's minimum fee

Univ. of Wis. Dept. Home Mgt.



LEGAL ASSISTANCE

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Neighbor's dogs come in their yard/Madison Police Department

PERSONAL ADJUSTMENT

Learn to adjust to new environment (rural)	Extension Home Agent
Social activities for 36 year old divorcee with 2 children	Parents Without Partners
Help in making friends	St. John's Lutheran Church
Young girl needs counseling - not with family	Family Service & Rap Center
If shy, how to get involved in community groups	Univ. of Wis. Home Ec Dept.
How do you live with an alcoholic	Dept. of Social Services
What is the importance of lack of material goods on children growing up in large family	Extension Home Agent
Do you feel it is necessary for children to have a father?	Dept. of Social Services Family Services
Pre-marriage planning information.	Dane County Mental Health Lutheran Social Services

PEST CONTROL

Get rid of Japanese water bugs	Univ. of Wis. Hort. Dept.
Can you order lady bugs as pest control?	Univ. of Wis. College of Ag.
Insects on apple tree	Ag. Agent
Ants in home	Ag. Agent
Insects known as "mats"	Ag. Agent
Ants in apartment	Extension Home Agent
Info. on insects in garden	Ag. Agent
Pine diseases	Wis. Dept. of Agriculture
Moles in lawn	Ag. Agent
Moles in yard	Dane County Ag. Agent
Control of centipedes	Univ. of Wis. Entomology Dept.
Tree bark eaten by insects	Univ. of Wis. Horticulture Dept.

PEST CONTROL

How to get rid of ants	Madison Public Library
How to get rid of box elder bugs in the home	Univ. of Wis. Entomology Dept.
How to get rid of bats in the attic	Univ. of Wis. Wildlife Ecology Dept.
Non-chemical	Ag Agent

POLITICAL INFORMATION

Names of State Representatives and Senators	Chief Clerk of Wis. Assembly
Can Legislature overrule a veto by the Governor	Wis. State Legislature
Copies of Constitutions (U.S. & Wis.)	State Historical Society
Change in commitment laws	Attorney General
What ward home is in; where to register to vote	City Clerk
Where to voice opinion re: aid to parochial schools	State Assemblymen
Listing of state representatives and senators	Leg. Reference Bureau

POSTAL SERVICE

Junk mail	Postmaster
Why can they not get mail delivery in their trailer park?	Postmaster
Objects to unidentified "religious" U.S. Post Office mailings	

STREETS AND HIGHWAYS

Weed control on public lands	State Dept. Highways
Street repair	Madison Dept. of Streets
County highway repair	County Commission
Do corner section stones have to be restored	County Surveyor
Who owns the road sides? How many feet from center of road?	Wis. Dept. of Transportation
Street torn up & not repaired	Madison Dept. Streets & Sanitation

STREETS AND HIGHWAYS

Street torn up - not repaired	Dept. of Streets & Sanitation
Streets running exactly N-S; E-W	Street Department
Need yield sign on curve	Dane Co. Traffic Dept.
How to get street fixed	Street Department
"No parking" sign drives away business	City Alderman

TRANSPORTATION

Bus schedules	Trailways Bus Company
Bus schedule	Greyhound Bus Company
Address & schedule of Airline	North Central Airlines
Airline schedule	North Central Airlines
Change bus stop to be more accessible	Traffic Eng. Office
Madison bus schedule.	Madison Bus Company
Round-trip Greyhound fare to Milwaukee; to Chicago	Greyhound Bus Company
Help for children living 4-4 1/2 miles from school	Special Services Officer Janesville Public Schools

WASTE DISPOSAL

Paper	City of Madison
Newspaper reprocessing collection	Madison Garbage Disposal
Dumping of raw sewage by businesses	Dept. of Natural Resources
Where on the east side of Madison is there a depository for cans and bottles	McKenzie Trash Hauler
Where to take paper boxes and magazines for reprocessing	Forest Products Laboratory
Where in Madison are catalogs and magazines recycled	Madison Sanitation Dept.
Organic solvents	Univ. of Wis. Environmental Institute
Where to take newspapers for recycling	Village of Waunakee
Disposal of old auto parts	Heifetz Scrap Metal Co.

WILDLIFE

Will blue birds nest in the same tree as robins

Univ. of Wis. Dept. of Wildlife Ecology

What wildlife in Dane and Columbia Counties

Univ. of Wis. Arboretum

Information on pollution and conservation of wildlife

Wis. Dept. of Natural Resources

Discouraging birds from nesting in a garage

Univ. of Wis. Dept. of Wildlife Ecology

How to keep racoons and rabbits from eating garden vegetables

Ag Agent

Birds

Univ. of Wis., Naturalist

How to keep sparrows out of bird house for purple martins

Univ. of Wis. Ag. Engineering

Information on raising chinchillas

Marie Roberts, Evansville, Wis.

Would like to plant trees for wild life protection

Univ. of Wis. Wildlife Ecology

Martin birdhouse not used

Univ. of Wis. Wildlife Ecology

Shooting regulations on own land

Wis. Dept. of Natural Resources

Where can he get quail eggs for hatching

Game farm operator

Traps for starlings, sparrows, rabbits

Prof. Robert Ellarson, Russell Lab. Univ. of Wis. Wildlife Ecol:

Free corn to feed wild pheasants?

Wis. Dept. of Natural Resources

Deer habits when hunted

Wis. Dept. of Natural Resources Fish & Game Dept.

Trap to catch animals alive

Humane Society

HOME STUDY

From January 1 through the end of May, the project distributed 9,438 content center units to 1,714 participants. In addition, it distributed 1,512 supplementary materials and 167 sets of content center binders.

All participants who utilized content center materials but were not provided the services of a home visitor were the responsibility of the home study teacher.

The role of the home study teacher was very much a part of the experimental aspects of the project. The basic question to be answered was whether enough could be learned about each participant who was not receiving home visits to make it possible for the home study teacher to effectively meet his learning needs in basic educational and living skills. Furthermore, this information was to be gathered without the use of questionnaires. The reason for choosing a less formal approach was that the use of such instruments is frequently regarded as an impropriety especially by those who are RFD's primary target audience. It is this group for whom information about themselves would be most important to enable the home study teacher to carry out her assignment. It was decided to attempt to gather the information by encouraging continuous communication through phone calls and letters initiated by both the participant and the home study teacher.

Inherent in this approach, of course, is the assumption that the home study teacher would be able to make some assessment of the competencies of the participant directly through that which he overtly reveals about himself and also indirectly through both the style and content of his communications.

This then held certain implications for the competencies which the home study teacher should have. Specifically the following qualifications were sought in candidates for the position:

1. Academic background in language and linguistics preferably at the graduate level.
2. Experience in teaching-learning situations with under-educated adults.
3. Ability to organize work and work independently.

The biographical information of the RFD home study teacher will be found at the end of this section.

The home study component of the project seemed to be reasonably well conceived when the field test began on January 4. The basic concept of the role appeared to be viable and the related systems of record keeping and shipment of materials had been implemented. During the first month experience the home study teacher was so overwhelmed by the unexpected public response that the highly desirable function of assessing learning needs had to be deferred to the more mundane process of screening the numerous requests. Because of the unexpected magnitude of response decisions which were primarily budgetary in nature had to be made on an almost day-to-day basis.

In general, the decisions favored committing funds to materials rather than increasing staff. And even then to a considerable extent material purchases could not keep pace with participant demand. This created severe hardships for the home study teacher who although she saw her responsibilities rather clearly was unable to do much about those aspects which had primacy in relation to the objectives of the home study component of the project. For example, instead of ordering content center materials one unit at a time, large numbers of participants checked every unit on the order form. (A copy of the order form will be found at the end of this section.) This created endless problems for the home study teacher who had to try to decide which unit was most appropriate without the help of the participant identifying his centers of primary interest. The order form proved to be an open invitation for everyone to request all of the content center materials even though an accompanying letter urged more frugal selection.

The home study teacher's evaluation of her effectiveness indicates three weaknesses in the implementation of the design of her role, a design she initially saw as workable. The weaknesses were (1) limited authority in decision making in those areas affecting home study (2) excessive clerical work, and (3) limited time for personal contacts with participants. The first of these weaknesses was directly attributable to the fact that as a research and development project decisions regarding home study had to involve the concerns of other aspects of the project. The second and third weaknesses

were directly the result of the staff's near-cataclysmic under-
estimation of the volume of participation.

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Experience:

April 1970 to present - United Migrant Opportunities Services, Inc.
Madison, WI - head teacher in charge of adult basic education
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January 1968 to March 1969 - University of Wisconsin Department
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January 1968 to September 1968 - University of Wisconsin,
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Experience: continued

June 1967 to August 1967 - Harvard University, Department of Romance languages - Cambridge, Mass. Bilingual Secretary and Research assistant

June 1962 to August 1962 - Kansas Life Insurance Company, Kansas City, MO - statistical typist

September 1960 to June 1964 - University of Kansas, Lawrence Kansas - typist and research assistant in Engineering, English and Romance languages

June 1960 to August 1960 - Southwestern Bell Telephone Company Kansas City, Kansas - sales representative

June 1958 - August 1958 - Chalsea Baptist Church, Kansas City Kansas, church secretary

EVALUATION

THE PSYCHOMETRIC LABORATORY

The University of Wisconsin
Madison, Wisconsin

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OVERVIEW

During the second year of RFD, the University of Wisconsin Psychometric Laboratory participated in the initial stages of the evaluation of the program. The evaluation work consisted of two major facets: (1) the development of materials to be used in the controlled experiment, and (2) a number of different attempts to obtain information about the program as the various facets were developed.

The controlled experiment was designed to obtain definitive information about the effects of the home-visitor component of the program. In the design of the evaluation, a strong emphasis was placed on the evaluation of the home-visitor component, because this was the component of the project that had the greatest cost per participant. Fortunately, it was also the component of the project that was possible to control, in the sense of specifying who would receive it and who would not. There is, of course, no reasonable way to control who receives the television broadcasts or the content materials that were advertised. It was, however, possible to design a true experiment for the evaluation of the home-visitor component.

In this experiment, subjects were randomly assigned to a treatment or control group, the treatment group members received home visitors and any other component of RFD that they requested and the control group did not receive home visitors but could watch the program or request materials. Because the use of evaluation experiments in the area of adult basic education is rare, if indeed not unknown, we have presented the rationale for it in Exhibit I

The Case for Evaluation Experiments. Experimentation provides far better information than the traditional pretest-post test designs, and hopefully the RFD experiment will establish a precedent.

For the experiment to yield good information, it was necessary to have a set of measurement devices that assessed attainment of the RFD objectives and that had excellent psychometric characteristics. During the first year of the RFD project, available instruments for adult basic education projects were reviewed and found lacking. Therefore, a complete battery of instruments was developed. The development of these instruments and their psychometric characteristics are described in Exhibit VIII-Development of Evaluation Instruments. The complete battery consisted of an adult achievement test, WITABE with subtests for language, computation, and coping skills; an attitude scale, WIAAI with subtests for internal versus external locus of control and attitude toward learning; and a behavioral measure, "The World About Me." All measures were pre-tested on groups of appropriate adults and also on children in a rural school system at the appropriate grade levels. All tests, indeed even the subtests within each instrument, were demonstrated to have high reliabilities. In addition, all adults who were tested appeared to enjoy the experience; there was no apparent rejection of the format. (Quite understandably, some of the children who were tested did not know how to answer some of the questions; e.g. "Do you have a job?")

The battery of evaluation instruments was administered to the individuals in both the treatment and control groups in May and June of 1971. The analyses of these data will be part of the third year activities.

Some nonexperimental information was also gathered in the treatment group through the home-visitors. In Exhibit IX - Home Visitor Debriefing - material gathered from the home visitors is presented. The subjective reports of the home visitors, while far from "hard" information, is informative. Every home visitor agreed that working for RFD had been a rewarding experience; each one felt that both she and the participants with whom she had worked had profited from the program. While the home visitors also had many suggestions for changes in the program, all agreed that they would like to work again for a program like RFD. Their enthusiasm and commitment to the program was clearly evident and extremely impressive. In Exhibit X a single home visitor describes each of her participants. While we would not suggest that this home visitor is typical, her reports are excellent in conveying the flavor of her experiences.

The second major aspect of the evaluation activity during the second year was a variety of attempts to gain information about the RFD materials and format as they were developed. Originally, it was thought that this information would be easily obtained. With great naivete it was proposed that experiments be conducted with available groups of subjects that were considered to be in some sense comparable to the target population, for example students in ABE classes in the vocational schools. In implementing this plan, however, it was quickly evident that such groups of subjects did not exist in the numbers that were necessary. ABE classes were very small in registered enrollment and whenever they were used in the the evaluation, almost half of the students were absent. In a

further attempt to obtain subjects, we offered to pay groups for every person who appeared. This proposal seemed to appeal to the groups approached, but again and again only a few people would appear at the scheduled session. This difficulty in luring people like those in the target population to a central location for any purpose seemed to substantiate the RFD claim that these people must be reached in their homes.

Because it was so difficult to get subjects to come to a central location for evaluation sessions, we expanded our design to include telephone interviews. Several different interview samples were used; people from the RFD participant file, samples from a rural phone directory, and a group of people who had been identified for RFD as potential participants. Reports of the group evaluation sessions and the phone surveys appear in Exhibits II through V.

No single piece of information in these reports is of any value alone, for the groups were small and often some of the participants had inappropriate educational levels; only when the same information appears a number of times do we begin to have confidence in its accuracy.

In spite of the weakness of individual pieces of the data, a number of general trends did emerge. Almost every person who was asked about RFD, whether in groups or on the phone, was enthusiastic about the program. People were amazingly uniform in their reports that they not only liked the RFD program, but they also had learned from it. Different people like different parts of the television program, but the Hints were a clear favorite of almost everyone.

After the Hints, the most frequently approved aspect of the program seemed to be the general atmosphere: many people commented that they liked the way Jim Mader ran the show, the rural aspects, the homey touch, etc. These comments were interpreted to mean that the general tone and style were liked.

THE CASE FOR EVALUATION EXPERIMENTS

A common evaluation strategy in education is the pretest- post test design. This design includes the following steps:

1. Test the participants before they begin the program (pretest).
2. Apply the educational treatment.
3. Test the participants at the end of the treatment (post test).
4. Compare the pretest and post test scores to determine if there has been any change.

If any change occurs, it is assumed to be a result of the educational treatment. This strategy is basically fallacious and cannot lead to definitive statements about the effect of the treatment since it must be assumed that the treatment has caused any change. A researcher who adopts the pretest-post test design is required to assume precisely that which he should be trying to demonstrate.

Unfortunately, no information from the pretest-post test study can be used to support this basic assumption - that pretest to post test changes are caused by the educational treatment. The changes could be due to the mere passage of time and the concomitant development of the participants. This is an especially serious problem when the participants are children and the program lasts any appreciable period of time. When participants have volunteered or are self-selected into a program, as is the case with RFD, changes can be expected in participants without the program. It is likely that the people who sign up for a program like RFD have taken the first step toward changing: they have at least recognized and openly

declared a need to change, and may already be in the process of changing on their own. Therefore, it is extremely likely that change will be observed from the pretest to the post test, but it may have occurred without the treatment. Another way the passage of time can affect change scores is that something may happen quite unrelated to the educational program that will improve participants' test scores. For example, a new movie may lead people to change regardless of their participation in the program. Or, a church or other civic organization may begin a similar program or begin a campaign to motivate change. All of these uncontrollable and many times unknown factors, unrelated to the program in question, can induce what may look like a change by the program, but would have occurred anyway.

A second major problem with the pretest-post test design is that the pretest itself may cause participants to change. By testing participants at the beginning of the program they will become alerted to the goals of the program. Simply taking the test and then thinking about it over time may be sufficient to bring about observed improvement on the post test. Because the pretest per se is not part of the treatment, the effect of the pretest cannot be attributed to the treatment.

A third problem with the pretest-post test design in a program like RFD is that the participants are likely to be distressed by any testing in the early stages of the program. As a result, some people may drop out of the program or not participate at all when they discover that the first activity is a test. At best, they may feel that their own improvement and growth is less important to the program staff than their pretest score.

In evaluation studies in general and particularly in the evaluation of RFD, we reject the pretest-post test design in favor of an experiment randomly assigning persons to a treatment and a control group. The first step is to define a pool of suitable subjects, some of which will be randomly assigned to the treatment or control conditions. In the case of RFD, acceptability is determined by the following three criteria: (1) the person must be willing to participate in the program; (2) the person must have suitable educational level as indicated by his application form and the judgment of the field staff; and (3) the person has to live within a reasonable distance of the home visitor's residence. Any person satisfying all of these criteria is included in the pool from which they will be randomly* assigned to the treatment or control group. The treatment participants will receive the full RFD treatment with home visitors; the members of the control group can participate in the TV portion and receive home study materials, but they will not receive the home visitor. At the end of the program both groups will be tested on all evaluation measures. Differences between the treatment and control groups are then a definitive measure of the effect of the treatment, in this case the home visitor.

Because both groups will be tested at the same time using the exact same procedure, there is no possibility for the passage of time to bias the outcome of the experiment as is the case with the pretest-post test design. Because the groups are constructed by randomly assigning participants from the same pool, there can be, on the average, no systematic differences between the two groups. This enables us to apply inferential statistical methods to the

*Randomly as used here is a technical term and does not mean haphazardly.

data in order to decide whether the treatment is superior to the control condition. We cannot tell how much individuals have changed. But, this is a somewhat irrelevant question. We can determine how much change has been caused by participation in the program. This is the information that is required in order to decide if the program is a success.

GROUP EVALUATIONS OF TELEVISION TAPES
AND CONTENT CENTER

In the original evaluation proposal, the TV tapes and content materials were to be evaluated by taking them to appropriate groups (similar to the target population) for experimental evaluation.

Subjects were to be randomly assigned to a treatment group that saw the program or a control group that did not see the program and then both groups would be given an achievement test at the end to see if the treatment group had learned something from the program. Two factors led to a change in this strategy.

1. Appropriate groups of subjects were almost impossible to find and adequate numbers of subjects for experiments were simply not available. A number of ABE classes around the state were used, but the classes were usually small in their official enrollment, and, on any given class day, about half the class was absent. Because the ABE classes were so disappointing, an attempt was made to arrange other groups. Several Head Start Parents Groups were approached. These groups were offered two dollars for each person who appeared at an evaluation session. The proposal was greeted with great enthusiasm as each group wanted to raise money for special projects. Nevertheless, no group was able to produce more than eight people at a session even counting the Head Start staff. (The difficulty that was encountered in getting target population people into a central location underscores the need for a program, like RFD, that goes to the participant in his home.)

2. The most valuable information obtained from the groups of subjects appeared to be the opinions about the program--what they liked and disliked. Since the programs were still in production, the suggestions of these groups could be incorporated into the later tapes.

Therefore, group sessions focused on general discussion of the TV tapes.

The data from these group discussions is presented in rather great detail. The reader should not be misled by the quantity of numbers into thinking that these reports contain definitive conclusions. In general, the groups were very small and often they consisted of several people who were too well educated to qualify for the target group. It is only when the same information appears consistently in different sources that it becomes convincing. The data are presented here in detail so that as future research is conducted the cumulative effect can be assessed.

On some points, the data were clear and consistent: (1) respondents were generally very favorably impressed by the content materials; (2) respondents consistently reported that they enjoyed the television programs and also that they had learned from them; (3) the Hints were widely considered to be a favorite part of the television programs.

Evaluation of Pilot Program # 7

The prototype tape was evaluated on October 9, 1970 with students attending Skill Development Center, Beloit. In all, fifteen students participated (ten males, and five females). Most of the students were relatively young (eighteen to thirty), but five students were over thirty. Approximately half of the students were black.

First, the tape was shown on video to all the students sitting together. They were told that this was to obtain their suggestions and to find out how relevant this material would be for them. After showing the tape, the students were divided into three groups with one member from the Psychometric Laboratory in each group. The students were asked to complete a two-page questionnaire (attached). Then the group discussed the tape. General comments as well as comments with regard to each item shown on the tape were obtained during the informal group discussion.

General Comments

In general, the students were very enthusiastic about the tape. They seemed to enjoy watching it and appeared pleased to be asked for their opinions. (Of course the novelty of the event might account for a fair portion of the enthusiasm). Some students thought the tape was too jumpy and too many topics were covered in the time period. This reaction may have resulted from the fact that the transitions were technically weak on the tape.

The telephone number was incorrect in one place and Jim Mader put a letter into an envelope twice.

Some students did not realize that the telephone calls were toll-free. That information should be spoken as well as written.

Some students thought the screen-mending hint and the dry milk hint were commercials. The implications of this conclusion are not clear, but it possibly means that the information would be looked upon with skepticism.

Few students remembered that they had been told that they could send for additional materials, but sending for additional materials was not emphasized on the tape.

A number of additional topics were suggested: sports, political stories, current events, stories about other countries, more about social security, how to look for an apartment, balancing a budget, recipes, gardening, more hints, pollution, state and local government, world sports, world news, information on school subjects like science and history.

Comments Made on Specific Parts

Preparation of dry milk--It seemed to have little impact, maybe due to the fact that most of the students had made dry milk before. One student disagreed with the instructions and several suggested more complicated uses, such as the preparation of buttermilk.

On poisons--The responses were generally positive. Most students said that they knew that many household products were poisons, but that they had not realized how many. One student pointed out that "away from children" was not the only criterion for good storage--for example, gasoline should be stored away from fire.

Library--A number of students did not even remember this section. When reminded of it, they agreed that libraries were good places, but one had the feeling that they were good for someone else. Several mentioned how important it was to teach children to use a library. The only personal commitment came from one student who said that you could go to the library to "look things up." One was given the impression that for these students "reading books" is a frivolous and childish activity. Perhaps RFD should stress the practical uses of the libraries.

Hog Raising--This section was irrelevant to these students. The students thought that this might be interesting to people who live on farms.

Boiling Spaghetti--It had a very positive response. Most of them had not heard of using oil to keep the spaghetti from boiling over, and said that they would try it in the future.

Mending Screens--Very positive response. They liked the idea and also the presentation.

Local Community Festivals--A mixed response. A number of students wondered why it was there--it did not seem to fit with the rest of the program. (Perhaps they should have been shown a map with the location marked, so that they realized that these were neighboring communities. On the other hand, the target population may know the communities.)

Action Line on Social Security--Received a very good response, but these students had studied a unit on social security. Some complained that they were not told anything. But others said that the message was clear--"get the facts."

TELEVISION PILOT EVALUATION QUESTIONNAIRE

Please answer the following questions so that the TV program in the future could be improved.

1. Are you a man 5 or woman 10 .
2. How old are you _____ .
3. How many children live with you _____ .
4. Was this TV show Bad 0 ; O.K. 6 ; Good 9 .
5. Were the words used in the TV show Easy 9 ; O.K. 6 ; Hard 0 .
6. Was this TV show Fun 2 ; O.K. 13 ; Dull 0 .
7. Will you be able to use something you saw on this show?
Yes 9 ; Maybe 4 ; No 2 .
8. How did you like the festival stories? Bad 1 ; O.K. 4 ; Good 10 .
9. How did you like the music? Bad 0 ; O.K. 8 ; Good 7 .
10. How did you like the hints? Bad 1 ; O.K. 7 ; Good 7 .
11. Which did you like best? Festival 3 ; Hints 7 ; Music 5 .
12. Would you like to see more of these TV shows? Yes 9 ; Maybe 4 ; No 2 .

Notes:

#2 -- The actual ages given were 18, 21, 21, 22, 23, 24, 27, 28, 29, 29, 34, 40, 41, 44, 46.

#3 -- The actual answers were: 3 had no children living with them;
7 had 1 or 2 children;
3 had 3,4, or 5 children and
2 had 7 children.

#11 -- All three who chose festival were over 40.

How long should you chill the milk so that it will taste best?

2 hours 3 ; 6 hours 3 ; 12 hours 7 .

What are the best kinds of hogs on today's market?

Lean 11 ; Red 2 ; Fat 0 .

Where is the best place to get hogs?

Grocery 0 ; Certified breeder 7 ; Farmer 6 .

Check some household poisons:

Mothballs	<u>12</u>	Insect poisons	<u>11</u>
Crayons	<u>6</u>	Medicines	<u>11</u>
Paint	<u>12</u>	Toys	<u>1</u>
Eggs	<u>0</u>	Scissors	<u>3</u>

Where is the best place to keep household poisons?

Under the sink _____ ; In a closet 2 (these two also checked high shelf)

On a high shelf 13 .

Evaluation of Tapes #2 and #4

Tapes #2 and #4 were taken to the Sun Prairie Head Start-Parents Group meeting on February 1, 1971. We were expecting twenty-five to thirty parents and friends of parents to participate in the evaluation and we had arranged to pay the Head Start Parents Group \$1.50 for each person who participated. Only nine people showed up and five of these were staff or relatives of staff. The educational level of the group was highly inappropriate: there were two with Bachelor's degrees and two more with Master's degrees. However, because we are arranging to add to our sample through other Head Start groups, we shall describe the procedure.

1. We arranged video tape equipment in two rooms of the Methodist Church Hall in Sun Prairie. Participants were randomly assigned to one of the two groups and they were then shown either tape #2 or tape #4.

2. After the tape viewing, all participants were asked to answer achievement paper-and-pencil items. (See sample attached.) These items were based on both tapes. The intent was to demonstrate that those who saw tape #2 scored significantly better on those items, while those who saw tape #4 scored better on the other items.

3. After completing the short tape-specific achievement test, participants were arranged in groups of four or five to participate in a structured group discussion of the tape. In the discussion they were asked general questions first and then they were asked about each of the major parts of the tape. (see interview schedule attached).

4. In addition to the tape-specific items, we asked all participants to complete the three parts of our general adult achievement scale, our measure of internal vs. external locus of control, and some of our behavioral items. These last instruments were administered to obtain information for scale refinement.

Results

There were not enough participants to make the achievement data interpretable, but the scores are presented in Table 1. (The data that we have collected can be used in conjunction with other data if we are able to add other Head Start Parents groups.) Although the differences are small, they are at least in the expected direction.

The group discussions must be interpreted in light of the size and composition of the groups.

Tape #4: Participants were four females between the ages of twenty-four and forty-five. Three of the four had college degrees (two had Master's), the fourth, a thirty-two year old, had a grade eleven education.

What did you like best? Household hints, the story about Blackhawk, the way they had children in there.

What did you like least? The history part--the way they used the paintings--and they didn't connect it to Madison. The Uncle Sam part was too contrived.

How would you change it? Make it not stilted. They are trying too hard for an effect.

Did you like the puppet? The woman with the grade 11 education thought the puppet was great. The other three thought (1) that the segment was O.K., but too long; (2) a bit much like Sesame Street; (3) amusing but too drawn out.

General comments: Once again the greatest enthusiasm is shown for the hints. In Blackhawk, like the festival section, there seems to be a need to show a map with the location of these places. It is amazing how provincial even this well educated group is.

Specific comments:

Huntley interview: Interesting, but all had heard him make these points before.

Poisons: Good, learned things.

Uncle Sam: Interesting, but stilted.

Blackhawk: Not enough facts, made us want to get more information, should be related to local history (apparently, the segment achieved the desired purpose--it aroused interest). There seems to be a need to show maps--these people did not know that Sauk City was nearby.

Shopping Puppet: Entertaining, too long.

Jim Mader: Three liked him a lot, one did not like him--thought he was too folksy.

Tape #2: Participants were five people (three males and two females). The age range was twenty-eight to thirty-seven years. Except one lady, no one knew about the RFD program before.

For discussion purposes, we asked for their overall opinion as well as their opinion about (1) talk with Eddie Albert; (2) legal rights; (3) wildlife; (4) festivals; (5) meaning of friendship; (6) hints.

The best liked item was "hints"--safety precaution with car, using nail polish in thread loop, extra storage space, avoiding car window fogging. All respondents gave a very high positive response. They also very much liked the music of the program and its presentation and also Jim Mader.

The least liked item was "New Glarus Festival." Three people would not like to see it in such a program and two had no opinions. They said that this item had no beginning or end. The presentation was also not good.

Talk with Eddie Albert: Was liked in general. One said that he gave only his point of view. A discussion giving the other side would have been better. Others said that the term "organic" is misleading. Organic things may not always be good, e.g., ammonia is harmful.

Legal Rights:

A very positive response. Comment was that everyone should know these things. One wanted to have more details, but others said it is for the individual to find things according to what he needs.

Wildlife:

Response was neutral. They were more interested in how the wildlife could be of use rather than being told that they are of use. They wanted more details of usage of wildlife.

Meaning of Friendship:

They thought it was "cute." A good "yes" response.

TABLE I

Mean Scores

	Exposed to #4	Exposed to #2
Items from #4	3.75	2.60
Items from #2	3.50	3.80

Evaluation of Tape #6

Tape #6 was shown on February 8, 1971 to six people belonging to the Head Start Parent Group at Sun Prairie. All of the participants were women with the age ranging from thirty to forty-six years. Four of these had completed their education up to high school and two had had two years of college education. Two of the women had participated earlier in the evaluation of tapes #2 and #4.

The tape was shown to the whole group. They were then asked to respond on general questions about the tape (see sample attached). Their responses to questions asked were as follows:

1. Was this TV show Bad 0 ; O.K. 4 ; Good 2 .
2. Were the words used in this show Easy 4 ; O.K. 2 ; Hard 0 .
3. Was this TV show Fun 0 ; O.K. 6 ; Dull 0 .
4. Will you use something you saw on this show?
Yes 6 ; Maybe 0 ; No 0 .
5. Would you like to see more of these shows?
Yes 6 ; Maybe 0 ; No 0 .
6. What did you like best? Talk with children about "happiness" was the most liked and then "hints," sugar in salt shaker, waxing the snow shovel.
7. What did you like least? Four respondents had nothing to say. One did not like "cartoon" and another remarked "estate settlement information."
8. How would you change it? By having more household hints, visit to more interesting places, having more about children.

After getting responses to the general evaluation sheet, an informal discussion was held to solicit opinions about individual items. The following comments were made:

Ray Beckman: Two persons were already exposed to the idea of conservation. The idea of conservation was generally appreciated and efforts of Beckman praised. One person did not understand what it was. Wanted more information on how to proceed to get something like that done.

Children - on "Happiness:" This had a high positive response of likableness. To one it made her think about her own children. Another heard and watched children like this for the first time. Wanted more ideas (like bird feeder) for things children could do.

Puppet on Credit Card: A neutral group response was observed. One said it was oversimplified for an adult. Information was useful.

Estate Information: This portion was not liked in general. First, it had no relevance for them. As far as information presented, he (the president of the First National Bank) did not say anything. "Of course," one said, "we have come to know that the law will change on April 1."

Hints: (a) Sugar in salt shaker, (b) waxing the snow shovel, (c) egg beater used for mixing paint--were some of the most liked items of the show. The hints (a) and (b):

were very positively taken and most of them said that they will try it. The idea of using an egg beater was not much appreciated. One said that it might be hard to do.

General: A scenic pattern interposed between the various parts was not appreciated. It did not mean much in black and white.

Report on Content Material

The content material "About Me and My Money," Part I: "About My Home" was taken to Sun Prairie Head Start Parents Group on February 8, 1971. The group composition was the same as for the evaluation of tape #4. The content material was given for their evaluation after the task of evaluating the tape was completed.

The following pamphlets were given to each member of the group:

Health, Safety and Sanitation

Emergency First Aid 1

Bulletin 3D1-1

Home First Aid 2

Bulletin 3D2-1

Home Safety Plan 3

Bulletin 3D3-1

Knowing the Signs of Illness 4

Bulletin 3D4-1

Home Sanitation 5

Bulletin 3D5-1

They were asked to go through the materials and decide whether the materials were readable, understandable, believable and relevant. They took about thirty minutes to go through the materials. The frequency of responses were as follows:

1. What is the ease of reading?

<u>too difficult</u>	<u>somewhat difficult</u>	<u>generally readable</u>	<u>too easy</u>	<u>talking down</u>
0	0	6	0	0

2. What is the ease of understanding the content?

<u>very clear</u>	<u>understandable</u>	<u>generally clear</u>	<u>not clear</u>	<u>confused</u>
4	1	1	0	0

3. What is the believability level of content?

<u>strongly believable</u>	<u>very believable</u>	<u>generally believable</u>	<u>somewhat believable</u>	<u>not believable</u>
0	2	4	0	0

4. What is the relevance of the context?

<u>can use immediately</u>	<u>can use later</u>	<u>generally usable</u>	<u>use questionable</u>	<u>will not be used</u>
1	0	5	0	0

General: They commented that almost all the information was very good and usable in day to day life.

Evaluation of Tape #7

Tape #7 was taken to the Sun Prairie Head Start Parents Group meeting on February 8, 1971. Five people showed up, all of whom were women. Their ages ranged from twenty-eight through forty-five years. The average number of years of schooling for the group was thirteen years.

The tape was shown to the group. Their frequency of response on general statements of the evaluation sheet were as follows:

1. Was this TV show Bad 0 ; O.K. 1 ; Good 4 .
2. Were the words used in this TV show Easy 4 ; O.K. 0 ; Hard 0 .
3. Was this TV show Fun 2 ; O.K. 3 ; Dull 0 .
4. (a) Will you use something you saw on this show?
Yes 3 ; Maybe 2 ; No 0 .
- (b) What will you use? Baking mix, grease pencil, driving tip
5. Would you like to see more of these TV shows?
Yes 4 ; Maybe 1 ; No 0 .
6. What did you like most? Baking tip 1 ; Driving tip 1 ;
Edsel 1 ; Irene Ryan 1 .
7. What did you like least? Scholarship guy.

After filling out general evaluation sheet, a group discussion was held by the participants to evaluate the tape, part by part as well as an overall impact on the audience.

Celebrity: Irene Ryan--It was thought to be a good start. It was entertaining, rather than informative.

Puppet: Edsel--Most took this part very favorably and were able to relate it to their home life meaningfully.



Those who watched earlier shows thought this puppet representation better than any of the previous ones. However, one in the group thought it below the level of an adult to take information from a puppet.

Environment: Senator Nelson--Message did not seem to reach anyone in the group. One commented "Proxmire didn't have much to say."

Home Nursing: Only one positive response, the rest of the group being neutral.

Scholarship Aid: It was considered to give useful information, but the presentation was not appreciated.

Recipe: Master mix--Two had made similar things already. A generally favorable response.

Hints: Grease pencil--Was not too well received.

Driving in fog--Was considered good.

General: Of the two who saw earlier shows, one used the Action Line and made a deal with her kids to watch RFD. The other sent for the written materials.

There was nothing in the show that was not liked in general.

Report on Content Materials - The Joy of Good Food

The content material "Joy of Good Food" was evaluated with the same group of Head Start Parents Group as for the preliminary evaluation of tape #7. The material was distributed to each member of the group. They were asked to leaf through the material and give their responses, especially to Unit #1.

Most of them found the game interesting enough to play. They affirmed that they could use the game placemat as a menu planner for meals for a whole week. It was considered a good way to get out of a rut.

The responses to the evaluation sheet (sample attached) were as follows:

1. What is the ease of reading?

<u>too difficult</u>	<u>somewhat difficult</u>	<u>generally readable</u>	<u>too easy</u>	<u>talking down</u>
0	0	4	0	0

2. What is the ease of understanding?

<u>very clear</u>	<u>understandable</u>	<u>generally clear</u>	<u>not clear</u>	<u>confused</u>
3	0	1	0	0

3. What is the believability level of the content?

<u>strongly believable</u>	<u>very believable</u>	<u>generally believable</u>	<u>somewhat believable</u>	<u>not believable</u>
2	1	1	0	0

4. What is the relevance of the content?

<u>can use immediately</u>	<u>can use later</u>	<u>generally usable</u>	<u>use questionable</u>	<u>will not use</u>
4	0	0	0	0

General comments: \ Very good and useful information, very interesting and educational, information pertains to my job as a cook and very good indeed.

Evaluation Report on Program #8

On March 3, 1971 ten women, who belong to the Parent Group of the Mazomanie Head Start Program were shown the RFD tape #8. This group of women (all white) ranged in age from twenty-eight to fifty-one years and ranged in formal education from the eighth grade to the second year of college. Seven of the women were currently Head Start parents, two were Head Start teachers (and had once been Head Start parents themselves) and the tenth was the Parent Worker.

After showing the tape they were asked to respond on our General Tape Evaluation Questionnaire. Their responses were as follows:

1. Was this TV show Bad 0; O.K. 5; Good 5.
2. Were the words used in this TV show Easy 10; O.K. 0; Hard 0.
3. Was this TV show Fun 6; O.K. 3; Dull 0.
4. Will you use something you saw on this show? Yes 7; Maybe 2; No 0.
5. What did you like most? Montgomery's advice 2; Camping outdoors 4; Hints 2; Idea about antiques 1.
6. What did you like least? Seven people left the item unanswered. Three did not like the selection of song for the music.

A group discussion was held later to obtain reactions to various parts of the program and to invite their free comments.

Goose Island Ramblers: People were generally happy to see the (local music group) Ramblers on the show, but did not like the selection of the song by them. Two of them said that they would prefer more

quiet and relaxing music.

Treasare Shop: (antiques) Three or four in the group were very much appreciative of the idea. In general this part of the show gave favorable comments. Several gave other ideas of household things which can be converted into valuable antiques.

Leisure and Recreation: This part was very much liked by almost the entire group, particularly because it showed a happy family cooperating. However, parts of it were hard to see because they were night scenes and Nature doesn't show up very well on black and white TV.

Charlotte Montgomery: Her suggestions were liked in general. Some said comments were "very useful" and that they had "learned something." One person showed a desire to have her own copy of Montgomery's book because it had ideas for entertaining children.

Hints: Three indicated that they would try removing crayon off vinyl. Two indicated that they would use the hint about washing walls. The idea about cleaning of glasses was liked in general, but one remarked that the method didn't work.

General: These people responded with notable enthusiasm to all of the parts of the show except for the selection of the music by the Goose Island Ramblers. Several expressed appreciation of the variety and the lack of the commercials in the program. One said she liked

the "point of view." Two of the women have been watching this show almost regularly. (An RFD mathematics tutor is currently visiting one of these women.) Some said they were having difficulty in receiving Channel 21 on their television sets, but if it weren't for that they would like to watch the show. Several indicated that more publicity of the program timings was needed.

RFD TELEPHONE SURVEY REPORT - PARTICIPANTS

To gain information about who was responding to RFD and what they liked about the program during the 9th through 12th weeks, a random sample of 175 names was drawn from the total participants' list of 2,934 individuals. The total list consisted of persons who in some way communicated with RFD -- they requested materials, wrote letters regarding the program, called the Action Line, etc.

Of the 175 names, 90 were reached by telephone. Telephone calls were made primarily in the evening between 7 and 9 P.M. as this was found to be the best time for responses. People who were not reached on the first call were called again at least twice.

Each phone interview followed the same format:

1. The interviewer introduced himself as being from the University of Wisconsin calling about RFD.
2. The interviewer asked whether the respondent had ever seen RFD, and if so, how often.
3. If the respondent had seen RFD he was asked if he had seen the current or previous week's program.
4. If the respondent had seen a current program, he was asked about each segment.
5. If the respondent had seen any programs, he was asked what he liked best and what he liked least.
6. The respondent was asked if he was willing to participate in a mail survey about each program.
7. Finally, the respondent was asked his age and educational level. This was approached by stating that the interviewer wanted to ask some personal questions and the respondent could refuse to answer but "we are very

interested in knowing who is watching our program."

This approach seemed to be very effective because 77 of the 90 people gave us their ages.

Of these 175 people, 90 were actually reached by telephone. Seventy-two were female and 16 male. Two people failed to designate their sex.

Seventy-seven people gave their age and for them the average age was 45 years. Thirteen did not give their age, but six of these were judged to be over sixty.

With respect to education, forty-seven had finished high school, twenty had their Bachelor's degree, nine had completed the 8th grade, one each had completed the 9th grade, 10th grade, 1 and 3 years of college. One person had a Master's degree and one was an R.N. Eight people did not answer this question.

In response to the mail survey question, ten people answered NO and seventy-four answered YES. Six people did not answer this question.

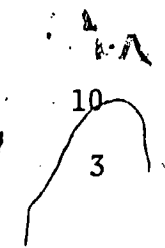
With respect to the previous week's program, fifty-five people said they had not seen the previous week's program, thirty-three said that they had watched it and 2 did not answer this question.

In answer to how often they watched RFD, the response frequencies for these ninety people were as follows:

Every week	35
Often	17
Occasionally	10
Twice	15

Once

Never



Ninth TV Program:

Of 30 people selected for telephone questioning about the March 3 RFD program, 24 were contacted between March 7 and March 13. One-fourth of those contacted were male and three-fourths female. Their ages ranged from 21 to 67 or more years, with a mean age of 43 years. The educational range was from 8th grade to a Master's degree, with the heaviest concentration (13 Ss) at the high school level. Five people had a Bachelor's degree and most had some education (college or vocational) beyond high school.

Twenty-one responded "yes" to the mail survey question, one responded "no" and two did not answer the question. Seventeen out of the twenty-four had not watched RFD the previous week. Half of the people said, however, that they watched most or all of the time. The others had watched never (1), once (3), twice (5), and occasionally (3). The people who watched regularly were most enthusiastic about Jim Mader and the "Hints." There was some indication, however, that the hints came too fast or were sometimes difficult to follow. The informal rural aspect of the program was appreciated. These people also liked the Action Line, recipe contest, economic suggestions, and stories about Wisconsin. Many would like to see more on pollution, but did not like or understand the "junkyards" segment.

There appeared to be no general dislikes or explanation for the infrequent viewers.

Tenth TV Program:

Between March 15 and March 20, 28 people were contacted for a telephone interview about the RFD program. Of these people, 22 were female and 6 were male. Their ages ranged from 16 to 70 years, with a mean age of 46 years. Four had finished college, 19 high school, 1 the 10th grade and 3 the 8th grade, and one person did not answer the question. In answer to the mail survey question, 23 responded, "yes" and 4 "no." Twelve said they had watched RFD the previous week and sixteen said they had not seen it. These people tended to be frequent RFD viewers, more than half watching occasionally to every week: every week (13), often (2), occasionally (7), once or twice (6).

Most popular by far with these people was the history of Wisconsin part of the show. They liked Jim Mader, the Action Line, and RFD in general.

Some people would like to see the program be more rural, deal with farming problems and child care. Others would like more pure entertainment. They were not especially impressed with the celebrities interviewed. Edsel was disliked and there were complaints of too much junk mail.

Eleventh and Twelfth TV Programs:

From a list of 76 home study participants, 38 were contacted for a telephone survey about the March 15 and March 22 RFD programs. Contact was made between March 24 and April 6. There were 33 females and 5 males in the group. Their ages ranged from 16 to 75 years, with a mean age of 41. Six people had completed school through the 8th

grade, 1 through the 9th grade, 15 through high school and 11 were college graduates, and 5 people did not answer. Twenty-five watched the RFD program often or every week. Thirteen were infrequent or occasional viewers. Twenty-two had not seen RFD the previous week, but 16 had. Thirty responded "yes" to the mail survey question and five responded "no."

Once again, Jim Mader, "Hints," "Action Line," the bulletin and economic suggestions were much appreciated. The chicken recipe was tried and said to be "good." Johnny Cash was liked. The Henry Darrow interview was considered "fine," although some interviews "are not too good." The logging film (History of Wisconsin) was "excellent," giving a "nice perspective of something you never considered before." People liked the part on buying hogs because it was appropriate to their interests. In general, they thought the program and literature were good; "good program because it responds to the wishes of the people."

The non-watchers were disinterested and without any specific suggestions or complaints.

Regular viewers who generally liked the program had some suggestions and criticisms. A few mentioned that the "first program was best." Many complained that the "Hints" and interviews went too fast and were thus difficult to follow. They would prefer to see local people interviewed. The "greasing pan" hint was not considered very valuable and Edsel is popular only with children. The viewers would like more on the show for men, more details pertaining to farming, more about Wisconsin (e.g., Green County, summer vacation

spots, some short-cut hints on sewing and cleaning, and more music for relaxation and entertainment. Many people would like to learn about "nutrition for children, and losing weight for old people." It was also suggested that some recipes be aimed at younger people to teach teenagers to prepare food for the family.

RFD TELEPHONE SURVEY - TARGET POPULATION

Early in the Fall of 1970 the RFD Staff approached community leaders and social service agencies to develop a list of potential RFD participants. From this list of approximately 350 people, individuals were randomly selected for telephone interviews.

Of sixty people selected from the target population for telephone questioning about the 16th TV program, fifty-nine were contacted. Four people (male) had no opinion to give because they had not seen enough of the program or simply did not want to give an opinion. The most impressive finding was that forty-one (eleven female, thirty male) had not seen the show at all.

Six people (three female, three male), however, had watched the RFD program. Their ages ranged from thirty-eight to fifty-three years, with a mean age of 46.4 years. Four of these people had completed the eighth grade, one had completed the seventh grade, and one had completed high school. The response to the mail survey question was four "yes" and two "no." Only one person said she had seen the show the previous week although four (two female, two male) indicated that they watched regularly. Another person said he tried to watch RFD "often," and the last said she watched "occasionally."

There was some dislike of Edsel and a criticism of the suggestions pertaining to money. People were offended by the belittling attitude. In general, all six people liked the program. Specific appreciation of Jim Mader, Wisconsin history, and the interviews with "stars" was mentioned.

Suggested changes in the show were to have more recipes, music,

self-help, hints and suggestions, demonstrations for self-improvement, projects to improve family life, something on community development, and to cover fewer topics at a slower pace.

RFD TELEPHONE SURVEY REPORT - RANDOM SELECTION

After 17 programs, in May of 1971, a telephone survey was made to elicit opinions of the RFD television program. Every tenth number from the 924 (Barneveld, Ridgeway) and 935 (Dodgeville) exchanges of the Iowa County telephone book was called. From a total of 108 persons called, the frequency of response was as follows:

Have you ever watched RFD?

NO ANSWER (not home, line busy, line disconnected)	29
No, not interested	4
No, but interested	1
No, never heard or read of RFD	2
No, but has heard or read of it	5
No, does not get Channel 21	2
No, does not have a TV	1
No	44
TOTAL NO	88
TOTAL YES	20

How often have you watched RFD?

All the time	3
Very often	3
Three or four times	9
A couple of times	4
(One person did not answer this question)	

Do you think it is a good program?

Excellent	3
Good	13
Fair	4
Poor	0

What did you like best?

Recipes	7
General tone, informality, variety	6
Household hints	6
History of Wisconsin	3
Interviews	3
Farm suggestions	2
Jim Mader	1
Shirley Young	1
Household management	1

What did you like least?

No complaints	16
Puppet	2
Interviews	2

Age: Ranged from 23 to 76 years

Average age: 49.2 years

Five people did not give their age, but three of these were judged by the interviewer to be "very old." This would make the average age somewhat higher than 49.2.

Last grade completed in school:	8th grade	7
	High school	9
	No answer	4

General comments: just good, anything I don't like, I turn off.

Generally very good -- educational. Whole thing is interesting, real good the way it is.

TELEPHONE SURVEYS

Conducted by the Wisconsin Survey Research Laboratory

Wisconsin Survey Research Lab Report on the RFD TV Program

During the first, tenth, and fifteenth weeks of the RFD television show, the Wisconsin Survey Research Laboratory conducted telephone surveys to ascertain audience characteristics and response. Two surveys were devoted exclusively to RFD. The third was part of a survey on Channel 21 programming.

Surveys conducted during the program's first and tenth week used identical procedures. Calls were made during the RFD telecast on four different days of the week. At these times the program was competing for viewers with three commercial television stations.

Data for the first week of the RFD show are in three parts--urban, rural, and combined urban-rural populations. Data for the tenth week are combined. The selection probability (sampling rate) for the urban population was half that for the rural population. Percentage estimates for the entire (rural and urban) Madison area (P_c) were made by doubling the percentage for the population (P_u), adding the percentage for the rural population (P_r) and dividing it all by three.

$$\frac{2P_u + P_r}{3} = P_c$$

The computer outputs of each survey are provided at the end of this section. An answer coded "no answer" (4) to the first question means that no one answered the telephone.

First Week Data

Data from the first week's survey indicate the total numbers of persons watching television and those watching RFD by age and rural and urban residence.

Interviewers called 2,226 homes---426 rural and 1,800 urban. In rural homes, 28.8 percent of the respondents had at least one television set on, and 7.3 percent of those were watching RFD. In urban homes, 25.5 percent had at least one television set on, and 8.7 percent of those were watching RFD.

These percentages are remarkably high, considering that the calls were made during all four programs and that RFD was competing with three commercial networks. It is probably unrealistic to assume that the RFD viewers on each of the four days did not overlap, but if this assumption is made, 26.1 percent of the rural viewers and 27.6 percent of the urban viewers watched Channel 21 during the week.

Ages of the 67 persons in 48 households who were watching RFD during its first week survey also are summarized in computer outputs. Fifty-one (51) of the 67 were over age 18.

Tenth Week Data

The tenth week survey followed the same procedure as that of the first week. Data presented here exclude age and urban-rural separation.

Interviewers called 2,080 homes. Of these, 25.6 percent had a television set on, and 6.6 percent of those were watching RFD. Those who were watching RFD were asked how often they watched the program; all said at least once a week. Of those who did not have a television set on, or were not watching Channel 21, 26.6 percent said they or someone in their family had seen RFD, and 30 percent of these respondents said they saw it at least once a week.

Fifteenth Week Data

In the fifteenth week survey, 505 respondents were asked questions about Channel 21's programming, several of which dealt with RFD. A total of 118 respondents, or 23.3 percent, said they had seen RFD. Of these, 14.4 percent thought the programs were "excellent," 69.5 percent "good," and 13.6 percent "fair." No one indicated they were "poor."

Discussion of Results

During the first week, 426 rural homes and 1,800 urban homes were called while RFD was on the air. In the rural homes, 28.8 percent had at least one television set on and 7.3 percent of these were watching RFD. In the urban homes, 25.5 percent of the homes had at least one television set on and 8.7 percent of these were watching Channel 21. Considering that the calls were made during all four programs, when RFD was competing against four different programs on other channels, the percentages are remarkably high for a program of this type. If we assume that the RFD viewers on each of the four days were totally different people and that the viewers of the other channels were the same people, then 24.0 percent of the rural viewers and 27.6 percent of the urban viewers were watching Channel 21. The assumptions required for this last statement are, of course, unrealistic, and on the high side but the conclusion shows the effect of having multiple broadcasts.*

* Combining viewership of both rural and urban homes, 2,226 random calls were made. Of these, 26.1 percent had at least one television set on and 8.4 percent of these were watching Channel 21 while RFD was on the air. Considering the multiple broadcast effect, 26.5 percent of the sets in use were tuned to RFD during the week.

During the tenth week, 2,080 homes were called. Of these 25.6 percent had a television on and 2.1 percent of these were watching Channel 21. Considering the multiple broadcast effect, 8.3 percent were watching Channel 21 while RFD was on the air. Those who were watching Channel 21 were asked how often they watched RFD and all said once a week or more. Of those who did not have a television on, 25.6 percent said that they or someone in their family had seen RFD at least once. Of those who had seen at least one program, 30 percent said they saw it once a week or more.

In the Madison Vote-In survey administered during the fifteenth week of RFD broadcasts 505 respondents were asked a number of questions about Channel 21 programming. Asked if they had seen any of the RFD programs, 23.3 percent said they had. Those who had seen RFD programs were asked if they were "excellent," "good," "fair," or "poor." 14.4 percent said "excellent," 69.5 percent said "good," 13.6 percent said "fair," no one said "poor," and 2.5 percent did not respond to the question. 83.9 percent indicated the program was "good" or "excellent."

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W.S.R.L. PROJECT 449 DECK 1 MADISON RFD TELEVISION STUDY

ARCH 1971

COL. NO.

URBAN & RURAL TOGETHER PAGE NO. 01

week # / -

MADISON RFD TELEVISION STUDY

PROJECT 449

DECK 1

1-4 ID NO.

5-7 TELEPHONE EXCHANGE

8 N° 0/0 Q1. I'M WITH THE SURVEY RESEARCH LAB AND WE'RE DOING
A TV STUDY. DO YOU HAVE A TV SET ON, NOW.

583	26.1	1. YES
765	34.3	2. NO (CODE 8 FOR REST OF DECK)
25	1.1	3. NO TELEVISION SET (CODE 8 FOR REST OF DECK)
853	38.3	4. NO ANSWER (CODE 8 FOR REST OF DECK)

2226	100.0	

9 N° 0/0 Q2. HOW MANY PEOPLE FROM YOUR HOUSEHOLD ARE WATCHING.

30	1.3	0. NONE
238	10.6	1. 1
177	7.5	2. 2
68	3.0	3. 3
42	1.8	4. 4
15	.6	5. 5
6	.2	6. 6
4	.1	7. 7 OR MORE

1643	73.8	8. INAP, NO, NO TELEVISION SET, NO ANSWER TO Q1.
3	.1	9. NOT ASCERTAINED

2226	100.0	

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MADISON RFD TELEVISION STUDY

PAGE NO. 02

Q3. WHAT CHANNEL OR PROGRAM IS IT TUNED TO.

10 N O/O SET NO.

232	10.4	1. CHANNEL 3 (CBS)
142	6.3	2. CHANNEL 15 (NBC)
48	2.1	3. CHANNEL 21 (WHA)
142	6.3	4. CHANNEL 27 (ABC)
7	.3	5. CHANNEL 13

1643	73.8	8. INAP, NO, NO TELEVISION SET, NO ANSWER TO Q1.
12	.5	9. NOT ASCERTAINED

2226 100.0

11 N O/O SET NO. 2

2	.0	1. CHANNEL 3 (CBS)
2	.0	2. CHANNEL 15 (NBC)
1	.0	3. CHANNEL 21 (WHA)
4	.1	4. CHANNEL 27 (ABC)
0	.0	5. CHANNEL 13

2214	99.4	8. INAP, NO, NO TELEVISION SET, NO ANSWER TO Q1, NO SET 2
------	------	--

3	.1	9. NOT ASCERTAINED
---	----	--------------------

2226 100.0

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MADISON RFD TELEVISION STUDY

PAGE NO. 03

Q4. COULD YOU TELL ME THE APPROXIMATE AGE(S) OF THOSE
FROM YOUR HOUSEHOLD WHO ARE WATCHING.

SET NO. 1

12-13 N 070 FIRST PERSON

		CODE EXACT AGE
2	.0	00. LESS THAN 1 YEAR
6	.2	01. 1 YEAR OLD
14	.6	02. 2 YEARS OLD
8	.3	03.
25	1.1	04.
24	1.0	05.
18	.8	06.
8	.3	07.
12	.5	08.
5	.2	09.
7	.1	10.
15	.6	11.
17	.7	12.
9	.4	13.
4	.1	14.
6	.2	15.
4	.1	16.
8	.3	17.
8	.3	18.
6	.2	19.
8	.3	20.
11	.4	21.
19	.8	22.
20	.8	23.
12	.5	24.
5	.2	25.
6	.2	26.
5	.2	27.
6	.2	28.
4	.1	29.
13	.5	30.
7	.3	31.
9	.4	32.
6	.2	33.
4	.1	35.
2	.0	36.
4	.1	37.
1	.0	38.
3	.1	39.
19	.8	40.
4	.1	41.
4	.1	43.
13	.5	45.
1	.0	47.
3	.1	49.

(THIS CODE CONTINUED ON NEXT PAGE.)

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MADISON RFD TELEVISION STUDY

PAGE NO. 04

THIS IS A CONTINUATION FROM THE LAST CODE.)

26	1.1	50.
5	.2	51.
6	.2	52.
2	.0	53.
4	.1	54.
8	.3	55.
8	.3	56.
4	.1	57.
5	.2	58.
19	.8	60.
2	.0	61.
3	.1	62.
5	.2	63.
2	.0	64.
8	.3	65.
6	.2	67.
3	.1	68.
2	.0	69.
6	.2	70.
1	.0	71.
7	.3	75.
1	.0	76.
2	.0	77.
8	.3	79. 79 YEARS OLD OR MORE
1673	75.1	88. INAP. NO. NO TELEVISION SET, NO ANSWER TO Q1, NO ONE WATCHING
15	.6	99. NOT ASCERTAINED
-----	-----	-----
2226	100.0	

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H.S.R.L. PROJECT 449 DECK 1
MARCH 1971
COL. NO.

MADISON RFD TELEVISION STUDY

PAGE NO. 05

14-15 N O/O SECOND PERSON

		CODE EXACT AGE
0	.0	00. LESS THAN 1 YEAR
2	.0	01. 1 YEAR OLD
3	.1	02. 2 YEARS OLD
4	.1	03.
16	.7	04.
11	.4	05.
5	.2	06.
11	.4	07.
13	.5	08.
11	.4	09.
21	.9	10.
9	.4	11.
5	.2	12.
3	.1	13.
6	.2	14.
4	.1	15.
2	.0	16.
7	.3	17.
4	.1	18.
9	.4	19.
4	.1	20.
6	.2	21.
6	.2	22.
13	.5	23.
8	.3	24.
5	.2	25.
4	.1	26.
4	.1	27.
3	.1	28.
3	.1	29.
9	.4	30.
5	.2	31.
1	.0	33.
4	.1	35.
2	.0	38.
1	.0	40.
3	.1	42.
1	.0	43.
2	.0	44.
2	.0	47.
8	.3	50.
2	.0	51.
3	.1	52.
2	.0	54.
8	.3	55.
2	.0	56.
2	.0	57.
2	.0	58.
1	.0	59.
5	.2	60.

(THIS CODE CONTINUED ON NEXT PAGE.)

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W.S.R.L. PROJECT 449 DECK 1
MARCH 1971
COL. NO.

MADISON RFD TELEVISION STUDY

PAGE NO. 06

THIS IS A CONTINUATION FROM THE LAST CODE.)

2	.0	61.
3	.1	64.
6	.2	65.
2	.0	66.
2	.0	68.
3	.1	70.
3	.1	71.
2	.0	72.
2	.0	73.
1	.0	74.
6	.2	75.
1	.0	76.
1	.0	77.
2	.0	79. 79 YEARS OLD OR MORE
1911	85.8	88. INAP. NO. NO TELEVISION SET, NO ANSWER TO Q1, NO SECOND PERSON
12	.5	99. NOT ASCERTAINED
2226	100.0	

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MADISON RFD TELEVISION STUDY

MARCH 1971

PAGE NO. 07

CCL. NO.

16-17 N. O/O THIRD PERSON

CODE EXACT AGE

1	.0	00. LESS THAN 1 YEAR
2	.0	01. 1 YEAR OLD
3	.1	02. 2 YEARS OLD
8	.3	04.
9	.4	05.
7	.3	06.
4	.1	07.
3	.1	08.
3	.1	09.
4	.1	10.
6	.2	11.
8	.3	12.
5	.2	13.
7	.3	14.
1	.0	15.
2	.0	16.
2	.0	17.
4	.1	19.
1	.0	20.
2	.0	21.
5	.2	23.
1	.0	25.
3	.1	26.
3	.1	27.
5	.2	30.
1	.0	31.
2	.0	33.
2	.0	34.
3	.1	35.
2	.0	38.
2	.0	40.
1	.0	46.
2	.0	48.
2	.0	53.
1	.0	54.
1	.0	75.
2	.0	76.
2	.0	79. 79 YEARS OLD OR MORE
2096	94.1	88. INAP, NO, NO TELEVISION SET, NO ANSWER TO Q1, NO THIRD PERSON
8	.3	99. NOT ASCERTAINED
2226	100.0	

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MADISON RFD TELEVISION STUDY

MARCH 1971

COL. NO.

PAGE NO. 08

18-19 N 0/0 FOURTH PERSON

CODE EXACT AGE		
1	.0	00. LESS THAN 1 YEAR
1	.0	01. 1 YEAR OLD
0	.0	02. 2 YEARS OLD
1	.0	03.
3	.1	05.
2	.0	08.
2	.0	09.
7	.3	12.
2	.0	13.
2	.0	14.
1	.0	15.
2	.0	16.
1	.0	18.
2	.0	19.
2	.0	21.
6	.2	22.
2	.0	26.
2	.0	29.
3	.1	30.
2	.0	33.
2	.0	34.
2	.0	35.
2	.0	38.
1	.0	39.
4	.1	40.
1	.0	45.
2	.0	47.
1	.0	52.
2	.0	58.
0	.0	79. 79 YEARS OLD OR MORE
2161	97.0	88. INAP, NO, NO TELEVISION SET, NO ANSWER TO Q1, NO FOURTH PERSON
4	.1	99. NOT ASCERTAINED
2226	100.0	

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MADISON RFD TELEVISION STUDY

MARCH 1971

COL. NO.

PAGE NO. 09

SET NO. 2

20-21 N. O/O FIRST PERSON

CODE EXACT AGE

1	.0	00. LESS THAN 1 YEAR
1	.0	01. 1 YEAR OLD
0	.0	02. 2 YEARS OLD
1	.0	05.
1	.0	09.
2	.0	13.
2	.0	15.
2	.0	23.
2	.0	35.
1	.0	39.
0	.0	79. 79 YEARS OLD OR MORE
2211	99.3	88. INAP. NO. NO TELEVISION SET, NO ANSWER TO Q1, NO SET 2
2	.0	99. NOT ASCERTAINED
-----	-----	
2226	100.0	

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W.S.R.L. PROJECT 449 DECK 1
MARCH 1971
C. NO.

MADISON RFD TELEVISION STUDY

PAGE NO. 10

22-23 N 070 SECOND PERSON

		CODE EXACT AGE
1	.0	00. LESS THAN 1 YEAR
0	.0	01. 1 YEAR OLD
0	.0	02. 2 YEARS OLD
1	.0	04.
1	.0	08.
2	.0	16.
2	.0	17.
0	.0	79. 79 YEARS OLD OR MORE
2217	199.5	88. INAP, NO, NO TELEVISION SET, NO ANSWER TO Q1, NO SET 2, NO 2ND PERSON
2	.0	99. NOT ASCERTAINED
2226	100.0	

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H.S.R.L. PROJECT 449 DECK 1

MADISON RFD TELEVISION STUDY

MARCH 1971

COL. NO.

PAGE NO. 11

24-25 N 070 THIRD PERSON

CODE EXACT AGE

1 .0 00. LESS THAN 1 YEAR

0 .0 01. 1 YEAR OLD

0 .0 02. 2 YEARS OLD

0 .0 79. 79 YEARS OLD OR MORE

2223 99.8 88. INAP. NO, NO TELEVISION SET, NO ANSWER TO Q1.
NO SET 2, NO 3RD PERSON

2 .0 99. NOT ASCERTAINED

2226 100.0

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H.S.R.L. PROJECT 449 DECK 1

MADISON RFD TELEVISION STUDY

MARCH 1971

COL. NO.

PAGE NO. 12

26-27 N 0/0 FOURTH PERSON

CODE EXACT AGE		
1	.0	00. LESS THAN 1 YEAR
0	.0	01. 1 YEAR OLD
0	.0	02. 2 YEARS OLD
0	.0	79. 79 YEARS OLD OR MORE
2223	99.8	88. INAP. NO. NO TELEVISION SET, NO ANSWER TO Q1. NO SET 2, NO 5TH PERSON
2	.0	99. NOT ASCERTAINED
-----	-----	-----
2226	100.0	

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H.S.R.L. PROJECT 449 DECK 1

MADISON' RFD TELEVISION STUDY

MARCH 1971

COL. NO.

PAGE NO. 13

77

DECK 1

78-80

PROJECT 449

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S.R.L. PROJECT 449 DECK 1
IRCH 1971
OL. NO.

MADISON RFD TELEVISION STUDY
(URBAN)

PAGE NO. 01

Week #1

MADISON RFD TELEVISION STUDY

PROJECT 449

DECK 1

1-4 ID NO.

5-7 TELEPHONE EXCHANGE

9 N O/O Q1. I'M WITH THE SURVEY RESEARCH LAB AND WE'RE DOING
A TV STUDY. DO YOU HAVE A TV SET ON, NOW.

460	25.5	1. YES
620	34.4	2. NO (CODE 8 FOR REST OF DECK)
24	1.3	3. NO TELEVISION SET (CODE 8 FOR REST OF DECK)
696	38.6	4. NO ANSWER (CODE 8 FOR REST OF DECK)
-----	-----	
1800	100.0	

9 N O/O Q2. HOW MANY PEOPLE FROM YOUR HOUSEHOLD ARE WATCHING.

22	1.2	0. NONE
192	10.6	1. 1
142	7.8	2. 2
46	2.5	3. 3
34	1.8	4. 4
12	.6	5. 5
6	.3	6. 6
4	.2	7. 7 OR MORE
1340	74.4	8. INAP, NO, NO TELEVISION SET, NO ANSWER TO Q1.
2	.1	9. NOT ASCERTAINED
-----	-----	
1800	100.0	

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W.S.R.L. PROJECT 449 DECK 1

MADISON RFD TELEVISION STUDY

ARCH 1971

(URBAN)

OL. NO.

PAGE NO. 02

Q3. WHAT CHANNEL OR PROGRAM IS IT TUNED TO.

10 N 0/0 SET NO. 1

188	10.4	1. CHANNEL 3 (CBS)
118	6.5	2. CHANNEL 15 (NBC)
40	2.2	3. CHANNEL 21 (WHA)
108	6.0	4. CHANNEL 27 (ABC)
0	0	5. CHANNEL 13

1340 74.4 8. INAP, NO, NO TELEVISION SET, NO ANSWER TO Q1.

6 .3 9. NOT ASCERTAINED

1800 100.0

11 N 0/0 SET NO. 2

0	.0	1. CHANNEL 3 (CBS)
2	.1	2. CHANNEL 15 (NBC)
0	.0	3. CHANNEL 21 (WHA)
4	.2	4. CHANNEL 27 (ABC)
0	.0	5. CHANNEL 13

1792 99.5 8. INAP, NO, NO TELEVISION SET, NO ANSWER TO Q1,
NO SET 2

2 .1 9. NOT ASCERTAINED

1800 100.0

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S.R.L. PROJECT 449 DECK 1

MAISON RFD TELEVISION STUDY
(URBAN)

RCH 1971

PAGE NO. 03

CL. NO.

Q4. COULD YOU TELL ME THE APPROXIMATE AGE(S) OF THOSE
FROM YOUR HOUSEHOLD WHO ARE WATCHING.

SET NO. 1

12-13 N Q/O FIRST PERSON

CODE EXACT AGE

2	.1	00. LESS THAN 1 YEAR
4	.2	01. 1 YEAR OLD
12	.6	02. 2 YEARS OLD
4	.2	03.
20	1.1	04.
20	1.1	05.
14	.7	06.
8	.4	07.
10	.5	08.
4	.2	09.
4	.2	10.
12	.6	11.
12	.6	12.
4	.2	13.
4	.2	14.
4	.2	15.
2	.1	16.
4	.2	17.
8	.4	18.
6	.3	19.
6	.3	20.
10	.5	21.
16	.8	22.
20	1.1	23.
10	.5	24.
2	.1	25.
6	.3	26.
4	.2	27.
6	.3	28.
4	.2	29.
12	.6	30.
6	.3	31.
8	.4	32.
4	.2	33.
4	.2	35.
2	.1	36.
4	.2	37.
2	.1	39.
14	.7	40.
4	.2	41.
4	.2	43.
12	.6	45.
2	.1	49.
22	1.2	50.
4	.2	51.

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S.R.L. PROJECT 449 DECK 1
ARCH 1971
OL. NO.

MADISON RFD TELEVISION STUDY
(URBAN)

PAGE NO. 04

(THIS IS A CONTINUATION FROM THE LAST CODE.)

4	.2	52.
2	.1	53.
4	.2	54.
8	.4	55.
6	.3	56.
2	.1	57.
4	.2	58.
14	.7	60.
2	.1	61.
2	.1	62.
2	.1	63.
2	.1	64.
8	.4	65.
6	.3	67.
2	.1	68.
4	.2	70.
6	.3	75.
4	.2	79. 79 YEARS OLD OR MORE
1362	75.6	88. INAP. NO. NO TELEVISION SET, NO ANSWER TO Q1, NO ONE WATCHING
10	.5	99. NOT ASCERTAINED
1800	100.0	

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W.S.R.L. PROJECT 449 DECK 1
MARCH 1971
COL. NC.

MADISON RFD TELEVISION STUDY
(URBAN)

PAGE NO. 05

14-15 N O/O SECOND PERSON

		CODE EXACT AGE
0	.0	00. LESS THAN 1 YEAR
2	.1	01. 1 YEAR OLD
2	.1	02. 2 YEARS OLD
2	.1	03.
14	.7	04.
8	.4	05.
4	.2	06.
6	.3	07.
10	.5	08.
10	.5	09.
20	1.1	10.
6	.3	11.
4	.2	12.
2	.1	13.
4	.2	14.
4	.2	15.
2	.1	16.
6	.3	17.
4	.2	18.
6	.3	19.
4	.2	20.
4	.2	21.
6	.3	22.
12	.6	23.
8	.4	24.
4	.2	25.
2	.1	26.
4	.2	27.
2	.1	28.
2	.1	29.
8	.4	30.
4	.2	31.
2	.1	35.
2	.1	38.
2	.1	42.
2	.1	44.
8	.4	50.
2	.1	51.
2	.1	52.
8	.4	55.
2	.1	56.
2	.1	57.
4	.2	60.
2	.1	61.
2	.1	64.
4	.2	65.
2	.1	66.
2	.1	68.
2	.1	70.
2	.1	71.

302

THIS CODE CONTINUED ON NEXT PAGE.)

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MADISON RFD TELEVISION STUDY
(URBAN)

MARCH 1971

Q1. NO.

PAGE NO. 06

(THIS IS A CONTINUATION FROM THE LAST CODE.)

2 .1 72.

2 .1 73.

4 .2 75.

2 .1 79. 79 YEARS OLD OR MORE

1552 86.2 88. INAP. NO. NO TELEVISION SET, NO ANSWER TO Q1.

NO SECOND PERSON

10 .5 99. NOT ASCERTAINED

1800 100.0

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W.S.R.L. PROJECT 449 DECK 1
MARCH 1971
COL. NO.

MADISON RFD TELEVISION STUDY
(URBAN)

PAGE NO. 07

16-17 N 0/0 THIRD PERSON

CODE EXACT AGE		
0	.0	00. LESS THAN 1 YEAR
2	.1	01. 1 YEAR OLD
2	.1	02. 2 YEARS OLD
8	.4	04.
8	.4	05.
6	.3	06.
2	.1	07.
2	.1	08.
2	.1	09.
2	.1	10.
4	.2	11.
6	.3	12.
4	.2	13.
6	.3	14.
2	.1	16.
4	.2	19.
2	.1	21.
4	.2	23.
2	.1	26.
2	.1	27.
4	.2	30.
2	.1	33.
2	.1	34.
2	.1	35.
2	.1	38.
2	.1	40.
2	.1	48.
2	.1	53.
2	.1	79. 79 YEARS OLD OR MORE
1702	94.5	88. INAP, NO, NO TELEVISION SET, NO ANSWER TO Q1, NO THIRD PERSON
8	.4	99. NOT ASCERTAINED
-----	-----	
1800	100.0	

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W.S.R.L. PROJECT 449 DECK 1
 MARCH 1971
 CUL. NO.

MADISON RFD TELEVISION STUDY
 (URBAN)

PAGE NO. 08

18-19 N 0/0 FOURTH PERSON

CODE EXACT AGE		
0	.0	00. LESS THAN 1 YEAR
0	.0	01. 1 YEAR OLD
0	.0	02. 2 YEARS OLD
2	.1	05.
2	.1	08.
2	.1	09.
6	.3	12.
2	.1	13.
2	.1	14.
2	.1	16.
2	.1	19.
2	.1	21.
6	.3	22.
2	.1	26.
2	.1	29.
2	.1	30.
2	.1	33.
2	.1	34.
2	.1	35.
2	.1	38.
4	.2	40.
2	.1	47.
2	.1	58.
0	.0	79. 79 YEARS OLD OR MORE.
1746	97.0	88. INAP, NO, NO TELEVISION SET, NO ANSWER TO Q1, NO FOURTH PERSON
4	.2	99. NOT ASCERTAINED
1800	100.0	

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MARCH 1971
COL. NO.

MADISON RFD TELEVISION STUDY
(URBAN)

PAGE NO. 09

SET NO. 2

20-21 N 0/0 FIRST PERSON

CODE EXACT AGE

0	.0	00. LESS THAN 1 YEAR
0	.0	01. 1 YEAR OLD
0	.0	02. 2 YEARS OLD
2	.1	13.
2	.1	15.
2	.1	23.
2	.1	35.
0	.0	79. 79 YEARS OLD OR MORE
1790	99.4	88. INAP, NO, NO TELEVISION SET, NO ANSWER TO Q1, NO SET 2
2	.1	99. NOT ASCERTAINED
-----	-----	
1800	100.0	

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W.S.R.L. PROJECT 449 DECK 1
ARCH 1971
COL. NO.

MADISON RFD TELEVISION STUDY
(URBAN)

PAGE NO. 10

22-23 N 0/0 SECOND PERSON

CODE EXACT AGE

0	.0	00. LESS THAN 1 YEAR
0	.0	01. 1 YEAR OLD
0	.0	02. 2 YEARS OLD
2	.1	16.
2	.1	17.
0	.0	79. 79 YEARS OLD OR MORE
1794	99.6	88. INAP, NO, NO TELEVISION SET, NO ANSWER TO Q1, NO SET 2, NO 2ND PERSON
2	.1	99. NOT ASCERTAINED
1800	100.0	

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MARCH 1971
CCL. NO.

MADISON RFD TELEVISION STUDY
(URBAN)

PAGE NO. 11

24-25 N 0/0 THIRD PERSON

		CODE EXACT AGE
0	.0	00. LESS THAN 1 YEAR
0	.0	01. 1 YEAR OLD
0	.0	02. 2 YEARS OLD
0	.0	79. 79 YEARS OLD OR MORE
1798	99.8	88. INAP, NO, NO TELEVISION SET, NO ANSWER TO Q1. NO SET 2, NO 3RD PERSON
2	.1	99. NOT ASCERTAINED
1800	100.0	

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MARCH 1971
CL. NO.

MADISON RFD TELEVISION STUDY
(URBAN)

PAGE NO. 12

26-27 N 0/0 FOURTH PERSON

		CODE EXACT AGE
0	.0	00. LESS THAN 1 YEAR
0	.0	01. 1 YEAR OLD
0	.0	02. 2 YEARS OLD
0	.0	79. 79 YEARS OLD OR MORE
1798	99.8	88. INAP, NO, NO TELEVISION SET, NO ANSWER TO Q1, NO SET 2, NO 4TH PERSON
2	.1	99. NOT ASCERTAINED
1800	100.0	

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W.S.R.L. PROJECT 449 DECK 1
MARCH 1971
OL. NO.

MADISON RFD TELEVISION STUDY
(URBAN)

PAGE NO. 13

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DECK 1

78-80

PROJECT 449

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W.S.R.L. PROJECT 449 DECK 1
MARCH 1971
COL. NO.

MADISON RFD TELEVISION STUDY
(RURAL)

PAGE NO. 018

Week #1

MADISON RFD TELEVISION STUDY

PROJECT 449

DECK 1

1-4 ID NO.

5-7 TELEPHONE EXCHANGE

8 N 0/0 Q1. I'M WITH THE SURVEY RESEARCH LAB AND WE'RE DOING
A TV STUDY. DO YOU HAVE A TV SET ON, NOW.

123	28.8	1. YES
145	34.0	2. NO (CODE 8 FOR REST OF DECK)
1	.2	3. NO TELEVISION SET (CODE 8 FOR REST OF DECK)
157	36.8	4. NO ANSWER (CODE 8 FOR REST OF DECK)
-----	-----	-----
426	100.0	

9 N 0/0 Q2. HOW MANY PEOPLE FROM YOUR HOUSEHOLD ARE WATCHING.

8	1.8	0. NONE
46	10.7	1. 1
35	8.2	2. 2
22	5.1	3. 3
8	1.8	4. 4
3	.7	5. 5
0	.0	6. 6
0	.0	7. 7 OR MORE
303	71.1	8. INAP, NO, NO TELEVISION SET, NO ANSWER TO Q1.
1	.2	9. NOT ASCERTAINED
-----	-----	-----
426	100.0	

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W.S.R.L. PROJECT 449 DECK 1
MARCH 1971
COL. NO. 4

MADISON, RFD TELEVISION STUDY
(RURAL)

PAGE NO. 02

Q3. WHAT CHANNEL OR PROGRAM IS IT TUNED TO.

10 N 0/0 SET NO. 1

24	10.3	1. CHANNEL 3 (CBS)
24	5.6	2. CHANNEL 15 (NBC)
8	1.8	3. CHANNEL 21 (WHA)
34	7.9	4. CHANNEL 27 (ABC)
7	1.6	5. CHANNEL 13
303	71.1	8. INAP. NO. NO TELEVISION SET, NO ANSWER TO Q1.
6	1.4	9. NOT ASCERTAINED
-----	-----	
426	100.0	

11 N 0/0 SET NO. 2

2	.4	1. CHANNEL 3 (CBS)
0	.0	2. CHANNEL 15 (NBC)
1	.2	3. CHANNEL 21 (WHA)
0	.0	4. CHANNEL 27 (ABC)
0	.0	5. CHANNEL 13
422	99.0	8. INAP. NO. NO TELEVISION SET, NO ANSWER TO Q1, NO SET 2
1	.2	9. NOT ASCERTAINED
-----	-----	
426	100.0	

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W.S.R.L. PROJECT 449 DECK 1
MARCH 1971
COL. NO.

MADISON RFD TELEVISION STUDY
(RURAL)

PAGE NO. 03

Q4. COULD YOU TELL ME THE APPROXIMATE AGE(S) OF THOSE
FROM YOUR HOUSEHOLD WHO ARE WATCHING.

SET NO. 1

12-13 N O/O FIRST PERSON

CODE EXACT AGE

0	.0	00. LESS THAN 1 YEAR.
2	.4	01. 1 YEAR OLD.
2	.4	02. 2 YEARS OLD.
4	.9	03.
5	1.1	04.
4	.9	05.
4	.9	06.
2	.4	08.
1	.2	09.
3	.7	10.
3	.7	11.
5	1.1	12.
5	1.1	13.
2	.4	15.
2	.4	16.
4	.9	17.
2	.4	20.
1	.2	21.
3	.7	22.
2	.4	24.
3	.7	25.
1	.2	27.
1	.2	30.
1	.2	31.
1	.2	32.
2	.4	33.
1	.2	38.
1	.2	39.
5	1.1	40.
1	.2	45.
1	.2	47.
1	.2	49.
4	.9	50.
1	.2	51.
2	.4	52.
2	.4	56.
2	.4	57.
1	.2	58.
5	1.1	60.
1	.2	62.
3	.7	63.
1	.2	68.
2	.4	69.
2	.4	70.
1	.2	71.

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W.S.R.L. PROJECT 449 DECK 1
MARCH 1971
COL. NO.

MADISON RFD TELEVISION STUDY
(RURAL)

PAGE NO. 04

(THIS IS A CONTINUATION FROM THE LAST CODE.)

1	.2	75.
1	.2	76.
2	.4	77.
4	.9	79. 79 YEARS OLD OR MORE
311	73.0	88. INAP, NO, NO TELEVISION SET, NO ANSWER TO Q1, NO ONE WATCHING
5	1.1	99. NOT ASCERTAINED
-----	-----	-----
426	100.0	

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MADISON RFD TELEVISION STUDY
(RURAL)

PAGE NO. 05

14-15 N 0/0 SECOND PERSON

CODE EXACT AGE

0	.0	00. LESS THAN 1 YEAR
0	.0	01. 1 YEAR OLD
1	.2	02. 2 YEARS OLD
2	.4	03.
2	.4	04.
3	.7	05.
1	.2	06.
5	1.1	07.
3	.7	08.
1	.2	09.
1	.2	10.
3	.7	11.
1	.2	12.
1	.2	13.
2	.4	14.
1	.2	17.
3	.7	19.
2	.4	21.
1	.2	23.
1	.2	25.
2	.4	26.
1	.2	28.
1	.2	29.
1	.2	30.
1	.2	31.
1	.2	33.
2	.4	35.
1	.2	40.
1	.2	42.
1	.2	43.
2	.4	47.
1	.2	52.
2	.4	54.
2	.4	58.
1	.2	59.
1	.2	60.
1	.2	64.
2	.4	65.
1	.2	70.
1	.2	71.
1	.2	74.
2	.4	75.
1	.2	76.
1	.2	77.
0	.0	79. 79 YEARS OLD OR MORE
359	84.2	88. INAP, NO, NO TELEVISION SET, NO ANSWER TO Q1, NO SECOND PERSON
2	.4	99. NOT ASCERTAINED

(THIS CODE CONTINUED ON NEXT PAGE.)

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426 100.0

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MADISON RFD TELEVISION STUDY
(RURAL)

PAGE NO. 07

16-17 N 0/0 THIRD PERSON

CODE EXACT AGE

1	.2	00. LESS THAN 1 YEAR
0	.0	01. 1 YEAR OLD
1	.2	02. 2 YEARS OLD
1	.2	05.
1	.2	06.
2	.4	07.
1	.2	08.
1	.2	09.
2	.4	10.
2	.4	11.
2	.4	12.
1	.2	13.
1	.2	14.
1	.2	15.
2	.4	17.
1	.2	20.
1	.2	23.
1	.2	25.
1	.2	26.
1	.2	27.
1	.2	30.
1	.2	31.
1	.2	35.
1	.2	46.
1	.2	54.
1	.2	75.
2	.4	76.
0	.0	79. 79 YEARS OLD OR MORE
394	92.4	88. INAP, NO, NO TELEVISION SET, NO ANSWER TO Q1, NO THIRD PERSON
0	.0	99. NOT ASCERTAINED
426	100.0	

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MADISON RFD TELEVISION STUDY
(RURAL)

PAGE NO. 08

18-19 N Q/O FOURTH PERSON

CODE EXACT AGE

1	.2	00. LESS THAN 1 YEAR
1	.2	01. 1 YEAR OLD
0	.0	02. 2 YEARS OLD
1	.2	03.
1	.2	05.
1	.2	12.
1	.2	15.
1	.2	18.
1	.2	30.
1	.2	39.
1	.2	45.
1	.2	52.
0	.0	79. 79 YEARS OLD OR MORE
415	97.4	88. INAP, NO, NO TELEVISION SET, NO ANSWER TO Q1, NO FOURTH PERSON
0	.0	99. NOT ASCERTAINED
-----	-----	
426	100.0	

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(RURAL)

PAGE NO. 09

SET NO. 2

20-21 N 0/0 FIRST PERSON

CODE EXACT AGE

1	.2	00. LESS THAN 1 YEAR
1	.2	01. 1 YEAR OLD
0	.0	02. 2 YEARS OLD
1	.2	05.
1	.2	09.
1	.2	39.
0	.0	79. 79 YEARS OLD OR MORE
421	98.8	88. INAP, NO, NO TELEVISION SET, NO ANSWER TO Q1, NO SET 2
0	.0	99. NOT ASCERTAINED
-----	-----	
426	100.0	✓

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MADISON RFD TELEVISION STUDY
(RURAL)

PAGE NO. 10

22-23 N 0/0 SECOND PERSON

CODE EXACT AGE

1	.2	00. LESS THAN 1 YEAR
0	.0	01. 1 YEAR OLD
0	.0	02. 2 YEARS OLD
1	.2	04.
1	.2	08.
0	.0	79. 79 YEARS OLD OR MORE
423	99.2	88. INAP. NO. NO TELEVISION SET, NO ANSWER TO Q1, NO SET 2, NO 2ND PERSON
0	.0	99. NOT ASCERTAINED
-----	-----	
426	100.0	

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MADISON-RFD TELEVISION STUDY
(RURAL)

PAGE NO. 11

24-25 N O/O THIRD PERSON

CODE EXACT AGE

1 .2 00. LESS THAN 1 YEAR
0 .0 01. 1 YEAR OLD
0 .0 02. 2 YEARS OLD

0 .0 79. 79 YEARS OLD OR MORE

425 99.7 88. INAP, NO, NO TELEVISION SET, NO ANSWER TO Q1.
NO SET 2, NO 3RD PERSON

0 .0 99. NOT ASCERTAINED

426 100.0

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MARCH 1971
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MADISON RFD TELEVISION STUDY
(RURAL)

PAGE NO. 12

26-27 N 0/0 FOURTH PERSON

CODE EXACT AGE

1	.2	00. LESS THAN 1 YEAR
0	.0	01. 1 YEAR OLD
0	.0	02. 2 YEARS OLD
0	.0	79. 79 YEARS OLD OR MORE
425	99.7	88. INAP, NO, NO TELEVISION SET, NO ANSWER TO Q1. NO SET 2, NO 4TH PERSON
0	.0	99. NOT ASCERTAINED
-----	-----	
426	100.0	

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MARCH 1971
CQL. NO.

MADISON RFD TELEVISION STUDY
(RURAL)

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77 DECK 1

78-80 PROJECT 449

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W.S.R.L. PROJECT 449 DECK 1

MADISON RFD TELEVISION STUDY
CHANNEL 21 VIEWERS

CUL. NO.

Urban + Rural 1st week

PAGE NO. 01

MADISON RFD TELEVISION STUDY

PROJECT 449

DECK 1

1-4 ID NO.

5-7 TELEPHONE EXCHANGE

8 N 0/0 Q1. I'M WITH THE SURVEY RESEARCH LAB AND WE'RE DOING
A TV STUDY. DO YOU HAVE A TV SET ON, NOW.

48	100.0	1. YES
0	.0	2. NO (CODE 8 FOR REST OF DECK)
0	.0	3. NO TELEVISION SET (CODE 8 FOR REST OF DECK)
0	.0	4. NO ANSWER (CODE 8 FOR REST OF DECK)
<hr/>		
48	100.0	

9 N 0/0 Q2. HOW MANY PEOPLE FROM YOUR HOUSEHOLD ARE WATCHING.

0	.0	0. NONE
32	66.6	1. 1
11	22.9	2. 2
3	6.2	3. 3
2	4.1	4. 4
0	.0	5. 5
0	.0	6. 6
0	.0	7. 7 OR MORE
<hr/>		
0	.0	8. INAP, NO, NO TELEVISION SET, NO ANSWER TO Q1.
0	.0	9. NOT ASCERTAINED
<hr/>		
48	100.0	

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W.S.R.L. PROJECT 449 DECK 1

MADISON RFD TELEVISION STUDY
CHANNEL 21 VIEWERS

COL. NO.

PAGE NO. 02

Q3. WHAT CHANNEL OR PROGRAM IS IT TUNED TO.

10	N	0/0	SET NO. 1
0		.0	1. CHANNEL 3 (CBS)
0		.0	2. CHANNEL 15 (NBC)
48		100.0	3. CHANNEL 21 (WHA)
0		.0	4. CHANNEL 27 (ABC)
0		.0	5. CHANNEL 13
0		.0	8. INAP, NO, NO TELEVISION SET, NO ANSWER TO Q1.
0		.0	9. NOT ASCERTAINED
48		100.0	

11	N	0/0	SET NO. 2
0		.0	1. CHANNEL 3 (CBS)
0		.0	2. CHANNEL 15 (NBC)
0		.0	3. CHANNEL 21 (WHA)
0		.0	4. CHANNEL 27 (ABC)
0		.0	5. CHANNEL 13
48		100.0	8. INAP, NO, NO TELEVISION SET, NO ANSWER TO Q1, NO SET 2
0		.0	9. NOT ASCERTAINED
48		100.0	

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MADISON RFD TELEVISION STUDY
CHANNEL 21 VIEWERS

COL. NO.

PAGE NO. 03

Q4. COULD YOU TELL ME THE APPROXIMATE AGE(S) OF THOSE
FROM YOUR HOUSEHOLD WHO ARE WATCHING.

SET NO. 1

12-13 N 0/0 FIRST PERSON

		CODE EXACT AGE
0	.0	00. LESS THAN 1 YEAR
0	.0	01. 1 YEAR OLD
2	4.1	02. 2 YEARS OLD
1	2.0	03.
2	4.1	04.
2	4.1	05.
1	2.0	06.
1	2.0	10.
2	4.1	17.
2	4.1	23.
2	4.1	26.
2	4.1	28.
2	4.1	31.
2	4.1	32.
3	6.2	33.
4	8.3	40.
4	8.3	45.
2	4.1	55.
4	8.3	60.
1	2.0	63.
4	8.3	67.
2	4.1	75.
1	2.0	76.
2	4.1	79. 79 YEARS OLD OR MORE
0	.0	88. INAP, NO, NO TELEVISION SET, NO ANSWER TO Q1, NO ONE WATCHING
0	.0	99. NOT ASCERTAINED
48	100.0	

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MADISON RFD TELEVISION STUDY
CHANNEL 21 VIEWERS

COL. NO.

PAGE NO. 04

14-15 N 070 SECOND PERSON

		CODE EXACT AGE
0	.0	00. LESS THAN 1 YEAR
0	.0	01. 1 YEAR OLD
0	.0	02. 2 YEARS OLD
2	4.1	05.
1	2.0	06.
2	4.1	17.
2	4.1	24.
1	2.0	26.
1	2.0	35.
1	2.0	52.
2	4.1	56.
2	4.1	73.
0	.0	79. 79 YEARS OLD OR MORE
32	66.6	88. INAP. NO. NO TELEVISION SET, NO ANSWER TO Q1, NO SECOND PERSON
2	4.1	99. NOT ASCERTAINED
48	100.0	

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W.S.R.L. PROJECT 449 DECK 1

MADISON RED TELEVISION STUDY
CHANNEL 21 VIEWERS

COL. NO.

PAGE NO. 05

16-17 N 0/0 THIRD PERSON

		CODE EXACT AGE
0	.0	00. LESS THAN 1 YEAR
0	.0	01. 1 YEAR OLD
0	.0	02. 2 YEARS OLD
1	2.0	05.
2	4.1	27.
0	.0	79. 79 YEARS OLD OR MORE
43	89.5	88. INAP, NO, NO TELEVISION SET, NO ANSWER TO Q1, NO THIRD PERSON
2	4.1	99. NOT ASCERTAINED
48	100.0	

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W.S.R.L. PROJECT 449 DECK 1

MADISON RED TELEVISION STUDY
CHANNEL 21 VIEWERS

CCL. NO.

PAGE NO. 06

18-19 N 070 FOURTH PERSON

		CODE EXACT AGE
0	.0	00. LESS THAN 1 YEAR
0	.0	01. 1 YEAR OLD
0	.0	02. 2 YEARS OLD
2	4.1	29.
<hr/>		
0	.0	79. 79 YEARS OLD OR MORE
46	95.8	88. INAP, NO, NO TELEVISION SET, NO ANSWER TO Q1, NO FOURTH PERSON
0	.0	99. NOT ASCERTAINED
<hr/>		
48	100.0	

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MADISON RFD TELEVISION STUDY
CHANNEL 21 VIEWERS

COL. NO.

PAGE NO. 07

SET NO. 2

20-21 N 0/0 FIRST PERSON

CODE EXACT AGE

0	.0	00. LESS THAN 1 YEAR
0	.0	01. 1 YEAR OLD
0	.0	02. 2 YEARS OLD
0	.0	79. 79 YEARS OLD OR MORE
48	100.0	88. INAP, NO, NO TELEVISION SET, NO ANSWER TO Q1, NO SET 2
0	.0	99. NOT ASCERTAINED
48	100.0	

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MADISON RFD TELEVISION STUDY
CHANNEL 21 VIEWERS

COL. NO.

PAGE NO. 08

22-23 N 0/0 SECOND PERSON

CODE EXACT AGE

0	.0	00. LESS THAN 1 YEAR
0	.0	01. 1 YEAR OLD
0	.0	02. 2 YEARS OLD
0	.0	79. 79 YEARS OLD OR MORE
48	100.0	88. INAP, NO, NO TELEVISION SET, NO ANSWER TO Q1, NO SET 2, NO 2ND PERSON
0	.0	99. NOT ASCERTAINED
48	100.0	

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MADISON RFD TELEVISION STUDY
CHANNEL 21 VIEWERS

COL. NO.

PAGE NO. 09

24-25 N 0/0 THIRD PERSON

		CODE EXACT AGE
0	.0	00. LESS THAN 1 YEAR
0	.0	01. 1 YEAR OLD
0	.0	02. 2 YEARS OLD
0	.0	79. 79 YEARS OLD OR MORE
48	100.0	88. INAP, NO, NO TELEVISION SET, NO ANSWER TO Q1. NO SET 2, NO 3RD PERSON
0	.0	99. NOT ASCERTAINED
<hr/>		
48	100.0	

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MADISON RD. TELEVISION STUDY
CHANNEL 21 VIEWERS

COL. NO.

PAGE NO. 10

26-27 N 0/0 FOURTH PERSON

		CODE EXACT AGE
0	.0	00. LESS THAN 1 YEAR
0	.0	01. 1 YEAR OLD
0	.0	02. 2 YEARS OLD
0	.0	79. 79 YEARS OLD OR MORE
48	100.0	88. INAP, NO, NO TELEVISION SET, NO ANSWER TO Q1. NO SET 2, NO 4TH PERSON
0	.0	99. NOT ASCERTAINED
48	100.0	

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MADISON RFD TELEVISION STUDY
CHANNEL 21 VIEWERS

CUL. NO.

PAGE NO. 11

77

DECK 1

78-80

PROJECT 449

CP 0110 J 21 1971 - 11 11

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W.S.R.L. PROJECT 449 DECK 2 MADISON RFD TELEVISION STUDY-PART II
APRIL 1971
COL. NO. PAGE NO. 01

MADISON RFD TELEVISION STUDY-PART II

PROJECT 449

DECK 2

1-4 ID NUMBER

5-7 TELEPHONE EXCHANGE

8 N 0/0 Q1. I'M WITH THE SURVEY RESEARCH LAB AND WE'RE
DOING A TV STUDY. DO YOU HAVE A TV SET ON, NOW.

533	25.6	1. YES (CODE 8 IN COL. 9-10)
649	31.2	2. NO
14	.6	3. NO TELEVISION SET
884	42.5	4. NO ANSWER (CODE 8 FOR REST OF DECK)
-----	-----	-----
2080	100.0	

9 N 0/0 Q1A. HAS ANYONE IN YOUR HOUSEHOLD EVER WATCHED THE
RFD PROGRAM. (OF THOSE ANSW. NO OR NO TV SET TO Q1)

166	7.9	1. YES (25%)
444	21.3	2. NO (CODE 8 FOR REST OF DECK)
46	2.2	3. DON'T KNOW (CODE 8 FOR REST OF DECK)
1417	68.1	8. INAP
7	.3	9. NOT ASCERTAINED
-----	-----	-----
2080	100.0	



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APRIL 1971
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MADISON RFD TELEVISION STUDY-PART II

PAGE NO. 02

10 N 0/0 Q18. ABOUT HOW OFTEN. (OF THOSE ANSW YES TO Q1A)

49	2.3	1. ONCE A WEEK OR MORE (10 OR MORE TIMES) (30%)
2	.0	2. THREE TIMES A MONTH (8-9 TIMES) (01%)
17	.8	3. TWICE A MONTH (5-7 TIMES) (10%)
11	.5	4. ONCE A MONTH (3-4 TIMES) (07%)
83	3.9	5. LESS THAN ONCE A MONTH (1-2 TIMES) (50%)
1915	92.0	8. INAP
3	.1	9. NOT ASCERTAINED (02%)
-----	-----	
2080	100.0	

11 N 0/0 Q2. HOW MANY PEOPLE FROM YOUR HOUSEHOLD ARE WATCHING.

30	1.4	0. NONE
248	11.9	1. 1
174	8.3	2. 2
48	2.3	3. 3
14	.6	4. 4
10	.4	5. 5
2	.0	6. 6
0	.0	7. 7 OR MORE
1546	74.3	8. INAP
8	.3	9. NOT ASCERTAINED
-----	-----	
2080	100.0	

Q3. WHAT CHANNEL OR PROGRAM IS BEING WATCHED.

12 N 0/0 SET NUMBER 1

228	10.9	1. CHANNEL 3 (CBS)
122	5.8	2. CHANNEL 15 (NBC)
11	.5	3. CHANNEL 21 (WHA)
144	6.9	4. CHANNEL 27 (ABC)
1	.0	5. CHANNEL 13
1546	74.3	8. INAP
28	1.3	9. NOT ASCERTAINED
-----	-----	
2080	100.0	

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APRIL 1971
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MADISON RFD TELEVISION STUDY-PART II

PAGE NO. 03

13 N 0/0 SET NUMBER 2

1	.0	1. CHANNEL 3(CBS)
0	.0	2. CHANNEL 15(NBC)
0	.0	3. CHANNEL 21(WHA)
2	.0	4. CHANNEL 27(ABC)
0	.0	5. CHANNEL 13

2062	99.1	8. INAP
15	.7	9. NOT ASCERTAINED

2080 100.0

14 N 0/0 Q3A. ABOUT HOW OFTEN DOES SOMEONE IN YOUR HOUSEHOLD
WATCH THE RFD PROGRAM.

11	.5	1. ONCE A WEEK OR MORE(10 OR MORE TIMES)
0	.0	2. THREE TIMES A MONTH(8-9 TIMES)
0	.0	3. TWICE A MONTH(5-7 TIMES)
0	.0	4. ONCE A MONTH(3-4 TIMES)
0	.0	5. LESS THAN ONCE A MONTH(1-2 TIMES)

2057	98.8	8. INAP
12	.5	9. NOT ASCERTAINED

2080 100.0

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W.S.R.L. PROJECT 449 DECK 2 MADISON RFD TELEVISION STUDY-PART II

APRIL 1971
CCL. NO.

PAGE NO. 04

15 N 0/0 Q3B. HAS ANYONE IN YOUR HOUSEHOLD EVER WATCHED
THE RFD PROGRAM. (OF THOSE ANSW. YES TO Q 1)

139	6.6	1. YES (27%)
337	16.2	2. NO (CODE 8 IN COL. 16)
34	1.6	3. DON'T KNOW (CODE 8 IN COL. 16)
1557	74.8	8. INAP
7	13	9. NOT ASCERTAINED
2080	100.0	

16 N 0/0 Q3C. ABOUT HOW OFTEN. (OF THOSE ANSW. YES TO Q 3B)

59	2.8	1. ONCE A WEEK OR MORE (10 OR MORE TIMES) (42%)
6	.2	2. THREE TIMES A MONTH (8-9 TIMES) (04%)
5	.2	3. TWICE A MONTH (5-7 TIMES) (04%)
20	.9	4. ONCE A MONTH (3-4 TIMES) (14%)
48	2.3	5. LESS THAN ONCE A MONTH (1-2 TIMES) (35%)
1928	92.6	8. INAP
14	.6	9. NOT ASCERTAINED (9%)
2080	100.0	

Q4. COULD YOU TELL ME THE EXACT AGE(S) OF THOSE
FROM YOUR HOUSEHOLD WHO ARE WATCHING ----CHANNEL
NOW.

CHANNEL 21

17-18 N 0/0 FIRST PERSON

CODE EXACT AGE

0	.0	00. LESS THAN ONE YEAR
0	.0	01. 1
0	.0	02. 2
1	.0	05.
2	.0	06.
4	.1	20.
1	.0	50.
1	.0	60.
1	.0	67.
1	.0	79. 79 YEARS OR MORE
2059	98.9	88. INAP
10	.4	99. NOT ASCERTAINED
2080	100.0	

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N.S.R.L. PROJECT 449 DECK 2

MADISON RED TELEVISION STUDY-PART II

APRIL 1971

COL. NO.

PAGE NO. 05

19-20 N 0/0 SECOND PERSON

CODE EXACT AGE		
0	.0	00. LESS THAN ONE YEAR
0	.0	01. 1
0	.0	02. 2
2	.0	11.
2	.0	21.
1	.0	61.
1	.0	65.
1	.0	69.
0	.0	79. 79 YEARS OR MORE
2063	99.1	88. INAP
10	.4	99. NOT ASCERTAINED
-----	-----	
2080	100.0	

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PAGE NO. 06

21-22 N 0/0 THIRD PERSON

CODE EXACT AGE

0	.0	00. LESS THAN ONE YEAR
0	.0	01. 1
0	.0	02. 2
0	.0	79. 79 YEARS OR MORE
2070	99.5	88. INAP
10	.4	99. NOT ASCERTAINED
-----	-----	
2080	100.0	

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PAGE NO. 07

23-24 N 0/0 FOURTH PERSON

CODE EXACT AGE

0	.0	00. LESS THAN ONE YEAR
0	.0	01. 1
0	.0	02. 2
0	.0	79. 79 YEARS OR MORE

2070	99.5	88. INAP
10	.4	99. NOT ASCERTAINED

2080 100.0

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PAGE NO. 08

FIRST OTHER CHANNEL

25-26 N 070 FIRST PERSON

CODE EXACT AGE

0	.0	00. LESS THAN ONE YEAR
7	.3	01. 1
12	.5	02. 2
9	.4	03.
28	1.3	04.
13	.6	05.
10	.4	06.
3	.1	07.
13	.6	08.
14	.6	09.
9	.4	10.
5	.2	11.
2	.0	12.
9	.4	13.
14	.6	14.
12	.5	15.
3	.1	16.
10	.4	17.
9	.4	18.
4	.1	19.
4	.1	20.
11	.5	21.
3	.1	22.
12	.5	23.
6	.2	24.
13	.6	25.
12	.5	26.
9	.4	27.
9	.4	28.
5	.2	29.
13	.6	30.
2	.0	31.
9	.4	32.
8	.3	33.
7	.3	35.
3	.1	36.
2	.0	37.
2	.0	38.
2	.0	39.
16	.7	40.
1	.0	41.
2	.0	42.
2	.0	43.
1	.0	45.
3	.1	47.
5	.2	48.
7	.3	49.
14	.6	50.

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COL. NO.

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PAGE NO. 09

(THIS IS A CONTINUATION FROM THE LAST CODE.)

5	.2	52.
4	.1	54.
9	.4	55.
3	.1	56.
2	.0	57.
4	.1	58.
4	.1	59.
14	.6	60.
1	.0	61.
5	.2	62.
7	.3	63.
5	.2	65.
1	.0	67.
1	.0	68.
2	.0	69.
9	.4	70.
4	.1	72.
2	.0	73.
2	.0	74.
4	.1	75.
2	.0	76.
2	.0	78.
7	.3	79. 79 YEARS OR MORE
1587	76.2	88. INAP
25	1.2	99. NOT ASCERTAINED
-----	-----	
2080	100.0	

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PAGE NO. 10

27-28 N 0/0 SECOND PERSON

		CODE EXACT AGE
0	.0	00. LESS THAN ONE YEAR
1	.0	01. 1
10	.4	02. 2
7	.3	03.
7	.3	04.
5	.2	05.
8	.3	06.
2	.0	07.
7	.3	08.
5	.2	09.
9	.4	10.
7	.3	11.
3	.1	12.
3	.1	13.
1	.0	14.
4	.1	15.
4	.1	16.
2	.0	17.
4	.1	18.
2	.0	19.
12	.5	20.
4	.1	21.
3	.1	22.
7	.3	23.
2	.0	24.
9	.4	25.
10	.4	26.
3	.1	27.
2	.0	28.
5	.2	30.
1	.0	31.
5	.2	32.
4	.1	35.
2	.0	37.
2	.0	39.
3	.1	40.
3	.1	42.
1	.0	43.
2	.0	44.
4	.1	45.
1	.0	46.
2	.0	47.
2	.0	48.
1	.0	49.
9	.4	50.
2	.0	52.
2	.0	55.
1	.0	56.
10	.4	60.
1	.0	62.

(THIS CODE CONTINUED ON NEXT PAGE.)

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PAGE NO. 11

(THIS IS A CONTINUATION FROM THE LAST CODE.)

1	.0	63.
1	.0	64.
1	.0	65.
2	.0	66.
4	.1	70.
4	.1	72.
2	.0	74.
4	.1	78.
3	.1	79. 79 YEARS OR MORE
1833	88.1	88. INAP
19	.9	99. NOT ASCERTAINED
-----	-----	-----
2080	100.0	

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PAGE NO. 12

29-30 N 0/0 THIRD PERSON

		CODE EXACT AGE
0	.0	00. LESS THAN ONE YEAR
3	.1	01. 1
1	.0	02. 2
5	.2	03.
2	.0	05.
6	.2	06.
5	.2	07.
2	.0	08.
3	.1	09.
6	.2	11.
1	.0	13.
2	.0	14.
3	.1	15.
3	.1	16.
4	.1	19.
2	.0	21.
1	.0	23.
2	.0	24.
2	.0	30.
2	.0	32.
1	.0	35.
2	.0	38.
3	.1	39.
1	.0	45.
2	.0	50.
1	.0	55.
2	.0	62.
1	.0	66.
1	.0	75.
0	.0	79. 79 YEARS OR MORE
1999	96.1	88. INAP
12	.5	99. NOT ASCERTAINED
-----	-----	
2080	100.0	

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PAGE NO. 13

31-32 N 0/0 FOURTH PERSON

CODE EXACT AGE		
0	.0	00. LESS THAN ONE YEAR
0	.0	01. 1
0	.0	02. 2
4	.1	04.
3	.1	08.
2	.0	09.
1	.0	10.
2	.0	13.
1	.0	14.
2	.0	17.
1	.0	26.
2	.0	29.
1	.0	30.
1	.0	33.
2	.0	35.
1	.0	50.
0	.0	79. 79 YEARS OR MORE
2047	98.4	88. INAP
10	.4	99. NOT ASCERTAINED
-----	-----	
2080	100.0	

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SECOND OTHER CHANNEL

33-34 N O/O FIRST PERSON

CODE EXACT AGE

0	.0	00. LESS THAN ONE YEAR
0	.0	01. 1
0	.0	02. 2
1	.0	17.
2	.0	25.
0	.0	79. 79 YEARS OR MORE
2067	99.3	88. INAP
10	.4	99. NOT ASCERTAINED
-----	-----	
2080	100.0	

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PAGE NO. 15

35-36 N 0/0 SECOND PERSON

CODE EXACT AGE		
0	.0	00. LESS THAN ONE YEAR
0	.0	01. 1
0	.0	02. 2
1	.0	15.
2	.0	20.
0	.0	79. 79 YEARS OR MORE
2067	99.3	88. INAP
10	.4	99. NOT ASCERTAINED
-----	-----	
2080	100.0	

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PAGE NO. 16

37-38 N 0/0 THIRD PERSON

CODE EXACT AGE		
0	.0	00. LESS THAN ONE YEAR
0	.0	01. 1
0	.0	02. 2
1	.0	15.
0	.0	79. 79 YEARS OR MORE
2069	99.4	88. INAP
10	.4	99. NOT ASCERTAINED
-----	-----	-----
2080	100.0	

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PAGE NO. 17

39-40 N O/O FOURTH PERSON

CODE EXACT AGE

0	.0	00. LESS THAN ONE YEAR
0	.0	01. 1
0	.0	02. 2
0	.0	79. 79 YEARS OR MORE
2070	99.5	88. INAP
10	.4	99. NOT ASCERTAINED
-----	-----	
2080	100.0	

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77

DECK 2

78-80

PROJECT 449

WSRL PROJECT 462 DECK 1 MADISON VOTE-IN SURVEY

APRIL 1971

COL. NO.

Page NO. 03

9 N O/O Q5. CHANNEL 21 FREQUENTLY REPEATS SHOWINGS OF
PROGRAMS ON ALTERNATE VIEWING TIMES. DO YOU FEEL
THIS IS DONE TOO MUCH. THAT IT IS A GOOD IDEA AS
IS. OR THAT IT SHOULD BE DONE MORE OFTEN.

28	5.5	1. TOO MUCH
243	48.1	2. GOOD AS IS
21	4.1	3. MORE OFTEN
105	20.7	4. DON'T KNOW
108	21.3	8. INAP, NONE TO Q1, NEVER, DON'T KNOW TO Q3
0	.0	9. NOT ASCERTAINED
505	100.0	

10 N O/O Q6. HAVE YOU SEEN ANY OF THE PROGRAMS ON THE CHANNEL 21
RFD SERIES.

118	23.3	1. YES
269	53.2	2. NO (CODE 8 IN COL. 11)
10	1.9	3. DON'T KNOW (CODE 8 IN COL. 11)
108	21.3	8. INAP. NONE TO Q1, NEVER, DON'T KNOW TO Q3
0	.0	9. NOT ASCERTAINED
505	100.0	

11 N O/O Q6A. IN YOUR OPINION, WERE THE "RFD" PROGRAMS YOU SAW
EXCELLENT, GOOD, FAIR, OR POOR.

17	3.3	1. EXCELLENT (14.4%)
82	16.2	2. GOOD (69.5%)
16	3.1	3. FAIR (13.6%) 83.9%
0	.0	4. POOR
387	76.6	8. INAP, NONE TO Q1, NEVER, DON'T KNOW TO Q3, NO, DON'T KNOW TO Q6
3	.5	9. NOT ASCERTAINED (2.5%)
505	100.0	

PARTICIPANT SELECTION FOR THE EXPERIMENTAL TREATMENT
AND CONTROL GROUPS

Participants for the treatment and control groups were identified by the field staff. Working as teams within their counties, the three supervisors and eight home visitors began the process in early September. Three assumptions were made in the design of the recruitment process. First, that leadership exists at all levels of society. Second, that leadership at the more visible levels will, if requested, direct one to leadership at less visible levels, and third, that leadership for the participant in the treatment and control groups would be relatively invisible in the community.

Beginning with county officials and agency supervisors, the field staff sought the names of individuals who might be included in the treatment and control pool. When an individual living in the four county primary target area who seemed to have the potential for inclusion was discovered, he was contacted by a member of the field staff. The first task was to attempt to assess the extent to which the individual met the criteria of willingness to participate and formal education. The field staff also assessed general need, in the potential participant, for the acquisition of the coping skills contained in the RFD Content Centers. An interview by phone or in person was arranged in which basic demographic data were secured. (see sample form, page 3.)

On December 29, 1970 the field staff met and by county teams sorted the information forms of all of the potential participants from their counties. They were placed in a three-part rank order of the extent to which individual, in the judgment of the county team, had need for the acquisition of coping skills through the services of a home visitor. The instructions to the field staff

stated that need was to be defined in terms of the gap between their present situation and some more highly desirable level of performance and the potential for the candidate to profit from the services of the home visitor.

The rank order of candidates in each county was then screened by the associate director for field services to assure compliance with the criteria for selection. From the remaining candidates the following 100 individuals were accepted in the order in which their names appeared in the rank ordering for inclusion in the final treatment-control pool:

- Dane County -- 36 individuals
- Green County -- 28 individuals
- Iowa-Lafayette Counties -- 36 individuals

Through random selection, one half of the individuals in each of the county groups were then assigned to treatment and the other half to control. The county supervisors were then informed of the individuals in their respective counties assigned to treatment and they in turn assigned these individuals to home visitors. This final assignment was made with some consideration given to travel distances between the residences of home visitor and participant in an effort to reduce travel time and expense for the home visitor.

R.F.D

Would you like to become a member of RFD?
We would like to know some things about you.

What is your name? _____

What is your mailing address? _____

(city)

(zip code)

What is your telephone number? () _____

Are you a man _____, or a woman _____? How old are you? _____
(years)

What are the directions to reach your house by car?

How many years of school have you completed? _____
(years)

Our communities have many agencies that help people make a better life for themselves. These agencies may provide medical services when we are sick, help us to buy food and clothing when we have no money, help us to find a job or to learn how to do a better job of farming or homemaking. At the present time are you being helped by any people or agencies in your community?

<u>Agency</u>	<u>Kind of service</u>
_____	_____
_____	_____
_____	_____

What is the best time to visit you in your home? _____ on _____
(hours) (days)

Do you have a TV set? _____ Can you receive Channel 21? _____

You have already told us much about yourself. Is there anything else you think might be useful for us to know?



DEVELOPMENT OF EVALUATION INSTRUMENTS

Development of Evaluation Instruments

A major concern of the RFD evaluation program has been to devise adult-oriented instruments for the measurement of change. It has been desired (see RFD First Year Report, Evaluation Design, pp. 6-11) that evaluation of the RFD program shall have the following instruments:

- 1) An achievement instrument
- 2) Internal-External construct instrument
- 3) An attitude change instrument
- 4) An instrument to measure change in behavior.

The rationale for developing these instruments is described in "Considerations on the Construction of an Adult Achievement Test," Exhibit IX. For convenience to further references, these instruments are named as follows:

- 1) The Wisconsin Test of Adult Basic Education (WITABE) for the achievement instrument
- 2) Wisconsin Adult Attitude Inventory (WIAAI), Part I for the internal-external construct instrument
- 3) Wisconsin Adult Attitude Inventory (WIAAI), Part II for the attitude towards education instrument
- 4) The World About Me for change in behavior instrument

The following description delineates the various stages undergone in developing final instruments of desired psychometric characteristics. It also describes the administration and scoring procedures of the test.

test especially tailored to monitor the attainment of basic educational and coping skill behaviors, by the enrolled members in the RFD field testing program. In developing WITABE, besides taking into consideration the design of the RFD program, attempt has been made to fully incorporate in testing the basic philosophy of the program as well. It has been emphasized that "the goal of the program is not subject adults to ways that fulfilled only good pedagogical techniques; rather allow our adults to fulfill other basic practical needs - that RFD program is not a literacy program, instead, it is a program that provides strategies of who to see, where to go, and what to do." The RFD program has essentially capitalized on adult learners' interest in a selection of relevant coping strategies. The design has been appropriately called a "three track system." Taking analogy from a subway train, they state: ". . . the center track or the 'hot track' would carry the coping skills, the two outside tracks of communication and computation skills would provide the stability in learning methods and mechanics." (RFD First Year Report, June 1970, Part II, p. 25)

Consistent with the objectives and structure of the RFD program, the WITABE is divided into 3 subtests. Subtest 1 and 2 deal with basic reading and computational skills, respectively. Subtest 3 deals with coping skills consisting of practical problems an adult normally faces in his day-to-day work. This later subtest is designed to measure an adult-achievement-construct requiring the basic application of reading and computational skills plus a maturity of seeing through life problems. It is believed that this comes about by having the essence of information needed by our society and having

the capacity to use it in appropriate situations.

The coping skill subtest is parallel to the "hot track" of the program design, and it is in fact the heart of the achievement instrument. It consists of various measures of adult-oriented problems put in an unconventional testing mode - more as fun-to-do tasks. They are designed to motivate the examinee with their form of presentation, their meaningfulness in real life, and testing each behavior from the lowest level of sophistication to several higher levels, so that an examinee is not frustrated and embarrassed due to his inability to respond to an item. It is hoped that in this endeavor we have met to a sufficient degree the challenge of the test critics in the field of adult basic education, who time and again have objected to the use of conventional test items. The main objections raised by them for the use of standardized tests like Lorge-Thorndike and Iowa tests have been that the content was not adult-oriented, the format appeared childish and more geared to testing school-like pedagogy, and often difficult to administer by paraprofessionals. Some of these objections have been overcome in various degrees in recently developed standardized tests, like ABLE and TABE, but even these are still unlike the tests that experts in the field, as well as the subjects to be tested, would like.

The WITABE in appearance hardly looks like a test booklet meant for children. We have avoided complexity at all stages and kept the appearance and the answer mode as simple as possible. All questions are to be answered in the test booklet itself. No ambiguity has been reported with the items in the final trial instrument. With regard to content orientation, we believe that it is not adequate to

have only test items with content of family budgeting, bank interest and application for a job. Rather, as far as possible, it is necessary to provide situations which an adult faces in life. To this end, we have TV program listings, sale ads, job vacancy columns from the newspapers, as our subject would normally see them, and then asked meaningful questions. Similar strategy has been adopted in items on tax returns, filling a form for mail order, figuring amounts indicated on a credit card, and the use of telephone directory. During our pretesting of WITABE, we have been constantly encouraged with the reports of the examinees about the suitability of the format, choice of test items, etc. It is informative to quote one of the examinees who reported that "I do not know much about some of the items in the last part, but these are actually some of the things I should have known."

In view of the precise nature of the information required, subtests 1 and 2 are in more conventional multiple choice format. While subtest 3 is the longest in testing time, subtests 1 and 2 are much shorter and relatively much easier. These subtests (1 and 2) are printed in bold letters, with sufficient spacing between the lines to keep the test form simple in appearance. At no place does it require undue sophistication of perceptual organization, or fine motor skills. The problems are concrete rather than abstract, in consonance with the cognitive style among the functionally illiterate adults.

Content selection and pretesting -- Selection of the test content has been based on the transitional behavior objectives of the RFD program. (see RFD, First Year Report: Part IX)

The transitional behaviors were specified by the associate project director for research and development. If the test item is constructed to measure those behaviors, the instrument will be self-validated. In selecting items a correlation of each item with the total test score will be a good index of item validity coefficients. To begin with a much larger number of items were constructed on each subtest. The trial instrument (Appendix 1) was administered to 120 school subjects from grades 6, 7 and 8 of a rural Wisconsin public school. The purpose was to find the internal consistency coefficient, difficulty index, discriminative index and the validity index of each item, by subjecting the test data to an item analysis. A critical scrutiny by the members of the Psychometric Laboratory led to rejection of some of the unsuitable items and modifying a few others which did not come up to desired statistical criteria. This has been one of the important phases in the development of all the instruments which required several group sessions. A modified instrument (Appendix 2) was administered to 37 subjects - 22 being the students enrolled in adult-basic education classes in Fond du Lac Technical Institute, 9 belonged to Head Start parent group at Mazomanie and 6 from Head Start parent group at Sun Prairie. The test data revealed that the items approached a high degree of psychometric quality. Some of the items were again modified in the 3rd and final instrument (Appendix 3).

The GITAP output (Appendix 4) gives the difficulty level, item criterion correlation, and discrimination index data. In choosing the items, we have been quite stringent with the item test correlation and Beta, another discrimination index. None of the accepted

items has an item-test correlation of less than 0.5 and a discrimination index of 0.6. . For the difficulty index, we have abandoned the usual rule of thumb of choosing an item of 50 per cent level of difficulty to obtain optimum reliability coefficient. To motivate the subjects and to give a good start in testing we have gone at times up to 5% difficulty level at the lower end. A 15% to 20% difficulty level will be found quite usual in this instrument.

The Hoyt reliability indices and the testing time for each subtest was as follows:

<u>Subtest</u>	<u>No. of Items</u>	<u>Testing Time</u>	<u>Hoyt Reliability</u>
Verbal	20	1 1/2 minutes	0.90
Numerical	19	30 minutes	0.88
Coping Skills	29	45 minutes	0.90
TOTAL	68	1 hour, 30 minutes	0.96

Following is a description of the item in each of the subtests.

Verbal Subtest - It has 20 items in multiple choice format. Of the 20 items, 9 are vocabulary items ranging in difficulty span from 1st grade to the 8th grade level. Four of the items require the examinee to arrange letters like K A L W into meaningful words. Another four items (14 to 17) test on the meaningful use of the dictionary and newspaper reading. The last three items (18-20) measure behaviors on the usage of the "Table of Content" in a book. The level of achievement needed to respond to these items is grade 6. The questions are straightforward and do not involve any tricks.

Numerical Subtest - The numerical subtest has 19 items in all which are in multiple choice format. Again, the aim is to test the basic

computational behaviors, ranging in difficulty level equivalent to grade 2 through grade 8. The items are based on number recognition, knowledge of fractions, multiplication tables, measure of areas and volumes like square feet and pints. Seven items (33-39) require the knowledge of arithmetic operations to solve adult-oriented problems dealing with life.

Coping Skill Subtest - The coping skill subtest has 29 scorable items. This subtest attempts to make testing more fun, at the same time it throws a challenge to examinees. The various phases of this subtest again have at least one or two items which could be answered by almost all the subjects. Most of the items make use of the newspaper and magazine ads with which an average adult of our concern is well familiar. Similarly, in measuring behaviors relating to use of a telephone directory, using a road map, ordering by mail, filling out an income tax return, and applying for a job, the format used is easy to follow, simple in the mode of responding, and satisfying to an adult subject in its content and presentation.

Test Administration - The conditions of testing used in the pre-testing have been very flexible, so that paraprofessionals administering the test would face no problems. The approximate time limits are indicated above and at the beginning of each subtest in the test booklet, but the examinee can be allowed to work at his own pace. He is required to answer every question as far as possible. There are no special arrangements for seating, or reading out instructions except that the examinee be explained the meaning of certain words which form the part of the instruction in a question without giving any clue to the problem.

Scoring - In subtests 1 and 2, the subject scores 1 point for each correct response (marked in the sample test booklet - Appendix 3) and no points for the incorrect response or no response. In subtest 3, the examinee scores 1 point for each correct part in items 40, 41, 44, 45, 46, 47-50, 51, 53, 54. The key for the remaining items is:

Item 42: 2 points for all correct
1 point for 2 or 3 sub-parts correct
0 for 1 or 0 sub-parts correct

Item 43: 2 points for both sub-parts correct
1 point for any one sub-part correct
0 for none of the sub-parts correct

Item 52: 2 points for all 3 sub-parts correct
1 point for 2 or 1 sub-parts correct
0 for none correct

Item 55: 3 points for all sub-parts correct
2 points for any 2 sub-parts correct
1 point for 1 sub-part correct
0 for none correct

Item 56: 3 points for all sub-parts (including Column 31) correct
2 points when 219 is entered in columns 19, 21, 23, and 25
1 point when only one 219 is entered
0 for none correct

Item 57: 3 points when examinee writes logically stating his qualifications with the following
2 points when he makes a half-hearted case with the following
1 point for basic letter writing format
0 for blank or unmeaningful sentences.

Wisconsin Adult Attitude Inventory (WIAAI), Part I - The rationale for the development of an inventory measuring the sense of control over the environment is described in the RFD Evaluation design. (see RFD, First Year Report, Part XVII, p. 11.) It has been noted that for the disadvantaged groups, sense of control or a lack of it is associated with academic achievement or the lack of it.

People who perceive their environment to be predictably responsive to their efforts tend to attain higher academic achievement than do people who perceive their environment to be arbitrary.

WIAAI is an instrument which has been tailor made for the adult population similar to those in the RFD program. A much larger pool of items was constructed and subjected to pretest. The first trial instrument was administered to students from a public school system in Wisconsin and the final trial instrument was pretested with a group composed of Head Start parent group and students enrolled in Adult Basic Education classes at Fond du Lac Technical Institute, Fond du Lac, Wisconsin. This group of subjects was the same as in pretesting WITABE. Before arriving at the decision to include the final statements in the instrument an Item Analysis and RAVE Analysis was done on the data collected. The purpose of item analysis is to look for desirable psychometric characteristics in the items and weed out or modify those items which do not come up to desirable psychometric standard. The purpose of the RAVE analysis is to judge the suitability of the weighting scheme. The attempt is to weight the "desirable" response by large number and "undesirable" response by small number, so that the person having, say, considerable amount of this trait receives a high numerical score and the one having less receives a low score.

The instrument in its final form has 16 items. The responses are to be made on a five point scale. The Hoyt reliability indicating the internal consistency for 16 items and with the group described above has been found to be 0.55.

The Wisconsin Adult Attitude Inventory (WIAAI), Part II - This instrument has been developed to measure the attitude of adults towards education. In its final form it consists of 23 statements requiring responses on a five point scale. The psychometric part for developing this instrument was the same as WIAAI, Part I. The Hoyt reliability coefficient for 23 items tested on the same group of subjects as WIAAI was found to be 0.84.

Administration of WIAAI, Parts I and II, takes about 25 minutes. The subjects need not adhere to the above time limit, rather they may be allowed to respond at their own pace without taking undue time in answering the items. The instructions given to the subject are printed at the beginning of this subtest and can be further explained by the test administrator if a subject so desires.

The World About Me - This is an instrument which has been developed to measure actual behaviors of the RFD clients. The procedure for developing this instrument has been the same as with the WIAAI instrument. The aim here has been to look for items which can give maximum information regarding the actual behaviors possessed by the subjects.

In its final form "The World About Me" consists of 20 items. The responses are to be made on a three point scale. The format is very simple to understand and the statements are typed with sufficient spacing. The reliability coefficient giving the internal consistency of 20 items with the same group as in the above two instruments has been estimated to be 0.92. The administration of this instrument takes about 5-7 minutes.

CONSIDERATIONS ON THE CONSTRUCTION OF
AN ADULT ACHIEVEMENT TEST

CONSIDERATIONS ON THE CONSTRUCTION OF AN ADULT ACHIEVEMENT TEST

We are interested in the measurement of a trait-adult basic achievement. We postulate that in the context of adult basic education programs, a person possessing this trait will be more successful in life than the one who does not possess it. The various facets of success that the studies connected with these programs have shown are in the areas:

1. Self esteem and self-confidence.
2. Eagerness to learn and a new attitude towards schooling.
3. Reading, including the new-found ability to read bus signs, newspapers, letters, and children's homework.
4. Improved family relationships, particularly with children and their problems in schooling.
5. Increased confidence and ability to speak and to express ideas in group.
6. A new awareness of what it could mean to have a sense of belonging -- in a group and in our society.
7. New knowledge and concern about the problems of our communities, our whole society, and the world at large.
8. Increased ability to write, and to use writing for business and civic purposes.
9. Increased understanding of the mathematics of everyday life, especially in the handling of money and for simple household mechanics.
10. Acceptance and friendship with others, different in color, background and language.
11. New levels of aspiration, for jobs and for a better life for themselves and their families. 370

12. A new sense of power to take initiative, take responsibility as citizens.

Test Construction Procedure:

We shall now outline the steps needed for constructing the instrument. To confine the details within a manageable area only the following steps will be considered.

- (1) Content selection
- (2) Item Construction

Content selection - For achievement tests, content validity is usually of first importance. Achieving content validity will involve a systematic examination of the test content to determine whether it covers a representative sample of the behavior domain to be measured. This in other words requires specification of the universe of items such that the measures represent systematic sampling within this universe. There are sometimes difficulties in achieving this end. For example, a test can easily become overloaded with those aspects of the field that lend themselves more readily to the preparation of objective items. An efficient way of setting up such specifications is in terms of a two-way table, with objectives across the top and topics in the left hand column. A useful guide in preparing objectives is the Taxonomy of Educational Objectives (Bloom et al., 1964) which give the major categories of behaviors in the cognitive domain with knowledge as the simplest and comprehension, application, analysis, synthesis, and evaluation respectively as higher ladders in the classification.

To avoid any arbitrariness and to justify any argument that content validity is ad hoc, the Technical Recommendations (1) lists



as essential criteria for content validity:

"If a test performance is to be interpreted as a sample of performance in some universe of situations, the manual should indicate clearly what universe is represented and how adequate is the sampling... The universe of content should be defined in terms of the sources from which items were drawn, or the content criteria used to include and exclude items... The method of sampling items within the universe should be described."

Having collected a valid list of behaviors to be sampled or predicted, we can proceed towards the measurement of these behaviors in three steps. These are:

- (1) Description of the behavior
- (2) Analysis of the behavior
- (3) Formulation of item specifications

1) The description of the behavior involves the definition, delimitation, and illustration of the variety and scope of the actions included. With reference to adult basic education programs, Udvari⁽²⁾ has described accomplishments of specific behavior objectives relative to reading and writing skills and has shown a sequence designing how they are related to coping skills of the adult learners. These skills are related to the construct 'adult basic achievement.'

2) The second step in the measurement of these behaviors is the analysis of the behavior. The analysis includes classifying it with respect to others and making inferences about its nature, culminating in the formulation of one or more hypotheses regarding its generality and predictability. The example of this step with respect to the

behavior "perform a series of simple calculations without error" can be given as follows:

For measuring computational behavior the test should consist of a large number of relatively simple problems involving additions, divisions, fractions, and percentages. They should not include any particularly difficult or any 'trick' problems. The examinee should be instructed to work at his own rate but not to spend more time on any problem than is necessary to get an answer.

The primary advantage to be gained by this method of rationales (3) is a more systematic consideration of the available information, and an easy and efficient checking of descriptions, analyses, inferences, and item specifications by the experts and critics before test items are prepared; and the availability of detailed hypotheses for testing against the findings obtained from the test items prepared.

Item Construction - The next task is to make decisions about the format of the test. The studies of Dunn and Goldstein (4) have shown that structural characteristics of a set of test items does not influence the reliability and validity, yet for face validity it is an important factor. Face validity (5) is not the validity in the technical sense, since it refers not to what the test actually measures, but to what it appears superficially to measure. Face validity pertains to whether the test looks valid to the subjects who take it. If the test content appears irrelevant, inappropriate, silly, or childish, the result will be a poor cooperation regardless of the actual validity of the test.

(6)
For adult testing Greenleigh Associates found that one of the failures of the existing instruments for measuring adult basic achievement has been the unsuitable format and the disparity between the outlooks of children for whom these tests were primarily intended, and the outlooks of the adults, who possibly are socially mature but may have hundreds of unseen reasons for non-learning. In their evaluation summary report, "... The sophistication of perceptual organization required by the Iowa and the Lorge-Thorndike should not be tacitly assumed as being possessed by literacy project students. A number of students experienced difficulty in transposing the answers in the booklet to the appropriate level in the answer sheet. Some could not quickly locate the appropriate area on the answer sheet, and the affective response to the tests of many of the students was such as to increase perceptual disorganization."

From all this one may hypothesize that cognitive style among the population of the adult basic education pupils is radically different from that of social classes because it is concrete rather than abstract. The usual testing instruments favor abstractions. Hence for the adult group the following guidelines may increase the face validity of the instrument:

- (1) Content should be adult oriented.
- (2) Format should not appear childish.
- (3) Instructions should be easy to follow and should be minimized as far as possible.

Probably it will not be unreasonable to dictate the tests of spellings, because a multiple choice format may be more confusing to choose the correct response. Also due to the affective limitations

the spacing between the various questions should be enough, so that it may appear more comfortable to the examinees.

In writing the items for the adult basic examinees an effort should be made to present situations and language relevant to the experiences of the poorly educated adult. Items should be reviewed by the experts from the field of adult basic education, to achieve clarity, desired difficulty level, and suitability of content.

Item Construction - The test item is the unit building block from which the composite test is constructed. In fact there are in the extreme, two quite different approaches for the item selection. One of these, the so called classical approach, selects the items on the basis of their contribution to the over-all empirical validity with respect to some specified criterion. Here the item validity and to a lesser extent, item inter-correlation are paramount. This approach is primarily statistical and a knowledge of the item characteristics and their effects help us understand and allow for the peculiar measurement properties of a particular psychological test. Item analysis enables us to construct tests with specified measurement properties.

The other approach to item selection is less purely statistical and more theoretical-psychological. This approach is claimed to be more scientific⁽⁷⁾ using psychological theory to study certain unitary traits for which no criterion measure is available or involves a multiple criterion. Here biserial and tetrachoric item test correlations assume a greater value.

The approach followed herein is rather a mixture of the above two extremes with an understanding that only moderate item indexes shall be used for selection of items. We began with the pleas that items be constructed using the judgment of the experts from a broad area of content representing the domain of the trait of interest. When criterion measure is not actually obtained, it is not unreasonable to presume that based on earlier validity studies although subjective, the experts will be able to produce valid items.

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REPORT OF THE RFD HOME VISITOR DEBRIEFING

On May 27, 1971 two staff members of the Psychometric Laboratory met with the eight home visitors. No RFD staff members or supervisors were present. The meeting took place at the Cuba Club in Madison, Wisconsin where the group started at noon with lunch in a private dining room and remained in discussion of the project until four o'clock. (The late ending of the meeting is some indication of the enthusiasm of the group, since the meeting was scheduled for only two hours.) The home visitors were impressive people. Although varied in age, background and education, they were uniformly friendly, apparently perceptive and skilled in communication. Generally, they were enthusiastic about their participation in RFD. They felt that they had personally benefited from the experience, that their participants had gained from the project, and that the project had a viable strategy which could be implemented profitably elsewhere.

The home visitors were encouraged, however, to discuss the ways that RFD should be changed and improved. They were told that people in other parts of the country were interested in RFD and that we wanted to help them put together the best possible program. They were asked to assume that the project was going to be implemented in Iowa next year and that the director needed information on how to set up the program. With this orientation, the home visitors made numerous suggestions.

Suggested Changes:

1. The home visitors were quite critical of the early public relations activity of the project. There was, for example, no newspaper support early in the Fall of 1970 when the home visitors

began their work. In addition, they felt that the presentations at the county fairs, while attractive and interesting, were vague and did not give one a clear picture of what RFD was going to be.

This criticism of the early publicity probably stems completely from two aspects of the project at that time. There was a deliberate administrative decision not to publicize RFD too widely until close to the time that it would be on the air because a prolonged advertising campaign might lead to saturation before the program was available. There is every indication that the promotion, as conducted was successful in drawing a large number of viewers to the early programs. Therefore, it might be undesirable to change the promotion radically.

The second aspect of the project that probably led to these criticisms was that among the project staff themselves, there was probably some ambiguity about the final shape of RFD. The home visitors seemed to be looking for greater structure than perhaps an experimental project in its early months could provide. (See the section below on training for further discussion of this point.) A new project based on the RFD design should be able to provide greater structure for the home visitors.

2. The home visitors generally thought that their training was insufficient; or at least they felt inadequate in dealing with their early assignments. A major aspect of this complaint stemmed from their having promised "four months of training" when they were hired. They felt that they had not received this training. The home study visitors, who had strongly indicated that they did not want such a

task, felt that they had been used as recruiters they were told that they were not. Recruiting was especially difficult since they did not have adequate information about the project and "you can't talk about what you don't know." The home visitors suggested that more support and help from local professionals would have been extremely valuable in the early stages of recruiting.

They also felt that there was an inconsistency between the goal of the project, education, and the role they were told to assume - that of friend. (This feeling of inconsistency was perhaps strongest in the one home study visitor who was in teacher training at the University, but the complaint was supported by all.)

The problem of training is somewhat difficult to interpret. Possibly the home visitors were here again detecting an initial lack of direction that may have existed in the project. On the other hand, the training design as it emerged may not have been communicated to the home visitors.

3. Several suggestions for changes in the training program emerged. All of the home visitors disliked the early stage in which they were sent to talk to community leaders. They felt they were unprepared for this type of interview and that it should be performed by supervisors or others with higher status in the project. (It is, of course, possible that this early discomfort with interviews would have occurred regardless of the status of the interviewee, but it should be possible to let the visitors start their interviews with potential members of the target population.)

As the training was discussed, positive aspects of the training did emerge. One home visitor suggested that they had been well trained, it was just that the training had been subtle and not in the form that they had expected. Although they objected to the lack of focus on education, and the lack of RFD materials, in particular, most of them agreed that the training did give them a broader understanding of different types of people.

In suggesting changes for the training program, they proposed that more attention be given to the content materials so that the home visitors would be thoroughly familiar with them before they began working with participants. They felt that the greatest need in the training program was education in ways to identify the goal of the participants. Their only concrete proposal for this latter area was to provide role playing activities during the training period - an excellent suggestion that should be tried.

4. The home visitors thought that the project erred in attempting to minimize publicly its educational aspect. In their training they were taught to avoid such terms as "learning" and "teacher" because it was felt that the low-income persons would reject these terms: To the contrary, the home visitors felt that the people with whom they worked were interested in education and wanted to learn.

5. A number of separate and unrelated complaints led the home visitors to attribute dishonesty to the RFD staff. Many of these complaints were generated by factors that were beyond the control of the staff, but they must not have been handled well because the feeling against the staff on these matters was very strong. Other problems might have been avoided if the staff had been thoroughly

aware of the regulations of the project and the University. The specific complaints that led to the attribution of dishonesty were the following:

- a. The home visitors were originally hired to work ten months, but were cut to nine months.
- b. The home visitors were originally promised 10¢ a mile for travel, but later they were told that after 400 miles they would get only 7¢ a mile (This was the result of a University regulation on mileage payments.)
- c. The content centers were not available to the participants when they were supposed to be.
- d. The Almanacs were distributed late. By the time they were received, the date on them was long past.
- e. Participants who needed TV sets or repairs on their own TV set did not receive them when promised.
- f. The home visitors were told that there would be students from the University who would accompany them to homes where there were young children in order to keep the children occupied during the visits. The students never appeared and the only concession to young children was an inadequate supply of toys.
- g. Binders that were to go to all who signed up did not arrive in some cases.
- h. During the training phase, the home visitors were told that

there would be some kind of vocational school follow-up for the participants. That is, there would be arrangements made for the participants to continue the training that they had started in RFD. The home visitor component ended without these provisions being made.

6. The home visitors felt that the project had "too much weight at the top." The cause of this complaint turned out to be almost totally the large number of supervisors. There were three supervisors - one for every three home visitors. Since the supervisors were full time and the visitors were half-time, there was one supervisor for every one and a half visitors. The home visitors did find that their meetings with their supervisors were profitable, but thought that a single supervisor could have handled the eight home visitors.

Effects of RFD on Home Visitors:

The home visitors generally agreed that their work with RFD was the best job that they had ever had. Despite reservations about the project, each home visitor felt that she had made great personal progress.

Almost all home visitors mentioned considerable personal satisfaction in the contacts with the participants. They felt that their participants had benefited from the visits and this was personally rewarding to them. Many of the home visitors had developed friendships with their participants that would continue beyond the project.

An increased understanding and tolerance of people was also a major theme in the home visitors discussion of their own changes.

Several of the home visitors reported an increased ability to ignore irrelevant characteristics (e.g., "she was a messy housekeeper") and focus on more basic qualities (e.g., "really, in her own way, she was an excellent mother".)

Being a home visitor also led to increased self confidence. Almost all of the home visitors reported that they now felt more confident about meeting strangers.

At the end of the debriefing session, the home visitors were asked whether they would work again next year as a home visitor if the project were re-run. All of them agreed that they would.

Special Difficulties Encountered by Home Visitors:

One thing that made the home visitors' work particularly difficult was that they had to arrange their own schedules around the participants'. Some of the home visitors showed extreme dedication and persistence when it was necessary to meet with participants.

Many of the participants were suspicious of being deceived by the home visitors. The home visitors' problems in these cases were compounded by RFD's inability to follow through with some promised materials (TV set, content materials, etc.).

Most of the home visitors indicated a need to learn how to teach the participants how to use the home study materials. On the other hand, one home visitor resented the social work (as opposed to teaching) aspect of the job.

Since the goals of RFD were not clear to many, there was considerable mental strain involved in trying to "accomplish something."

CASE REPORTS OF RFD PARTICIPANTS

In this part the report of one of the home visitors on each of her six participants is presented. Although no claim is made that this home visitor was typical (she was probably atypical in both her verbal skills and ability to observe) the report is informative. By reading the five case studies (two participants, a husband and wife are included in one) one sees the variety of situations in which the home visitor worked. This home visitor points out the titles by which she was known in different households - the math teacher, the reading teacher, etc.

It is clear from these reports that one participant (Mr. X) was unaffected by his participation in the project. The five others, however, appeared to have changed, each in his own way. These unique changes are clearly important to the participant and to the project, but at the same time, because they are unique to the individuals, they are difficult to demonstrate objectively.

Mrs. V

Mrs. V is a 35 year old housewife, mother of two girls, ages seven and nine, who at the age of 20 suffered from Multiple Sclerosis but shows only slight signs of her disability when it comes to muscular coordination. She does a lot of sewing in addition to her normal housekeeping. She lives with her husband and children near Mazomanie in the country. Her husband receives unemployment checks during the winter months when he works around home (he has a junk car lot which he is now forced to clean up and so is busy hauling the cars away.) Mrs. V helps him quite a bit with this. In the warmer months he works on construction.

Mrs. V has completed the 10th grade in high school and, in addition, has had a bookkeeping and possibly a few other courses at the Madison Area Technical College. She was referred to RFD by Mr. Kuebler who visits her regularly in regards to her and her children receiving social security.

My weekly visits started out to be very short -- only fifteen minutes or so. She gradually became more interested and involved in RFD materials and in my home visits. She ordered the whole unit on About Me and also About Me and Others and read the materials. She would comment about them to me, saying that she saw herself in this, or that was very interesting -- she hadn't known that before. In the course of our discussions she talked about her girls' discipline and eating habits which she was concerned about. The last half of the home visits were no longer so short -- in fact it was hard to get away at times.

The overall trend or change I noticed was towards a better self acceptance (layman's language). As an illustration, she used to get nervous and/or depressed quite often. She also used to push herself too hard physically and then would not be well. Slowly, as she talked about herself she began saying that she had to learn to rest when she knew she should or it would really get to her later. And bit by bit she began taking her own advice. She told me that she is learning when to quit and take a rest and as a result she feels much better.

Another illustration of this trend concerns her husband. He never wanted the girls to do things (she did not think such strictness was good, but did not question her husband's final word.) Some time in March he gave his girls his last dollar to go roller skating with friends. He would get his unemployment check the following day. She was very happy about this incident and thinks that he is beginning to realize that he can't keep the children cooped up forever.

Perhaps because of spring weather or the fact that her husband went back to work or any number of things I don't know about, there was a slow but noticeable change towards being a happier person. To her I was an RFD home visitor and a friend.

Mr. W

Thirty-six years old, Mr. W lives in a newly developed middle class suburb of Madison. His wife is a qualified elementary teacher but is currently employed full time as a housewife and mother to their two year old girl. He has a steady job which he has had for quite a few years, working for a company that raises rats for experiments. He is responsible for at least one room full of rats and has also had a couple of subordinates at times.

He has completed about a fourth grade education. Previous to RFD he had been working with Laubach materials, meeting with a lady regularly to help him with reading. For some reason it ended -- the lady had said something about a personality conflict. So Mrs. W was scouting around for her husband and via the public library came in contact with RFD. My first home visit consisted mostly in becoming acquainted with what he had been doing up until now and discussing what RFD had to offer and the like. I took the Laubach manual home with me to familiarize myself with how he had been working up to this point. At the next visit we set up a weekly schedule. I brought levels 4 through 9 of the Sullivan Reading Series which RFD has for learning to read. We went over them together and he wished to begin on the lowest level - 4. Throughout all the home visits we worked from this book, but he was only about one or two more practice sessions from completing level 4. In addition to the Sullivan workbook, I usually brought various other little books and we spent the last five minutes or so reading some "unprogrammed" reading.

During the first half of my home visits I encouraged him to review what we had gone over together if he had time during the week

and about half way through the program, I suggested that when he practiced on his own to take up from where we had left off. The reason for this switch was that in the beginning he would stumble over too many words and could not read a sentence - only words. His reading improved to the point that he was beginning to read sentences and handled the material with only slight difficulty.

In regard to the RFD materials, at first he said he could not read them and that he was only interested in learning how to read (RFD materials are at a much higher reading level than he is capable of.) When the RFD unit on Health, Safety and Sanitation was ready towards the end of the program I suggested it to him and he said he would like it. His wife liked it too. I also had a sample of the recipe book which she liked and accepted.

Mr. W is a slow but methodical worker. I tried periodically to point out where he had improved and, when he thought about it, he recognized that indeed he had. By my second to the last visit they brought up the topic of continuing the reading lessons (I was referred to as the reading teacher.) I said that I would check out the possibilities at the University Extension and the Vocational School. During my last visit we discussed the pros and cons of all the possibilities we could think of and he decided that if he could have the rest of the Sullivan Reading Series (which I left for him) for the summer, that his wife could help him when needed and in the fall he would enroll for reading classes at the Madison Area Technical College. They were both very appreciative about having had a "reading teacher" and happy that "we got along so well."

Mr. and Mrs. X

Mr. and Mrs. X are in their mid 20's, have six children and rent an apartment in the Truax Field area public housing in north Madison. Their oldest three children (grade school age) are in foster homes in LaCrosse and the youngest three (ages, one, two, and three) are at home in Mrs. X's care.

During the course of my visits Mr. X had gained and lost employment but by my sixth visit he obtained another job--this time with the power company, climbing poles. I only met him once and that was during my first visit. At that time he was impressed with RFD and thought that it would be a good thing for them both. They had wanted to start high school equivalency classes offered by the Madison Area Technical College, but somehow they didn't get there when classes began and so they figured it was too late. Both of them indicated that they would like help and information about cleaning upholstery, upholstering, writing letters, and spelling. After that time I only encountered Mr. X on a couple of occasions -- once when he was leaving to play cards at the Community Center and once when he was leaving for work. He was still employed at the same job mentioned above and this keeps him away from home the entire work week.

I did keep up the weekly visits with Mrs. X. The first four were despairing to me. One time the children had measles, the next time Mr. X had a toothache -- always the house was in a terrible mess (wet pants, diaper rash, jelly on the sofa.) When the children cried she paid no attention and I saw them trying to find a comforting corner next to the sofa (my subjective observations and impressions.) On the fifth visit she was happy that I helped to dress the children and

take them to the Community Center which is located in one of the apartments in Truax Field. She seemed happy to introduce me to Bill Hammett (East Madison Community Center Director) as the RFD visitor. She made a special effort to catch Mr. Hammett for the introduction. She also showed me each room of the center and explained its use. This was the first time I sensed initiative on her part during our visits. We left the children at the center and returned to the apartment to discuss some RFD material (unit on foods). Her house was the neatest it had ever been. At this time she committed herself to a routine scheduled weekly visit, whereas before she had just said to stop by anytime (this involved no commitment on her part.) She said that her husband did not wish to take part in RFD. At times she would leave me alone with the children while she went down to the laundry and gradually the children began to dominate my visits. I played with them once and from then on there was no alternative!

During my seventh visit, she talked with me quite a lot about the situation of the oldest three children. They had been taken away and put in foster homes by the Welfare people. She showed resentment that someone could come in and take them away. In order to get them back both she and her husband must consent to a number of terms -- i.e., marriage counseling, and something about psychiatric and physical health help either for them or for her three year old, who does not talk. She mentioned that her husband just didn't like to settle down. I did not wish to inquire too deeply into all of this because I had the impression that she has dealings with too many agencies already and there was really no one else to whom I could refer her. Since I am not qualified to give her professional help I took it to be my duty not to dig for things that I couldn't help her with. She had.

me help her write a letter to LaCrosse welfare regarding arrangements for the three day Easter visit of the other three children. The following week she informed me that her husband had re-written the letter and said "It's no use, that I write letters when he does that."

Easter week seemed to mark a distinct change. In preparation for the visit they bought sofa covers, a rug and actually scrubbed the entire house and kitchen. Working towards these immediate goals, she seemed the better for it even down to social conversation. By my ninth visit I had received a box of toys from RFD to take along on my visits. Wow! You should have seen the kids dig in and in no time everything was strewn about. After I had begun bringing toys I worked more and more with the children as I could not seem to get anywhere with her. But at this time she became more friendly with me. I believe that before the toys I represented just another agency trying to help her, but with the advent of the toys, although I was in her home I was not "working on her." She once remarked that she "wished there were something for you to do" still indicating (as she always has) that she likes me to come. But now she has begun talking with me more as an equal and friend while the children climbed all over me, played with toys, etc. Overall, I believe my biggest influence was on the children. I noticed a change in how they played with the toys - i.e., they did not just throw objects around anymore, but were more selective in what they chose to play with, played with it longer and increased their verbal communication. I brought the box of toys each time and as I left I offered to leave one or more toys until next time. Mrs. X's first reaction was negative saying that



they would just throw them around and mess up the house. But by my last visit when I offered to leave as many of the toys as they liked she approved of my leaving the rest of the box saying that they would like them. On my last visit she asked with regret if it were my last visit and then said she would miss me.

Mrs. Y

Mrs. Y is a 46 year old housewife, mother of eight, and is active in relevant (to her family) community activities such as CAC (Community Action Commission - which was just removed from Mazomanie by the city council,) Surplus commodities, Head Start and her children's education as well as her own. Her children are all in the public schools except for the youngest who is in Head Start. Her husband works at the V.A. Hospital in Madison as an orderly and commutes daily from their home in Mazomanie. She is working towards her high school equivalency diploma and is interested in obtaining a marketable skill such as bookkeeping and secretarial skills. In addition, she has her regular household duties and her regular volunteer hours with Head Start, etc.

The underlying theme of my home visits was helping her with the math section of the G.E.D. book she was using to study for her high school equivalency diploma. We usually spent about an hour doing "serious" math work. Our discussions also included the ways and means of gaining secretarial skills, bookkeeping, typing, etc. She was currently taking a typing course at night school offered through the Vocational School in the high school facilities. She had managed to acquire an old typewriter upon which to practice. When the course ended she was interested in correspondence courses - or at least the

in school. Mrs. Y helps her children quite a lot with their school work. She read the unit on the U. S. Government and individual rights carefully. At that time she was involved in a legal accusation (unjust) against her and said that all she knows about the rights of a citizen she obtained from the RFD materials.

Overall, her goal was to gain more education and improve her employability status so that when her youngest goes to school she will be able to get a job. She used me as a tutor and a friend (as friends use each other.) We communicated with each other quite well. She was going to review some of the other topics to pass her G.E.D. exam and then come into Madison as soon as she and a few others are ready to pool the ride.

Mr. Z

When Mr. Z was recruited (by a home visitor other than myself) he made it clear that he only wanted help in mathematics and was too busy to have time for other things. Upon his selection he was, by unanimous consent, assigned to me (I am a math major in secondary education.)

He has completed the 8th grade in public school and is in his early 40's approximately. He has a wife and 11 children and they live on the outskirts of Cambridge. A year ago his house burned to the ground and they now live in the house next door to their former one. He has a stable job in industry (dye making or some such.) In this industry each job is graded and to pass from one level to the next passing an exam is required. His boss's position will soon be vacant and he is vying for this position, hence the desire to brush

up on his math. He also receives periodic in-service training. The in-service he attended while I was making my home visits was training to become a better foreman. I do not know his title now, but he is in a responsible position - he gives a dye the last check and stamps it O.K. for mass production. So he needs enough math to measure and calculate accurately.

Our first visit was spent discussing his math background and deciding on what direction he would go. He brought out an old high school geometry text and we looked through it and started with a section in which were the things he thought he needed for work. We went through the entire text, skipping sections which he said he could get on his own. All his energies were directed into getting as much as possible out of our sessions together and the time passed quickly for both of us. In places where he had difficulty I made up more examples and he worked until "the light went on." In this household I was referred to as the math teacher. There was not much conversation in the beginning. But gradually we talked about his garden outside and his wife's sewing (she is hard of hearing.) Also, gradually I began to introduce the RFD materials and they went over with a bang. The first Almanac I brought he read and passed along to a friend. But Mrs. Z made certain that it was returned so that she could read it too. By my last visit she had ordered all the materials and put them into binders. She said that some of them would be good for the school children.

APPENDIX 1

Wisconsin Adult Basic Education Assessment Battery
(First Draft)

NAME _____

SEX _____

BIRTH DATE _____

HOME TELEPHONE NUMBER _____

Graduate _____

Undergraduate _____

For each item, mark the word by a sign (x) that has the best meaning for the underlined word.

allow

give _____

let _____

follow _____

leave _____

start

win _____

forget _____

begin _____

stop _____

condemn

clear _____

blame _____

honor _____

try _____

accumulation

association _____

collection _____

accusation _____

accommodation _____

process

operation _____

advancement _____

possession _____

procession _____

densely

sparsely _____

diffusely _____

recently _____

thickly _____

consistent

changing _____

correct _____

untrue _____

unvarying _____

transact

conduct _____

dramatize _____

transfer _____

translate _____

esteem

regard _____

pay _____

pressure _____

disdain _____

submissive

elastic _____

docile _____

competitive _____

contrary _____

Arrange the following letters into meaningful words

S O T P

A W L K

B O P N H

N O M Y E

Four words are listed below. Select the one word that would be listed last in a dictionary.

- reliance
- religious
- relinquish
- reliable

The introduction is found in what part of a book?

- beginning
- middle
- end

A preface is found in what part of a book?

- before the table of contents
- immediately after table of contents
- in the first chapter
- in the summary

Which section in a newspaper is presented primarily to state an opinion?

- the weather chart
- the lead news story
- the editorial
- the stock market report

The guide words portray and possibly appear at the top of the page in one dictionary. Which of the following words would not be found on this page?

- portrait
- positive
- position
- possessive

1. Which of the following do you think is correct?

a) Master mix is a big machine for mixing

b) Master mix is the base for a variety of quick breads

c) Master mix is the name of a gas company

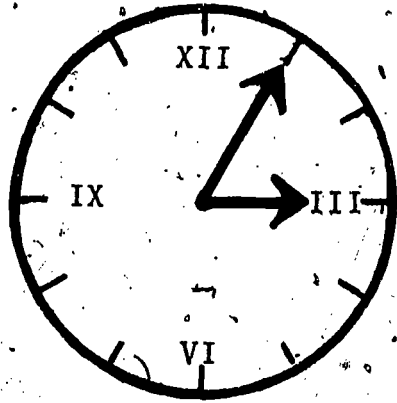
2. When a person's breathing is stopped from drowning, the best way to approach helping him would be:

a) To arrange for taking him to the hospital

b) Induce artificial breathing

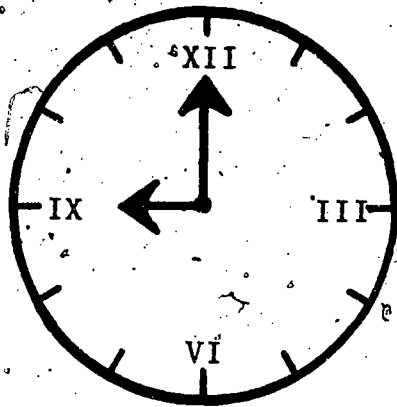
c) Lay him down quietly, undisturbed

Write the numbers shown in the clocks below.



_____ hour

_____ minutes



_____ hour

_____ minutes

Decide how each of the amounts below should be written as a number and mark in front of the correct one. For some, none of the answers may be correct.

Nine hundred thirty five	90,035	_____
	9,035	_____
	935	_____
	359	_____
	none	_____

Four thousand ten	40,100	_____
	4,010	_____
	400010	_____
	none	_____

Five eights	5-8	_____
	5+8	_____
	8/5	_____
	.58	_____
	none	_____

Sixty nine dollars and two cents	\$69 2¢	_____
	\$69.20	_____
	\$69.02	_____
	69.02	_____
	none	_____

Arthur bought a used automobile for \$90.00. He paid \$20.00 down and is to pay the rest in 10 equal installments. How much will each payment be:

\$5.50 _____

\$9.00 _____

\$7.00 _____

\$2.00 _____

The scale of the map is $1/2$ inch = 40 miles. How many miles apart are two cities that are represented as $1\ 1/4$ inches apart?

80 miles _____

60 miles _____

20 miles _____

110 miles _____

Joe has a Golden Pass Book account which gives 5 per cent interest. What amount will he receive back after keeping his \$1500.00 in the bank for 2 years?

1650 _____

1600 _____

1750 _____

none of the above _____

Mr. White bought a dining room set. The list price was \$200 and 2 discounts were given: one of 20% and another of 10%. What did the dining room set cost Mr. White?

\$220.00 _____

\$140.00 _____

\$230.00 _____

\$150.00 _____

Suppose you earn \$4,000 in a year as sale of corn, \$20001
in poultry and spends \$16751 in maintenance. Calculate
your income in dollars per month.

The gasoline tank was full when I left Madison for Chicago. The mileage meter then showing was 17,151 miles. On reaching Chicago, I got the tank filled up which required 10 gallons. The mileage meter was 17,401 miles. Can you find my average in miles per gallon?

10 miles per gal. _____

15 miles per gal. _____

20 miles per gal. _____

25 miles per gal. _____

THE John John SALE



Oct. 24, 1970

Dane County Fairgrounds

12:30 P.M.
Madison, Wis.

50 bred cows with calves at side. An excellent opportunity for 4-H and Junior Project females. JOHN JOHN will attend the sale.

del's angus farms

DAVID SOLDWEDEL
ROUTE 3, STOUGHTON, WISC.
Ph: 608/873-5424 • 608/453-4373

-1-

Look at and read this sale notice. Write down the following:

1) Place of sale

2) Date of sale

3) Time of sale

TELEVISION

TONIGHT

6:00	15—Julia
3—Truth or Consequences	27—Movie
21—What's New	8:00
27—News	3—Bucks Basketball
5:30	21—Campus Report
3—Walter Cronkite	9:00
15—News	21—San Francisco Mix
21—Misterogers	27—Marcus Welby, M.D.
27—Dick Van Dyke	10:00
6:00	15—News, Wthr., Sports
3—News	21—Firing Line
15—News, Wthr., Sports	27—News, Wthr., Sports
21—Antiques	10:30
27—News, Wthr., Sports	3—News, Wthr., Sports
6:30	15—Tonight
3—Beverly Hillsbillies	27—Dick Cavett
15—Don Knotts	11:15
21—Kukla, Fran, Ollie	3—News Hour
27—Mod Squad	12:00
7:00	15—News
3—Green Acres	12:05
21—Election '70	15—Major Adams
7:30	12:15
3—Sports Special	3—The Munsters

-2-

Go through the above TV Program. Write the name of the program on Channel 3 at 7:00 p.m.

Eagle River
Cranberries 2 ^{16 Oz.} _{Cans} **35¢**
FRUIT COCKTAIL ... 4 ^{16 Oz.} _{Cans} **\$1.00**
APPLE SAUCE 2 ^{35 Oz.} _{for} **69¢**
Orange or Grape 3 ^{46 Oz.} _{Cans} **89¢**
CHOCOLATE CHIPS 1 ^{12 Oz.} _{Pkg.} **39¢**
DINNERS 1 ^{or turkey} _{11 oz. pkg.} **49¢**

-1-

Please write down the cost of the following:

- 4 cans of APPLE SAUCE _____
- 2 cans of FRUIT COCKTAIL _____

-2-

Suppose you want to obtain a Master Charge Card. Fill in the form to get an application.

APPLY NOW.
First Wisconsin National Bank of Madison
P. O. Box 1271 Madison, Wisconsin 53701
 Please send me, without obligation, a Master Charge Card application.
 Name _____
 Address _____
 City _____ State _____ Zip _____

Read the article and answer the following

D. A. Candidates
 The three candidates for dis-trict attorney in Dane County will speak at the University of Wisconsin Law School Friday at 2:30 p.m. There will be a coffee hour at 3:30 p.m. The meeting room will be posted in the lobby.

- 1) What does D.A. stand for

- 2) What time is coffee hour

1. A telephone number for a long distance call looks like (608) 231-3212. What number is the area code?

608 _____

231 _____

3212 _____

none _____

2. In the phone book, I have to look for "engine tuning service." Which heading should I look for in the Yellow Pages?

Engine tuning _____

Repair Service _____

Auto Service _____

Garage Service _____

3. How many 5 cent stamps can one buy for a dollar?

15 _____

20 _____

25 _____

30 _____

Sally is working as a clerk in the yard goods department. She has a customer who buys the following items.

- 3/4 yard of blue material @ \$1.44 per yard
- 2/3 yard of white material @ \$1.35 per yard
- 2 spools of blue thread @ \$.25 a spool
- 2 spools of white thread @ \$.24 a spool
- 3/4 yard of ribbon @ \$.24 per yard

Help Sally complete the sales ticket and figure her customer's bill. Her customer is Mrs. Brown and she lives at 25 So. Pike St. Use today's date.

JONES YARD GOODS				
Sold to _____				
Address _____				
Date _____				
Quantity	Description	Price	Amount	
Total Cost				



Suppose you earn from salaries \$5,500 in the year ending December. In addition to this you get \$250 as interest from money in your bank. Fill in the following Tax Form. Assume that the tax from the tax table for \$5750 and for your exemptions is \$125.

FORM 1A		TAX RETURN		
First Name & Initial	Last Name	Social Security Number		
Present Address				
Your Occupation		Spouse's Occupation		
Name & Address of Your Employer		Name & Address of spouse's employer		
Check boxes for exemptions	Regular	65 or over	Blind	Total Exemp
Yourself <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Spouse <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
First Names of children living with you				
Total Exemptions				
Wages, salaries, tips, etc.				
Dividends				
Interest				
Other income				
Total income				
Tax from tax table				
Your Signature		-16- 413	Date	

Please answer the following questions so that the TV program in the future could be improved.

1. Are you a man _____ or woman _____.
2. How old are you _____.
3. How many children live with you _____.
4. Was this TV show Bad _____ O.K. _____ Good _____.
5. Were the words used in the TV show Easy _____ O.K. _____ Hard _____.
6. Was this TV show Fun _____ O.K. _____ Dull _____.
7. Will you be able to use something you saw on this show?
Yes _____ Maybe _____ No _____.
8. How did you like the festival stories? Bad _____ O.K. _____ Good _____.
9. How did you like the music? Bad _____ O.K. _____ Good _____.
10. How did you like the hints? Bad _____ O.K. _____ Good _____.
11. Which did you like best? Festival _____ Hints _____ Music _____.
12. Would you like to see more of these TV shows?
Yes _____ Maybe _____ No _____.

Wisconsin Adult Basic Education Assessment Battery
(Second Draft)

PART I

Please tell us about yourself:

Your name _____

Are you a man or a woman ?

How old are you? _____

Are you married? Yes No _____

How many children live with you? _____

What grade did you finish in school? _____

Do you have a job? No _____

Yes _____ What kind of job? _____

WAIT until your teacher tells you to turn the page. Your teacher will read each question with you.

For each of the words on the left, check the word that means the same.

1. ALLOW
- give
 - let
 - follow
 - leave

2. START
- ready
 - forget
 - begin
 - stop

3. CONDEMN
- clear
 - blame
 - honor
 - try

4. PROCESS
- operation
 - advancement
 - possession
 - procession

5. DENSELY
- sparsely
 - diffusely
 - recently
 - thickly

6. CONSISTENT

changing

correct

untrue

unvarying

7. ESTEEM

regard

pay

pressure

disdain

8. SUBMISSIVE

elastic

docile

competitive

contrary

9. PROFICIENCY

deficiency

skill

tricky

inability

10. Arrange the letters into words:

BYO

BOY

SOTP

AWLK

NOMYE

EOPNH

11. Four words are listed below. Pick the word that would be listed last in a dictionary.

_____ reliance

_____ religious

_____ relinquish

_____ reliable

12. The guide words portray and possible appear at the top of the page in one dictionary. Which of the following words would not be found on that page?

_____ portrait

_____ positive

_____ position

_____ possessive

13. A preface is found in what part of a book?

- before the table of contents
- right after the table of contents
- in the first chapter
- in the summary

14. Which section of the newspaper has mostly opinions?

- the weather charts
- the lead news story
- the editorial page
- the stock market reports

PART II

Name _____

Mark the correct numbers. For some, none of the answers may be correct.

1. Nine hundred and thirty five

___ 90,035

___ 9,035

___ 9,350

___ 935

___ none

2. Four thousand and ten

___ 4000,10

___ 40,010

___ 40,100

___ 4,010

___ none

3. Five eighths

___ 5 - 8

___ 5 + 8

___ 8/5

___ .58

___ none

4. Sixty-nine dollars and two cents

\$ 69.2 ¢

\$ 69.20

\$ 69.02

69.02

none

5. Arthur bought a used car for \$900. He paid \$200. down and is to pay the rest in 10 equal installments. How much will each payment be?

\$55.00

\$ 90.00

\$ 70.00

\$ 20.00

6. Joe has a savings account that gives him 5% interest. What amount will he receive back after keeping his \$ 1500. in the bank for one year?

\$ 1505.

\$ 1560.

\$ 1575.

\$ 1600.

7. Mr. White bought a dining room set. The list price was \$ 200. and two discounts were given: one of 10% and another of 20%. What did the dining room set cost Mr. White?

_____ \$ 220.00

_____ \$ 170.00

_____ \$ 140.00

_____ \$ 120.00

8. Suppose you earn \$ 4000. a year from the sale of corn and \$ 2000. from the sale of poultry. You spend \$ 1200. in maintenance. What will your average income per month be in dollars?

Income = _____

9. A silo of 15 feet in diameter and 40 feet high can store corn from 50 acres of land. To double the capacity of the silo, how high will it have to be if it has the same diameter?

_____ 60 feet

_____ 65 feet

_____ 70 feet

_____ 80 feet

10. A farm yard that is 100 ft. X 50 ft. is to be wire fenced. What length of wire will be needed?

250 ft

300 ft

350 ft

400 ft

11. In a room of length 10 ft, width 12 ft, and height 10 ft, how many square feet of paper will be required for the walls?

120 sq. ft

240 sq. ft

440 sq. ft

1200 sq. ft

12. How many five-cent stamps can you buy for a dollar?

15

20

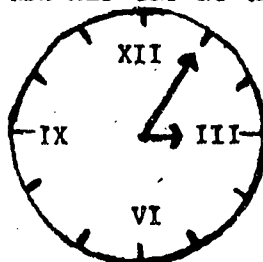
25

30

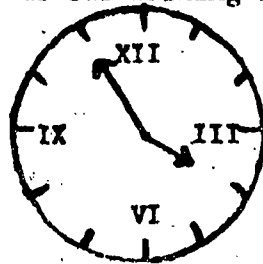
PART III

Name _____

1. Tom started to wash his car at this time



and he finished his car washing at this time.



How much time did the car washing take? _____

2. This ad gives a long distance number. What number is the area code?

Remember the Free Best Western Hotline
DIAL:
800-228-9450

- _____ 800
- _____ 228
- _____ 9450
- _____ none

3. Please write down the cost of the following:

4 cans of APPLE SAUCE _____

2 cans of FRUIT COCKTAIL _____

<small>Logic Store</small> Cranberries	2	16 Oz. Cans	35¢
<small>Reppy Ann</small> FRUIT COCKTAIL	4	16 Oz. Cans	\$1.00
<small>Reppy Ann</small> APPLE SAUCE	2	35 Oz. for 1 qt.	69¢
<small>M-C Drinks</small> Orange or Grape	3	46 Oz. Cans	89¢
<small>Bakers</small> CHOCOLATE CHIPS		12 Oz. Pkg.	39¢

4. Suppose you want to obtain a Master Charge Card. Fill in the form to get an application.

APPLY NOW.

First Wisconsin National Bank of Madison
P. O. Box 1271 Madison, Wisconsin 53701

Please send me, without obligation, a Master Charge Card application.

Name _____

Address _____

City _____ State _____ Zip _____

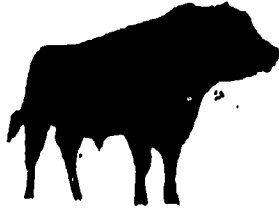
5. Read the article and answer the following

- (a) What does D.A. stand for? _____
- (b) What time is coffee hour? _____

D. A. Candidates

The three candidates for district attorney in Dane County will speak at the University of Wisconsin Law School Friday at 2:30 p.m. There will be a coffee hour at 3:30 p.m. The meeting room will be posted in the lobby.

THE John John SALE



Oct. 24, 1970

Dane County Fairgrounds

12:30 P.M.
Madison, Wis.

50 bred cows with calves at side. An excellent opportunity for 4-H and Junior Project females. JOHN JOHN will attend the sale.

del's angus farms

DAVID SOLDWEDEL
ROUTE 3, STOUGHTON, WISC.
Ph: 608/873-5004 • 608/455-4373

6. Look at and read this sale notice. Write down the following:

- (a) Place of sale _____
- (b) Date of sale _____
- (c) Time of sale _____

TELEVISION

TONIGHT

5:00	15—Julia
3—Truth or Consequences	27—Movie
21—What's New	8:00
27—News	3—Bucks Basketball
5:30	21—Campus Report
3—Walter Cronkite	9:00
15—News	21—San Francisco Mix
21—Misterogers	27—Marcus Welby, M.D.
27—Dick Van Dyke	10:00
6:00	15—News, Wthr., Sports
3—News	21—Firing Line
15—News, Wthr., Sports	27—News, Wthr., Sports
21—Antiques	10:30
27—News, Wthr., Sports	3—News, Wthr., Sports
6:30	15—Tonight
3—Beverly Hillsbillies	27—Dick Cavett
15—Dan Knotts	11:15
21—Katie, Fran, Ollie	3—News Hour
27—Mod Squad	12:00
7:00	15—News
3—Green Acres	12:05
21—Election '70	15—Major Adams
7:30	13:15
3—Sports Special	3—The Munsters

7. Go through the TV Program. Write the name of the program on Channel 3 at 7:00 p.m.

Dairy Products	
ITALIA - RALEA - ALL WHITE Large Eggs	doz. tin. 54¢
HARVEY DAY - PURE VEGETABLE OIL Margarine	1-lb. ctn. 25¢
KRAFT - WHIPPED - 6 FLAVORS Cream Cheese	4-oz. ctn. 35¢
PLAIN OIL - ARAWAY Bond-Ost Cheese	20-oz. pkg. \$1.39
LADYLET Cream Cheese	3-oz. pkg. 12¢
STELLA - MOZZARELLA Shredded Cheese	8-oz. pkg. 65¢
TROPICANA - PURE FRESH Orange Juice	1/2 gal. bil. 66¢
KRAFT - 4 FLAVORS Party Snacks	4-oz. pkg. 29¢

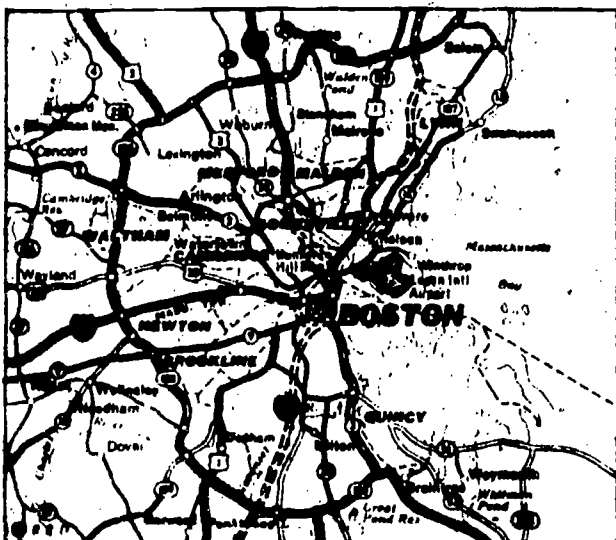
8. How much are the following going to cost?

8 ounces of cream cheese (Kraft)

2 dozen large eggs

1 gallon orange juice

Total _____



9. A portion of a road map is shown here.

The scale of this map is 1 inch to 40 miles. The distance as shown on the map between BOSTON AND BROOKLINE is 1 1/4 inches.

How many miles apart are BOSTON and BROOKLINE?

Wisconsin Adult Basic
Education Assessment Battery



RURAL FAMILY DEVELOPMENT

Please tell us about yourself:

Your name _____

Address _____

Are you a man or a woman ?



WHA-TV 21, UNIVERSITY EXTENSION, The University of Wisconsin

Copyright © 1971 by The Board of Regents, The University of Wisconsin

THIS TEST IS DIVIDED INTO THE FOLLOWING 4 PARTS

PART 1. WORD MEANING, READING

PART 2. ARITHMETIC

PART 3. LIFE COPING SKILLS

PART 4. THE WORLD ABOUT ME

Many of the questions are easy.

Some questions look hard,

BUT if you will read it line by line you will find it fun to do.

O.K., Now start with Part 1.

It will take you about 15 minutes.

For each of the words on the left, check the word that means the same.

1. ALLOW

- give
- let
- follow
- leave

2. START

- ready
- go
- begin
- stop

3. CONDEMN

- clear
- blame
- honor
- try

4. DENSELY

- sparsely
- diffusely
- recently
- thickly

5. PROCESS

- operation
- advancement
- possession
- procession

6. CONSISTENT

- changing
- correct
- untrue
- unvarying

7. ESTEEM

- _____ regard
- _____ pay
- _____ pressure
- _____ disdain

8. SUBMISSIVE

- _____ elastic
- _____ docile
- _____ competitive
- _____ contrary

9. PROFICIENCY

- _____ deficiency
- _____ skill
- _____ tricky
- _____ inability

ARRANGE THE LETTERS INTO MEANINGFUL WORDS:

EXAMPLE: B Y O B O Y

10. S O T P

11. K A L W

12. E O M Y N

13. E O P N H

14. Four words are listed below. PICK THE WORD THAT WOULD BE LISTED LAST IN A DICTIONARY.

- reliance
- religious
- relinquish
- reliable

15. The guide words portray and possible appear at the top of the page in one dictionary. Which word would not be found on that page?

- portrait
- positive
- position
- possessive

16. A preface is found in what part of a book?

- before the table of contents
- right after the table of contents
- in the first chapter
- in the summary

17. Which section of the newspaper has mostly opinions?

- the weather charts
- the lead news story
- the editorial page
- the stock market reports

LOOK AT THE FOLLOWING TABLE OF CONTENTS AND FIND THE ANSWERS TO QUESTIONS 18, 19 and 20.

TABLE OF CONTENTS	
Chapter	Page
1. A Bird's Nest	1
2. The Wrens	7
3. The Robins	15
4. A Mole's Home	31
5. Beavers	45

18. On which page does "Beavers" begin?

- 31
- 45
- 46

19. Page 9 will tell us something about

- nests
- wrens
- beavers

20. The story of "The Robins" is found on pages

- 15 through 30
- 15 through 31
- 31 through 44

Stretch your arms for 2 minutes if you wish
and get ready for Part-2.

These are problems in Arithmetic.

This should take you about 30 minutes to answer.

MARK THE CORRECT NUMBERS. FOR SOME, NONE OF THE ANSWERS MAY BE CORRECT.

21. Nine hundred and thirty five

- 90,035
- 9,035
- 9,350
- 935
- none

22. Four thousand and ten

- 4000,10
- 40,010
- 40,100
- 4,010
- none

23. Five eights

- 5 - 8
- 5 + 8
- 8/5
- .58
- none

24. How would you read 120,001?

- twelve thousand one
- one thousand two hundred one
- one hundred two thousand one
- one hundred twenty thousand one

25. Sixty-nine dollars and two cents?

- \$69.2 ¢
- \$69.20
- \$69.02
- 69.02
- none

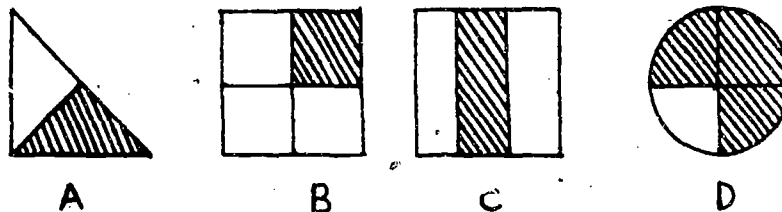
26. Which of the following numerals represents the greatest number?

- .307
- .730
- 3.07
- 3.7

27. Write the number that is nine times seven

- 97
- 907
- 63
- 49

28. Which of the figures below is one-third shaded?



- A
- B
- C
- D

29. Which of these sets of coins has the greatest value?

- 1 quarter
- 23 pennies
- 4 nickels
- 3 dimes

30. Bob's mother made 4 quarts of lemonade. If Bob took 1 pint in his lunch, how much lemonade was left?

- 7 pints
- 11 pints
- 15 pints
- 19 pints

31. If 313 is rounded to the nearest ten, what is the resulting number?

- 300
- 310
- 320
- 400

32. How many five cent stamps can you buy for a dollar?

- 15
- 20
- 25
- 30

33. The circumference of a circular pipe is $9 \frac{1}{2}$ inches.
Which of these is the best estimate of the pipe's diameter?

$1 \frac{1}{2}$ inches
 3 inches
 19 inches
 30 inches

34. Arthur bought a used car for \$900. He paid \$200 down and will pay the rest in 10 equal installments. How much will each payment be?

\$55.00
 \$90.00
 \$70.00
 \$20.00

35. Suppose you earn \$4000 a year from the sale of corn and \$2000 from the sale of poultry. You spend \$1200 in maintenance. What will your average income per month be in dollars?

\$100
 \$300
 \$400
 \$600

36. A silo of 15 feet in diameter and 40 feet high can store corn from 50 acres of land. To double the capacity of the silo, how high will it have to be if it has the same diameter?

_____ 60 feet

_____ 65 feet

_____ 70 feet

_____ 80 feet

37. A farm yard that is 100 feet x 50 feet is to be wire fenced. What length of wire will be needed?

_____ 250 feet

_____ 300 feet

_____ 350 feet

_____ 400 feet

38. In a room 10 feet long, 12 feet wide and 10 feet high, how many square feet of paper will be required for the walls?

_____ 120 sq. feet

_____ 240 sq. feet

_____ 440 sq. feet

_____ 1200 sq. feet

39. Joe has a savings account that pays 5% interest per year. What amount will he receive after keeping his \$1500 in the bank for one year?

_____ \$1505

_____ \$1560

_____ \$1575

_____ \$1600

NOW SOME QUESTIONS ON LIFE COPING SKILLS

This will take you about 40 minutes.

Take a rest if you wish and then continue.

40. Here is the T.V. program schedule for tonight. Answer the following:

A. What program will be seen on channel 3 at 7:00 p.m.?

B. If you switched on T.V. at 6:45 p.m. which program would you watch on channel 27?

C. How long does the movie on channel 27 last?

TELEVISION	
TONIGHT	
5:00	15—Julia
3—Truth or Consequences	27—Movie
21—What's New	8:00
27—News	3—Bucks Basketball
5:30	21—Campus Report
3—Walter Cronkite	9:00
15—News	21—San Francisco Mix
21—Misterogers	27—Marcus Welby, M.D.
27—Dick Van Dyke	10:00
6:00	15—News, Wthr., Sports
3—News	21—Firing Line
15—News, Wthr., Sports	27—News, Wthr., Sports
21—Antiques	10:30
27—News, Wthr., Sports	3—News, Wthr., Sports
6:30	15—Tonight
3—Beverly Hillbillies	27—Dick Cavett
15—Don Knotts	11:15
21—Kukla, Fran, Ollie	3—News Hour
27—Mod Squad	12:00
7:00	15—News
3—Green Acres	12:05
21—Election '70	15—Major Adams
7:30	12:15
3—Sports Sepcial	3—The Munsters

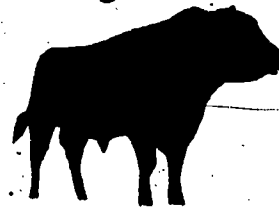
41. Here is a sale notice. Answer the following:

A. Place of sale

B. Date of sale

C. Time of sale

THE John John SALE



Oct. 24, 1970

Dane County Fairgrounds

12:30 P.M.
Madison, Wis.

50 bred cows with calves at side. An excellent opportunity for 4-H and Junior Project females. JOHN JOHN will attend the sale.

del's angus farms

DAVID SOLDWEDL
ROUTE 3, STOUGHTON, WISC.
Ph: 608/873-5424 • 608/455-4373

42. How much do the following items cost?

8 ounces of cream cheese (Kraft)

2 dozen large eggs

1 gallon orange juice

TOTAL

Dairy Products	
U.S.D.A. GRADE A - ALL WHITE Large Eggs	doz. 54^c ctn.
HARVEST DAY - PURE VEGETABLE OIL Margarine	1-lb. 25^c ctn.
KRAFT - WHIPPED - 6 FLAVORS Cream Cheese	4-oz. 35^c ctn.
PLAIN OR CARAWAY Bond-Ost Cheese	20-oz. 1⁷⁹ pkg.
LADY LEE Cream Cheese	3-oz. 12^c pkg.
STELLA - MOZZARELLA Shredded Cheese	8-oz. 65^c pkg.
TROPICANA - PURE FRESH Orange Juice	1/2 gal. 66^c btl.
KRAFT - 4 FLAVORS Party Snacks	4-oz. 29^c pkg.

43. Here is a clipping from a newspaper.

Answer the following questions:

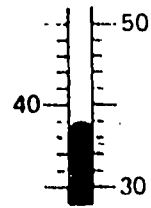
A. What does D.A. stand for?

B. What time is coffee hour?

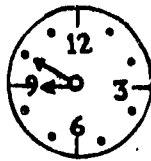
D. A. Candidates

The three candidates for dis-trict attorney in Dane County will speak at the University of Wisconsin Law School Friday at 2:30 p.m. There will be a coffee hour at 3:30 p.m. The meeting room will be posted in the lobby.

44. In the space below write the temperature shown on this thermometer.

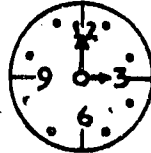


45. Joe goes to sleep at



p.m. He is going fishing

tomorrow and must get up at

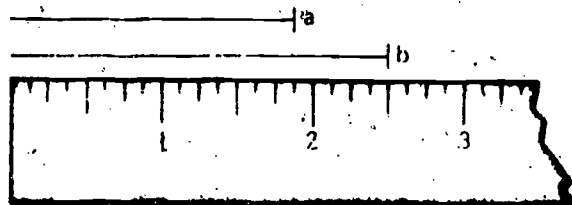


in the morning.

Exactly how much sleep will he get?

_____ hours _____ min.

46. In the picture below how many inches longer is line segment b than line segment a?



HAMBURGER	19¢	HANK'S HAMBURGERS	
DOUBLEBURGER	32¢		
CHEESEBURGER	27¢		
SPECIAL FISH SANDWICH	21¢		
		COLA ORANGE ROOT BEER	10¢
		SIMPLES ALL FLAVOR	20¢
		FRENCH FRIES	12¢

Use the above table to answer the following. Do not allow for sales tax.

47. What is the cost of 3 doubleburgers?

- _____ 32¢
- _____ 96¢
- _____ \$1.06
- _____ none

48. Ed ordered a cheeseburger and French fries. Trudy ordered a hamburger and a cola. How much more did Ed pay for his lunch than Trudy?

- _____ 10¢
- _____ 39¢
- _____ 68¢
- _____ none

49. Terry got a hamburger and an order of French fries. He gave Hank a dollar bill. How much change did he receive?

- _____ 31¢
- _____ 69¢
- _____ 79¢
- _____ none

50. Mr. Drumm bought a cheeseburger for himself and one for each of the 3 children riding in his car. How much did the cheeseburgers cost?

- _____ 54¢
- _____ 81¢
- _____ \$1.08
- _____ (Not given)

51. Mr. Tilman received this bill for amounts charged on this Standard Oil credit card:

STANDARD OIL DIVISION OF AMERICAN OIL COMPANY 163 NORTH CANAL STREET CHICAGO, ILLINOIS 60606 8784888847 0001		STATEMENT DATE 110970	PAST DUE AMOUNT .00	MINIMUM PAYMENT NOW DUE 3.00	THIS AMOUNT PAYS BALANCE IN FULL 3.00
PART WITH PAYMENT PAST BILL AMOUNT .00 6 CLOSING DATE 11-05-70 1. PREVIOUS BALANCE 18.99 7. FINANCE CHARGE .00 2. DEBIT PAYMENTS OF 18.99 8. ADD PURCHASES OF 3.00 3. DEBIT CREDITS OF .00 9. CANADIAN EXCHANGE 4. ADJUSTED PREVIOUS BALANCE .00 10. ADD INSURANCE PREMIUMS AND/OR MOTOR CLUB DUES .00 PAYMENT OF THIS AMOUNT MUST BE MADE WITHIN 25 DAYS FROM CLOSING DATE TO AVOID ADDITIONAL FINANCE CHARGE 5. FINANCE CHARGE (LIMITED) .00 11. NEW BALANCE 3.00 6. FINANCE CHARGE (LIMITED) .00 12. MINIMUM PAYMENT NOW DUE (INCLUDES ANY PAST DUE AMOUNT) 3.00		IS YOUR RADIATOR PROTECTED? LET US CHECK YOUR ANTIFREEZE R101C 5784886217 1000003002 SALEY TILMAN 120 E BROADWAY BOX 84 MONONA WIS 53716 0004 8784888847 1000003002			
ANNUAL PERCENTAGE RATE 12% PERIODIC RATE (MONTHLY) 1% REFER TO ITEM 5		NOTICE: SEE REVERSE SIDE AND ACCOMPANYING STATEMENT(S) FOR IMPORTANT INFORMATION KEEP THIS STATEMENT			

↑
A

↑
B

Answer the following questions:

- A. What amount will pay this bill in full _____
- B. If this amount is not paid this month, how much interest will be charged on the amount of this bill? _____
- C. Which part of the bill (A or B shown by arrows) is to be returned with the payment? _____

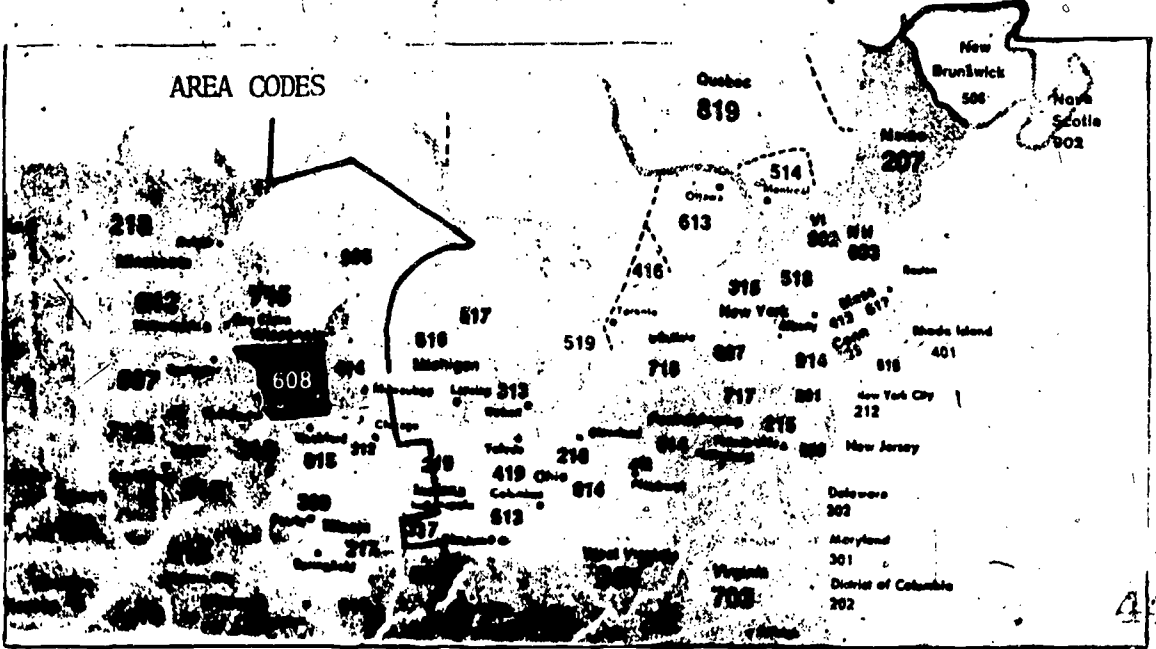
Eau Claire 189 SAB-SAL

- 4 Sadler G A 3726 Ross-----233-5806
- 7 Sadler Jeffrey A
942 Eagle Heights Apts--231-1065
- 28 Sadler Wm J
403 Eagle Heights Apts--233-2403
- 52. Sadoff Gary A 1019 Milton-----256-5087
- 7 Saech R Donovan
1706 Northport dr--244-7869
- Saech Wm H 829 E Gorham-----256-3835
- Saecher Wm Z 486 Charles la-----233-7065
- Saad Farid 314 Amoth ct-----244-5540
- Saeger Arthur J 217 N Marquette-244-5114
- Saeger Douglas H
4313 Winnequah rd--222-6113
- Saer Ricci 2311 Badger pkwy-----251-1915
- Saer Jerome 564 Gately ter-----233-4071
- Saer Ruth 2116 Univ av-----238-5261
- Saer Jesse C 4421 Walte la-----238-1016
- Saer D L 4507 Monona dr-----221-1235
- Saer Henry F ofc
601 E Broadway--222-4212
- Saer Paper rd-----244-6198
- INSURANCE CO**
2435 Atwood av--244-8342
- Saer Wm 121 W Gilman-----251-0114
- Saer Wm 456 W Milfin-----255-3859
- Saer 6202 Birch Hill dr-271-0045
- Saer 10 Carroll pl-----256-6713
- Saer Carroll-----251-0225
- CAFFOLDS CO**
Brearly 255-5125
- 271-4755
- 255-6652
- 255-5906

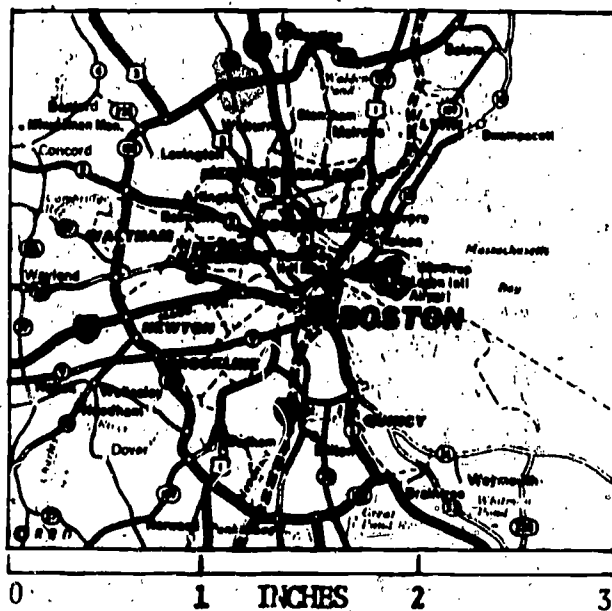
- St Charles Kitchens By Findorff
601 W Wilson-257-0251
- St Clair O O 135 Kensington dr-----244-7967
- ST DENNIS CATHOLIC CHURCH**
Sanctuary 400 Dempsey rd-----249-4861
- Rectory 400 Dempsey rd-----249-5503
- Schl 400 Dempsey rd-----249-4861
- Convent 509 Dempsey rd-----244-8895
- Saint Dunstan's Church rectory ofc
1818 St Dunstan dr--238-2781
- St Francis Episcopal Church & University
Center 1001 Univ av-----257-0688
- St George Maurice R 1422 Gilson--256-7304
- St Germain Amy 4209 Beverly rd--233-6979
- St Germain John L 4209 Beverly rd-233-0649
- St James Church 1130 St James ct-256-3095
- St James Congregation rectory
1128 St James ct--255-1656
- St James Convent 1129 Mound--255-3629
- St John Dale W
6403 West Gate rd--222-2615
- St John James Daniel 227 S Carroll-256-4985
- St John Ralph C
708 Eagle Heights Apts--233-7525
- St John Richard G 1510 Longview-244-5766
- St John Richard T 1713 Monroe--257-8705
- St John Robt W 1212 Spring--257-1231
- St John Robt Wm
4405 Mandrake rd--244-8209
- St Johns Ernest K Rev
1531 Simpson--221-1223
- St John's Lutheran Church
322 E Wash av--256-2337
- St Joseph Church
1905 W Beltline hy 271-5771
- St Louis Gladys M Mrs
141 Dunning--249-3283
- St Louis Patti 120 Langdon-----256-4772
- St Louis Richi 440 Hawthorne ct--255-1984
- St Luke's Episcopal Church
209 Lake Edge blvd--222-6921
- MARIA CORETTI**
5310 Flad av-----271-4630
- 1613 Gilbert rd-----271-7421
- Flad av-----271-7551
- Church
5 Spruce--256-8463
- 255-1287
- 257-3627
- 255-4497
- Augusto
99 Eagle Heights Apts 231-2952
- 132 W Wilson-----257-0374
- 422 Gregg rd-233-2854
- 255-1189
- Sakrisson Jean C 1115 Willow la 233-8032
- Sak's Liquor Store
6656 Univ av Middleton 836-5671
- Saladin Maurice L
1229 S Whitney Way 271-0833
- Salaja Sue A 433 W Gilman-----256-5938
- Salako Abimbola 2462 Eric cir 257-6395
- Salako Abimbola 1923 Sherman av-249-4655
- Salant Sheldon M Dr dentist
110 E Main--257-8633
- Res 600 Pirate Island rd-----222-4806
- Salapatas John S 614 Chapman--238-6251
- Salathe L L 316 N Butler-----256-0825
- Salawa Zenka 505 N Carroll-----256-7452
- Salazar Rudy 1920 Birge ter-----238-1488
- Sale A M 2225 Allied dr-----271-5275
- Sale Nels 1112 Spaight-----251-2931
- Sale Richard M 616 Mendota ct-----256-8841
- Saleh Saleh M
939 Eagle Heights Apts--238-8247
- Salerno Geo 540 W Olin av-----255-7530
- Salerno Geo V 469 Charles la-----231-1788
- Salerno James S
2234 Rosenberg rd--271-5277
- Salerno Sam S 3701 Tulane av-----244-7183
- Salerno Vito 2722 Willard av-----249-2576
- Sales & Marketing Executives Of Madison
Inc 3414 Monroe 231-1511
- Sales Soupy 616 Mendota ct 256-8841
- Saletan Timothy L 408 N Henry 257-9396
- Salewski Wm A Jr
127 Lakewood Garden la 241-1024
- Salewski Wm F 6 Dorton cir 249-9702
- Saley Alvin J 306 S Baldwin-----255-3855
- Saley Bernard G 4210 Barby la-----249-7137
- Saley Ronald Mike
Lake Windsor Windsor-De Frst 846-5587
- Saley Tilman 2408 E Wash av-----241-1462
- Salg Arnold J Jr
1209 Burning Wood Way rd-244-4824
- Salg Michael A 318 Pawling-----244-7667
- Salg Ruby Mrs 2017 Jenifer-----244-0408
- Saliba Elias K
508 Eagle Heights Apts 233-6068
- Salick Jewelers 312 State-----256-7411
- Salick John A Dr ofc
3602 Atwood av 244-6598
- Res 5719 Tonyawatha tr 222-3863
- Salick M Jan 203 Marion-----251-1223
- Salick Ralph R 116 S Henry-----255-4497

Here is a portion of a page from the Telephone Directory of Eau Claire, and below is a map giving Area Codes.

Write in the space below the number you dial to reach Mr. Richard M. Sale in Eau Claire.



53. Use this road map to answer the following questions:



Scale: 100 miles = 1/2 inch



INTERSTATE HIGHWAY



U.S. Highway



State Highway

(A) About how many miles is it from Brookline to Boston?

_____ 150 miles

_____ 200 miles

_____ 250 miles

_____ 300 miles

(B) Which Highway would you take to go from Boston to Quincy?

_____ 93 North

_____ 95 South

_____ 3 South

_____ 128 East

(C) What direction is Newton from Boston?

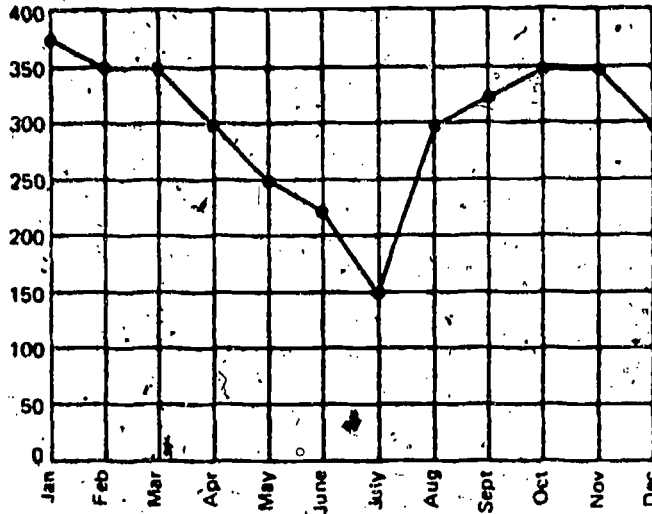
_____ East

_____ North-East

_____ West

_____ South

54. The graph below shows the number of books checked out from the Lake County Bookmobile during one year.



(A) Which is the peak reading season?

- Winter
- Summer
- Spring
- Fall

(B) How many more books were checked out in August than in June?

- 25
- 50
- 75
- 100

(C) Book circulation increased for three straight months from:

- July to October
- December to February
- July to November
- August to November

(D) Between which months was there the greatest decrease in the number of books checked out?

- February and March
- April and May
- June and July
- November and December

55. Suppose you are interested in purchasing this coffee percolator from a Sears catalogue and you would like it in the gold color.

Fill in the following mail order form to receive your coffee percolator by Parcel Post.

Percolator enamel on Alumin-
um. Choice of 3 colors.
Rust and stain-resistant
finish... colors stay bright.
Glass knob lets you view
perking action. Signal light
tells when coffee is ready to
serve. Keep-warm element
keeps brew at drinking tem-
perature when left plugged
in. Brews 5 to 10 cups. 11 1/4
in. high. Detachable cord
approx. 3 feet.
34 8 67706—Poppy color
34 8 67708—Avocado color
34 8 67707—Tawny gold
Wt. 2 lbs. 8 oz. \$13.79

\$13.79



SEARS, ROEBUCK AND CO.
Chicago, Illinois 60607

Sears

Date _____ 19 ____

PLEASE PRINT CLEARLY IN INK
AND FILL IN YOUR NAME

SATISFACTION GUARANTEED OR YOUR MONEY BACK

PLEASE GIVE COMPLETE DELIVERY INFORMATION

Be sure to give complete mailing address at the right, filling in the cor-
rect information on the lines provided.

DO NOT WRITE IN SPACE BELOW

PLEASE PRINT PLAINLY

All members of the same household should order under one name

NAME _____
(FIRST NAME) (MIDDLE INITIAL) (LAST NAME)
Mailing Address _____
Post Office _____ State _____ ZIP CODE _____
Telephone Number _____

SELECT COLOR OR PATTERN CHOICE BY NUMBER IF REQUESTED

CATALOG NUMBER	HOW MANY	NAME OF ITEM	COLOR Pattern, Finish, Etc.	SIZE Measure to be sure	PRICE		TOTAL PRICE		SHPG. WT.	
					Ex.	Yd., Pr., Etc.	Dollars	Cents	Lbs.	Oz.
1										
2										
3										

ILLINOIS customers add 5c tax for each dollar of goods (4c state, 1c city).
INDIANA customers add 2c tax for each dollar of goods.
IOWA or MISSOURI customers add 3c tax for each dollar of goods.
KENTUCKY customers add 5c tax for each dollar of goods.
MICHIGAN, OHIO or WISCONSIN customers add 4c tax for each dollar of goods.
If your county in OHIO has a tax, include the additional tax required.
Tax rates based on information available at printing and subject to change.

HOW SHALL WE SHIP? Parcel Post
Express Freight (Rail or Truck)

In Metropolitan areas, merchandise
can be delivered by fast package
delivery service at highest cost.

PACKAGE
DELIVERY
SERVICE

TOTAL FOR GOODS

AMOUNT FOR TAX

If credit order,
we will figure and
bill this in for you

Amount I owe Sears
on previous order

TOTAL CASH PRICE

Total Total
Pounds Ounces

Sears 433

Signature _____

5b.

Here you are given an incomplete TAX RETURN FORM and also a TAX TABLE.

Use the TAX TABLE to complete line 19 of the TAX FORM. Then complete lines 21, 23, 25, and 30 (or 31).

The TAX RETURN FORM is for a married couple filing a joint return.

Table 4 - Returns claiming FOUR exemptions

If adjusted gross income is—		And you are—					
At least	But less than	Single not head of household	Head of household	Married filing joint return	Married filing a separate return claiming—	Low income wife	Single filer
Your tax is—							
\$4,400	\$4,450	\$183	\$178	\$176	\$213	\$222	
4,450	4,500	195	190	187	221	230	
4,500	4,550	207	202	198	229	237	
4,550	4,600	219	214	209	238	245	
4,600	4,650	229	224	219	246	253	
4,650	4,700	238	232	226	255	260	
4,700	4,750	246	240	234	263	268	
4,750	4,800	255	248	241	272	276	
4,800	4,850	263	256	249	280	283	
4,850	4,900	272	264	256	289	291	
4,900	4,950	280	272	264	297	299	
4,950	5,000	289	280	271	306	306	
5,000	5,050	297	288	279	315	319	
5,050	5,100	306	296	286	324	324	
5,100	5,150	315	305	294	334	334	
5,150	5,200	324	314	302	343	343	
5,200	5,250	334	323	310	353	353	
5,250	5,300	343	332	318	362	362	
5,300	5,350	353	341	326	372	372	
5,350	5,400	362	350	334	381	381	
5,400	5,450	372	359	342	391	391	
5,450	5,500	381	368	350	400	400	
5,500	5,550	391	377	358	410	410	

Income	12 Wages, salaries, tips, etc. (Attach Forms W-2 to back. If unavailable, attach explanation)	12	4,500 00	
	13a Dividends (see pages 5 and 9 of form) \$ 90.00	13c	0	
	13b Less exclusions \$ 90.00 Balance			
	14 Interest. Enter total here (also list in Part II of Schedule B, if total is over \$100)	14	100 00	
Tax and Surcharges	15 Income other than wages, dividends, and interest (from line 40)	15	0	
	16 Total (add lines 12, 13c, 14 and 15)	16	4,600 00	
	17 Adjustments to income (such as "sick pay," moving expense, etc., from line 45)	17	0	
	18 Adjusted gross income (subtract line 17 from line 16)	18	4,600 00	
Payments and Credits	19 Tax (Check if from: Tax Tables 1-15 <input checked="" type="checkbox"/> Tax Rate Schedule X, Y, or Z <input type="checkbox"/> Schedule D <input type="checkbox"/> or Schedule G <input 3"="" type="checkbox/>)</td> <td>19</td> <td></td> </tr> <tr> <td>20 Tax surcharge. See Tax Surcharge Tables A, B and C in instructions. (If you claim retirement income credit, use Schedule R to figure surcharge.)</td> <td>20</td> <td>0</td> </tr> <tr> <td>21 Total (add lines 19 and 20)</td> <td>21</td> <td></td> </tr> <tr> <td>22 Total credits (from line 55)</td> <td>22</td> <td>0</td> </tr> <tr> <td>23 Income tax (subtract line 22 from line 21)</td> <td>23</td> <td></td> </tr> <tr> <td>24 Other taxes (from line 61)</td> <td>24</td> <td>0</td> </tr> <tr> <td>25 Total (add lines 23 and 24)</td> <td>25</td> <td></td> </tr> <tr> <td>26 Total Federal income tax withheld (attach Forms W-2 to back)</td> <td>26</td> <td>233 00</td> </tr> <tr> <td rowspan="/> Due or Refund	27 1970 Estimated tax payments (include 1969 overpayment allowed as a credit)	27	
	28 Other payments (from line 65)	28		
	29 Total (add lines 26, 27, and 28)	29	233 00	
		30 If line 25 is larger than line 29, enter BALANCE DUE. Pay in full with return	30	
		31 If line 29 is larger than line 25, enter OVERPAYMENT	31	
		32 Line 31 to box (a) Credited on 1971 estimated tax		
		(b) Refunded		\$

SAMPLE FILLED-IN FORM

NOW WE HAVE SOME QUESTIONS ABOUT YOUR VIEWS ON VARIOUS MATTERS.

This section will only take a few minutes.

R F D,

THE WORLD ABOUT ME

Here are some questions that ask how you feel about certain things.
There is no right answer; we just want to know how you feel.

If you think a statement is really true, and you really agree with it,
put a circle around YES.

Around here, it gets cold in the winter! YES yes ? no NO

If you think it is cold, but not very cold, circle yes.

Around here, it gets cold in the winter. YES yes ? no NO

If you are not sure, circle ?.

Around here, it gets cold in the winter. YES yes ? no NO

If you don't think it gets cold, circle no.

Around here, it gets cold in the winter. YES yes ? no NO

If you really don't think that it gets cold, circle NO.

Around here, it gets cold in the winter. YES yes ? no NO

People who work hard earn big money.	<u>YES</u>	yes	?	no	<u>NO</u>
People who work hard always get ahead.	<u>YES</u>	yes	?	no	<u>NO</u>
You should always be willing to admit mistakes.	<u>YES</u>	yes	?	no	<u>NO</u>
People get what they deserve.	<u>YES</u>	yes	?	no	<u>NO</u>
With me, luck is pretty important.	<u>YES</u>	yes	?	no	<u>NO</u>
To get a good job, you have to be at the right place at the right time.	<u>YES</u>	yes	?	no	<u>NO</u>
There is not much that the little guy can do about politics.	<u>YES</u>	yes	?	no	<u>NO</u>
If young people work hard, they will do well.	<u>YES</u>	yes	?	no	<u>NO</u>
There is really no such thing as luck.	<u>YES</u>	yes	?	no	<u>NO</u>
Everything I have I got by hard work.	<u>YES</u>	yes	?	no	<u>NO</u>
It doesn't matter what I do, I still have hard luck.	<u>YES</u>	yes	?	no	<u>NO</u>
People should live for today and let tomorrow take care of itself.	<u>YES</u>	yes	?	no	<u>NO</u>
People can actually do very little to change their lives.	<u>YES</u>	yes	?	no	<u>NO</u>
A person who is really good can get a job anytime.	<u>YES</u>	yes	?	no	<u>NO</u>
In our country, people have control over what happens to them.	<u>YES</u>	yes	?	no	<u>NO</u>
A person really has little control over his own fate.	<u>YES</u>	yes	?	no	<u>NO</u>

If you get an education, you have a better chance to do what you want.	<u>YES</u>	yes	?	no	<u>NO</u>
Education gives you power.	<u>YES</u>	yes	?	no	<u>NO</u>
Just being educated won't make people like you.	<u>YES</u>	yes	?	no	<u>NO</u>
Adults can't find a place in the schools.	<u>YES</u>	yes	?	no	<u>NO</u>
The more you go to school the more you can figure things out.	<u>YES</u>	yes	?	no	<u>NO</u>
Schools teach you how to get along with other people.	<u>YES</u>	yes	?	no	<u>NO</u>
Schools are really O.K. right now.	<u>YES</u>	yes	?	no	<u>NO</u>
Without schools, this country would go downhill.	<u>YES</u>	yes	?	no	<u>NO</u>
Teachers don't really care about students.	<u>YES</u>	yes	?	no	<u>NO</u>
Education increases the hatreds that lead to wars.	<u>YES</u>	yes	?	no	<u>NO</u>
Most children don't seem to get anything out of school.	<u>YES</u>	yes	?	no	<u>NO</u>
Most children feel good about themselves in school.	<u>YES</u>	yes	?	no	<u>NO</u>
If a person doesn't finish school he won't be respected.	<u>YES</u>	yes	?	no	<u>NO</u>
Education does not teach cooperation.	<u>YES</u>	yes	?	no	<u>NO</u>
Education earns you respect.	<u>YES</u>	yes	?	no	<u>NO</u>

If you want a nice place to live and a good family, it helps to have an education.

YES yes ? no NO

Schools keep people caged up.

YES yes ? no NO

Education helps you to be a good citizen.

YES yes ? no NO

School wasted my time.

YES yes ? no NO

It's not true that finishing school gets you a good job.

YES yes ? no NO

In school people learn to figure things out.

YES yes ? no NO

Education helps you become a happy person.

YES yes ? no NO

Schools don't teach the things that count.

YES yes ? no NO

What is the "good life" for you? The good life is

Getting along with others	<u>YES</u>	yes	?	no	<u>NO</u>
Having security	<u>YES</u>	yes	?	no	<u>NO</u>
Being able to figure things out	<u>YES</u>	yes	?	no	<u>NO</u>
Doing what you want to do	<u>YES</u>	yes	?	no	<u>NO</u>
Liking yourself	<u>YES</u>	yes	?	no	<u>NO</u>
Being respected	<u>YES</u>	yes	?	no	<u>NO</u>
Having a good job	<u>YES</u>	yes	?	no	<u>NO</u>
Being proud of what you are	<u>YES</u>	yes	?	no	<u>NO</u>
Having peace	<u>YES</u>	yes	?	no	<u>NO</u>
Having plenty of money	<u>YES</u>	yes	?	no	<u>NO</u>
Being strong and powerful	<u>YES</u>	yes	?	no	<u>NO</u>
Being happy	<u>YES</u>	yes	?	no	<u>NO</u>

February/March 1971

Please tell us some things about yourself.

1. Do you use recipes? Yes ___ Sometimes ___ No ___
2. Do you use order catalogues
For clothing? Yes ___ Sometimes ___ No ___
For toys? Yes ___ Sometimes ___ No ___
For household goods? Yes ___ Sometimes ___ No ___
3. Do you sew clothing? Yes ___ Sometimes ___ No ___
4. Do you use patterns for sewing clothing? Yes ___ Sometimes ___ No ___
5. Do you read the Bible at home? Yes ___ Sometimes ___ No ___
6. Do you use the yellow pages in the phone book? Yes ___ Sometimes ___ No ___
7. Do you use road maps? Yes ___ Sometimes ___ No ___
8. Do you read to children? Yes ___ Sometimes ___ No ___
9. Do you read the sports page in the newspaper? Yes ___ Sometimes ___ No ___
10. If you have a school-age child, do you visit your child's teacher? Yes ___ Sometimes ___ No ___
11. Do you read instruction manuals? Yes ___ Sometimes ___ No ___
12. Do you use a library? Yes ___ Sometimes ___ No ___
13. Do you can vegetables? Yes ___ Sometimes ___ No ___
14. Do you read the women's page of the newspaper? Yes ___ Sometimes ___ No ___
15. Do you read the newspaper ads when you want to buy something?
Yes ___ Sometimes ___ No ___
16. Have you looked at the newspaper ads to find a job?
Yes ___ Sometimes ___ No ___
17. Do you read magazines? Yes ___ Sometimes ___ No ___
18. What magazines do you read?

THANK YOU FOR YOUR COOPERATION!

PSYCHOMETRIC LABORATORY
University of Wisconsin
Madison

Appendix 4

Item Analysis Summary
(GITAP Output)

FILMED FROM BEST AVAILABLE COPY

• NEWJOB 084 ITEM 27 SUBJECTS

• KEYS
READ INTO NEXT COMMAND CARD WHILE READING KEYS

• CRITERNINTERN

• GITAP R BISER

• DATA 1 FMTCD

SUBJECT INDEX	TOTAL SCORES
1	19.
2	7.
3	12.
4	15.
5	19.
6	4.
7	17.
8	11.
9	11.
10	8.
11	11.
12	14.
13	16.
14	19.
15	16.
16	18.
17	13.
18	17.
19	8.
20	11.
21	11.

SUMMARY STATISTICS

BAR = 12.1111 STD DEV = 5.4089 VAR = 29.2564 SUMTS = 327.0 SUM TS+2 = 4721.

IND	SOURCE	DF	HOYT RELIABILITY	MEAN SQUARE	F	R AND SE
ITEMS		26.	SUM OF SQUARES			
ERROR		19.				
TOTAL		539.				

HOYT RELIABILITY
 SUM OF SQUARES
 MEAN SQUARE

F
 R AND SE

•RUN

ITEM	CHOICE	WT	NR	DIFFICULTY	R	X50	BETA
1	1	0	2.	.0741	.3310	4.3691	.3508
1	2	1	19.	.7037	.7702	-.6947	1.2077
1	3	0	5.	.1652	-.8859	-1.0112	-1.9096
1	4	0	0.	.0000	.0000	.0000	.0000

ITEM	CHOICE	WT	NR	DIFFICULTY	R	X50	BETA
2	1	0	4.	.1481	-.6350	-1.6447	-.8221
2	2	0	0.	.0000	.0000	.0000	.0000
2	3	1	21.	.7778	.8201	-.9325	1.4331
2	4	0	2.	.0741	.6945	-2.0822	-.9653

ITEM	CHOICE	WT	NR	DIFFICULTY	R	X50	BETA
3	1	0	3.	.1111	-.3013	-4.0515	-.3160
3	2	1	18.	.6667	.8475	-.5083	1.5963
3	3	0	2.	.0741	-.2550	-5.6706	-.2637
3	4	0	2.	.0741	-.8410	-1.7195	-1.5546

ITEM	CHOICE	WT	NR	DIFFICULTY	R	X50	BETA
4	1	1	11.	.4074	.6135	.3818	.7769
4	2	0	11.	.4074	-.3744	-.6256	-.4037
4	3	0	1.	.0370	.0752	23.7509	.0754
4	4	0	1.	.0370	.3290	5.4288	.3484

ITEM	CHOICE	WT	NR	DIFFICULTY	R	X50	BETA
------	--------	----	----	------------	---	-----	------

5	1	0	3.	.1111	.6628	-1.8416	-.8852
5	2	0	3.	.1111	-.2651	-4.6039	-.2750
5	3	0	2.	.0741	.0597	-24.2288	-.0598
5	4	1	16.	.5926	.7449	-.3145	1.1163

ITEM	CHOICE	WT	NR	DIFFICULTY	R	X50	BETA
6	1	0	6.	.2222	-.1073	-7.1267	-.1079
6	2	0	4.	.1481	-.3389	-3.0818	-.3602
6	3	0	1.	.0370	-.0940	-19.0007	-.0944
6	4	1	13.	.4815	.6797	.0683	.9266

ITEM	CHOICE	WT	NR	DIFFICULTY	R	X50	BETA
7	1	1	11.	.4074	.8781	.2667	1.8356
7	2	0	0.	.0000	.0000	.0000	.0000
7	3	0	11.	.4074	-.4626	-.5063	-.5218
7	4	0	1.	.0370	-.0094	-190.0073	-.0094

ITEM	CHOICE	WT	NR	DIFFICULTY	R	X50	BETA
8	1	0	2.	.0741	-.5969	-2.4229	-.7439
8	2	1	8.	.2963	.8935	.5989	1.9892
8	3	0	9.	.3333	-.1883	-2.2872	-.1918
8	4	0	3.	.1111	.1687	7.2348	.1712

ITEM	CHOICE	WT	NR	DIFFICULTY	R	X50	BETA
9	1	0	3.	.1111	-.3013	-4.0515	-.3160
9	2	1	15.	.5556	.7511	-.1860	1.1376
9	3	0	1.	.0370	-.0940	-19.0007	-.0944
9	4	0	1.	.0370	-.0940	-19.0007	-.0944

ITEM	CHOICE	WT	NR	DIFFICULTY	R	X50	BETA
10	1	1	24.	.8889	.9521	-1.2821	3.1121
10	2	0	2.	.0741	-.7434	-1.9454	-1.1113

ITEM	CHOICE	WT	NR	DIFFICULTY	R	X50	BETA
11	1	1	23.	.8519	.7535	-1.3861	1.1460
11	2	0	2.	.0741	-.2550	-5.6706	-.2637

ITEM	CHOICE	WT	NR	DIFFICULTY	R	X50	BETA
12	1	1	20.	.7407	.9889	-.6529	6.6683
12	2	0	1.	.0370	-.5170	-3.4547	-.6040

ITEM	CHOICE	WT	NR	DIFFICULTY	R	X50	BETA
13	1	1	13.	.4815	.7656	.0607	1.1900
13	2	0	2.	.0741	-.5969	-2.4229	-.7439

ITEM	CHOICE	WT	NR	DIFFICULTY	R	X50	BETA
14	1	0	0.	.0000	.0000	.0000	.0000
14	2	0	1.	.0370	-.5170	-3.4547	-.6040



14	3	1	21.	.7778	.6361	-1.2021	.8245
14	4	0	0.	.0000	.0000	.0000	.0000

ITEM CHOICE	WT	NR	DIFFICULTY	R	X50	BETA	
15	1	1	8.	.2963	.8340	.6416	1.5117
15	2	0	2.	.0741	-.2550	-5.6706	-.2637
15	3	0	1.	.0370	.1598	11.1769	.1619
15	4	0	5.	.2222	-.1073	-7.1267	-.1079

ITEM CHOICE	WT	NR	DIFFICULTY	R	X50	BETA	
16	1	1	8.	.2963	.4973	1.0759	.5733
16	2	0	9.	.3333	.3578	1.2038	.3832
16	3	0	2.	.0741	-.0109	-133.2585	-.0109
16	4	0	2.	.0741	-.3039	-4.7592	-.3189

ITEM CHOICE	WT	NR	DIFFICULTY	R	X50	BETA	
17	1	0	1.	.0370	-.0940	-19.0007	-.0944
17	2	0	0.	.0000	.0000	.0000	.0000
17	3	1	19.	.7037	.9287	-.5762	2.5036
17	4	0	2.	.0741	-.7434	-1.9454	-1.1113

ITEM CHOICE	WT	NR	DIFFICULTY	R	X50	BETA	
18	1	0	0.	.0000	.0000	.0000	.0000
18	2	1	25.	.9259	.9387	-1.5406	2.7227
18	3	0	0.	.0000	.0000	.0000	.0000

ITEM CHOICE	WT	NR	DIFFICULTY	R	X50	BETA	
19	1	0	4.	.1481	-.7239	-1.4428	-1.0492
19	2	1	19.	.7037	.9089	-.5887	2.1789
19	3	0	1.	.0370	-.0940	-19.0007	-.0944

ITEM CHOICE	WT	NR	DIFFICULTY	R	X50	BETA	
20	1	1	15.	.5556	.6297	-.2219	.8107
20	2	0	9.	.3333	-.2446	-1.7594	-.2525
20	3	0	1.	.0370	-.3478	-5.1353	-.3710

•KEYS
 READ INTO NEXT COMMAND CARD WHILE READING KEYS

•RUN

SUBJECT INDEX	TOTAL SCORES															
1	16.	2.	13.	19.	18.	15.	9.	11.	15.	16.						
11	4.	15.	2.	11.	9.	3.	6.	1.	9.	10.						
21	3.	9.	4.	12.		14.	17.									

SUMMARY STATISTICS

BAR = 9.8519 STD DEV = 5.1865 VAR = 26.9003 SUMTS = 266. SUM TS = 2 = 3320.

SOURCE	DF	HOYT RELIABILITY		MEAN SQUARE	F	R AND SE
		SUM OF SQUARES				
IND	26.	.3681091690+02		.1415804490+01	.8543078303+01	.0829
ITEMS	18.	.1370370483+02		.76131169327+00	.93847632+01	1.7272
ERROR	468.	.7755945587+02		.1657253318+00		
TOTAL	512.	.1280740776+03				

ITEM CHOICE	WT	NR	DIFFICULTY	R	X50	BETA	
21	1	0	2.	.0741	-.7488	-1.9312	-1.1298
21	2	0	4.	.1481	.0183	57.0696	.0183
21	3	0	0.	.0000	.0000	.0000	.0000
21	4	1	15.	.5556	.7090	-.1971	1.0052
21	5	0	4.	.1481	-.2905	-3.5949	-.3036

ITEM CHOICE	WT	NR	DIFFICULTY	R	X50	BETA	
22	1	0	5.	.1852	-.5416	-1.6532	-.6443
22	2	0	0.	.0000	.0000	.0000	.0000
22	3	0	1.	.0370	-.5163	-3.4594	-.6029
22	4	1	18.	.6667	.9558	-.4506	3.2507
22	5	0	1.	.0370	-.6045	-2.9545	-.7589

ITEM CHOICE	WT	NR	DIFFICULTY	R	X50	BETA	
23	1	0	4.	.1481	-.5993	-1.7426	-.7487
23	2	0	1.	.0370	-.6045	-2.9545	-.7589
23	3	0	2.	.0741	.0868	-16.6669	-.0871
23	4	0	3.	.1111	-.3980	-3.0670	-.4338
23	5	1	15.	.5556	.9801	-.1425	4.9354

ITEM CHOICE	WT	NR	DIFFICULTY	R	X50	BETA	
24	1	0	1.	.0370	-.5163	-3.4594	-.6029
24	2	0	1.	.0370	-.0752	-23.7646	-.0754
24	3	0	2.	.0741	.0660	21.9051	.0662
24	4	1	17.	.6296	.8795	-.3762	1.8483

ITEM CHOICE	WT	NR	DIFFICULTY	R	X50	BETA
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25	1	0	8.	.2963	-.6984	-.7661	-.9759
25	2	0	0.	.0000	.0000	.0000	.0000
25	3	1	13.	.4815	.8946	.0519	2.0022
25	4	0	3.	.1111	.1299	9.3990	.1310
25	5	0	0.	.0000	.0000	.0000	.0000

ITEM CHOICE	WT	NR	DIFFICULTY	R	X50	BETA	
26	1	0	0.	.0000	.0000	.0000	
26	2	0	6.	.2222	-.4583	-1.6687	-.5156
26	3	0	3.	.1111	.0545	22.4129	.0545
26	4	1	13.	.4815	.9484	.0490	2.9906

ITEM CHOICE	WT	NR	DIFFICULTY	R	X50	BETA	
27	1	0	5.	.1852	-.6219	-1.4405	-.7941
27	2	0	1.	.0370	-.0752	-23.7646	-.0754
27	3	1	19.	.7037	.8224	-.6507	1.4454
27	4	0	0.	.0000	.0000	.0000	.0000

ITEM CHOICE	WT	NR	DIFFICULTY	R	X50	BETA	
28	1	0	12.	.0741	-.1377	-10.5025	-.1390
28	2	0	10.	.3704	.7465	.4432	1.1218
28	3	1	5.	.1852	-.3545	-2.5269	-.3791
28	4	0	10.	.3704	-.4447	-.7441	-.4964

ITEM CHOICE	WT	NR	DIFFICULTY	R	X50	BETA	
29	1	0	2.	.0741	-.4942	-2.9263	-.5684
29	2	0	3.	.1111	-.8881	-1.3744	-1.9326
29	3	0	1.	.0370	-.0752	-23.7646	-.0754
29	4	1	20.	.7407	.9031	-.7149	2.1035

ITEM CHOICE	WT	NR	DIFFICULTY	R	X50	BETA	
30	1	0	2.	.0741	-.4433	-3.2625	-.4945
30	2	1	16.	.5926	.7059	-.3318	.9967
30	3	0	3.	.1111	-.5111	-2.3883	-.5946
30	4	0	3.	.1111	.2430	5.0236	.2505

ITEM CHOICE	WT	NR	DIFFICULTY	R	X50	BETA	
31	1	0	3.	.1111	.0545	22.4129	.0545
31	2	1	16.	.5926	.4484	-.5224	.5016
31	3	0	4.	.1481	-.2905	-3.5949	-.3036
31	4	0	0.	.0000	.0000	.0000	.0000

ITEM CHOICE	WT	NR	DIFFICULTY	R	X50	BETA	
32	1	0	6.	.2222	-.1945	-3.9317	-.1983
32	2	1	9.	.3333	.5761	.7477	.7048
32	3	0	3.	.1111	.1299	9.3990	.1310
32	4	0	2.	.0741	.2395	-6.0368	-.2467

ITEM CHOICE	WT	NR	DIFFICULTY	R	X50	BETA
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8

33	1	0	2.	.0741	-.4942	-2.9263	-.5684
33	2	0	2.	.0741	-.6470	-2.2352	-.8485
33	3	1	16.	.5926	.9083	-.2579	2.1712
33	4	0	4.	.1481	-.3523	-2.9647	-.3764

ITEM CHOICE	WT	NR	DIFFICULTY	R	X50	BETA	
34	1	1	7.	.2593	.8607	.7501	1.6904
34	2	0	12.	.4444	.1767	.7905	.1726

ITEM CHOICE	WT	NR	DIFFICULTY	R	X50	BETA	
35	1	0	1.	.0370	-.0752	-23.7646	-.0754
35	2	0	3.	.1111	-.3603	-3.3800	-.3862
35	3	0	4.	.1481	-.3523	-2.9647	-.3764
35	4	1	16.	.5926	.6507	-.3599	.8570

ITEM CHOICE	WT	NR	DIFFICULTY	R	X50	BETA	
36	1	0	3.	.1111	-.0587	-20.8120	-.0588
36	2	1	11.	.4074	.6739	.3476	.9121
36	3	0	2.	.0741	-.2905	-4.9784	-.3035
36	4	0	4.	.1481	-.4141	-2.5224	-.4549

ITEM CHOICE	WT	NR	DIFFICULTY	R	X50	BETA	
37	1	0	5.	.1852	-.1139	-7.8664	-.1146
37	2	0	5.	.1852	.3406	2.6298	.3623
37	3	1	6.	.2222	.3091	2.4743	.3250
37	4	0	8.	.2963	-.1201	34.4552	-.1210

ITEM CHOICE	WT	NR	DIFFICULTY	R	X50	BETA	
38	1	0	4.	.1481	-.4758	-2.1950	-.5410
38	2	1	20.	.7407	.8811	-.7328	1.8630
38	3	0	2.	.0741	-.8507	-1.7000	-1.6182
38	4	0	0.	.0000	.0000	.0000	.0000

ITEM CHOICE	WT	NR	DIFFICULTY	R	X50	BETA	
39	1	0	3.	.1111	.2807	4.3488	.2924
39	2	0	2.	.0741	-.3923	-3.6860	-.4265
39	3	1	14.	.5185	.6285	-.0739	.8080
39	4	0	3.	.1111	-.5488	-2.2242	-.6565

*KEYS
 READ INTO NEXT COMMAND CARD WHILE READING KEYS

*RUN



SUBJECT INDEX	TOTAL SCORES
1	24
11	8
21	6
	5
	18
	0
	11
	14
	14
	6
	2
	0
	9
	13
	17
	17
	19
	9
	15

9

VAR = 11.1481 STD DEV = 6.7636 VAR = 45.7464 SUMTS = 301 SUM TS = 2 4545

SUMMARY STATISTICS

SOURCE	DF	HOVY RELIABILITY SUM OF SQUARES	MEAN SQUARE	F	R AND SE
IND	26	•47576629585+02	•1829857528+01	•1093459654+02	•9085
ITEMS	24	•3477629662+02	•1449012354+01	•8658797264+01	2.0041
ERROR	624	•1044237061+03	•1673456822+00		
TOTAL	674	•1867762985+03			



ITEM	CHOICE	WT	NR	DIFFICULTY	R	X50	BETA
40	1	1	15.	.5556	.7038	-.1985	.9908
40	2	0	9.	.3333	-.4267	-1.0094	-.4718
ITEM	CHOICE	WT	NR	DIFFICULTY	R	X50	BETA
41	1	1	18.	.6667	.9538	-.4516	3.1754
41	2	0	6.	.2222	-.6599	-1.1588	-.8783
ITEM	CHOICE	WT	NR	DIFFICULTY	R	X50	BETA
42	1	1	19.	.7037	.6206	-.8621	.7715
42	2	0	5.	.1852	-.1382	-6.4819	-.1395
ITEM	CHOICE	WT	NR	DIFFICULTY	R	X50	BETA
43	1	1	21.	.7778	.8070	-.9476	1.3666
43	2	0	2.	.0741	-.0897	-10.1258	-.0900
ITEM	CHOICE	WT	NR	DIFFICULTY	R	X50	BETA
44	1	1	9.	.3333	.7480	.5758	1.1270
44	2	0	15.	.5556	-.2387	.5853	-.2458
ITEM	CHOICE	WT	NR	DIFFICULTY	R	X50	BETA
45	1	1	13.	.4815	.7980	.0582	1.3241
45	2	0	9.	.3333	-.1857	-2.3189	-.1890
ITEM	CHOICE	WT	NR	DIFFICULTY	R	X50	BETA

46	1	1	22.	.8148	.8558	-1.0468	1.6540
46	2	0	2.	.0741	-.3630	-3.9833	-.3896

ITEM CHOICE	WT	NR	DIFFICULTY	R	X50	BETA	
47	1	1	16.	.5926	1.0811	.0000	.0000
47	2	0	7.	.2593	-.6600	-.9782	-.8785

ITEM CHOICE	WT	NR	DIFFICULTY	R	X50	BETA	
48	1	1	11.	.4074	.8235	.2844	1.4515
48	2	0	13.	.4315	-.4387	-.1059	-.4882

ITEM CHOICE	WT	NR	DIFFICULTY	R	X50	BETA	
49	1	1	1.	.0370	.2606	6.8537	.2699
49	2	0	21.	.7778	.4760	-1.6064	.5413

ITEM CHOICE	WT	NR	DIFFICULTY	R	X50	BETA	
50	1	0	2.	.0741	-.1287	-11.2337	-.1298
50	2	0	2.	.0741	-.5193	-2.7850	-.5076
50	3	1	6.	.2222	.7376	1.0368	1.0922
50	4	0	6.	.2222	.3146	2.4305	.3315

ITEM CHOICE	WT	NR	DIFFICULTY	R	X50	BETA	
51	1	0	2.	.0741	-.1678	-8.6190	-.1702
51	2	1	10.	.3704	.7614	.4345	1.1746
51	3	0	2.	.0741	.3790	3.8160	.4095
51	4	0	5.	.1852	.0668	13.4058	.0670

ITEM CHOICE	WT	NR	DIFFICULTY	R	X50	BETA	
52	1	1	17.	.6296	.7754	-.4267	1.2279
52	2	0	1.	.0370	-.4836	-3.6932	-.5526
52	3	0	1.	.0370	.3759	4.5113	.4312
52	4	0	0.	.0000	.0000	.0000	.0000

ITEM CHOICE	WT	NR	DIFFICULTY	R	X50	BETA	
53	1	1	1.	.0370	.2695	2.0541	1.7607
53	2	0	9.	.3333	.4618	.9326	.5207
53	3	0	2.	.0741	.4571	3.1639	.5139
53	4	0	4.	.1481	.1281	8.1559	.1291

ITEM CHOICE	WT	NR	DIFFICULTY	R	X50	BETA	
54	1	0	2.	.0741	.3008	4.8067	.3155
54	2	1	7.	.2593	.8278	.7799	1.4756
54	3	0	2.	.0741	.3399	4.2545	.3614
54	4	0	6.	.2222	.2554	-2.9443	-.2641

ITEM CHOICE	WT	NR	DIFFICULTY	R	X50	BETA	
55	1	0	2.	.0741	.2618	5.5238	.2713
55	2	1	11.	.4074	.9363	.2506	.6669

55	3	0	2.	.0741	-.2459	-5.8812	-.2537
55	4	0	3.	.1111	-.2731	-4.4702	-.2839

ITEM CHOICE	WT	NR	DIFFICULTY	R	X50	BETA	
56	1	1	19.	.7037	.8899	-.6013	1.9509
56	2	0	2.	.0741	-.0897	-16.1258	-.0900
56	3	0	1.	.0370	-.4836	-3.6932	-.5526
56	4	0	0.	.0000	.0000	.0000	.0000

ITEM CHOICE	WT	NR	DIFFICULTY	R	X50	BETA	
57	1	0	3.	.1111	.0450	27.1402	.0450
57	2	0	3.	.1111	-.0418	-29.2279	-.0418
57	3	1	10.	.3704	.7324	.4517	1.0758
57	4	0	5.	.1852	-.0357	-25.1001	-.0357

ITEM CHOICE	WT	NR	DIFFICULTY	R	X50	BETA	
58	1	1	7.	.2593	.6587	.9801	.8756
58	2	0	9.	.3333	-.4267	-1.0094	-.4718
58	3	0	1.	.0370	.5312	3.3622	.6270
58	4	0	5.	.1852	.4359	2.0552	.4843

ITEM CHOICE	WT	NR	DIFFICULTY	R	X50	BETA	
59	1	0	1.	.0370	.2606	6.8597	.2699
59	2	0	2.	.0741	-.5193	-2.7850	-.6076
59	3	1	15.	.5556	.8424	-.1658	1.5635
59	4	0	2.	.0741	-.2459	-5.8812	-.2537

ITEM CHOICE	WT	NR	DIFFICULTY	R	X50	BETA	
60	1	0	2.	.0741	-.4802	-3.0115	-.5475
60	2	0	16.	.5926	.9964	-.2351	11.8031
60	3	0	4.	.1481	-.7718	-1.3531	-1.2139
60	4	0	2.	.0741	-.3240	-4.4634	-.3425

ITEM CHOICE	WT	NR	DIFFICULTY	R	X50	BETA	
61	1	1	13.	.4815	.6056	.0767	.7614
61	2	0	2.	.0741	-.1287	-11.2337	-.1298
61	3	0	4.	.1481	-.2272	-4.5975	-.2333
61	4	0	4.	.1481	-.0614	-17.0109	-.0615

ITEM CHOICE	WT	NR	DIFFICULTY	R	X50	BETA	
62	1	0	5.	.1852	-.5482	-1.6339	-.6555
62	2	0	15.	.5556	.6068	-.2302	.7634
62	3	0	2.	.0741	.1056	13.6959	.1062
62	4	1	2.	.0741	-.0897	-16.1258	-.0900

ITEM CHOICE	WT	NR	DIFFICULTY	R	X50	BETA	
63	1	0	0.	.0000	.0000	.0000	.0000
63	2	1	4.	.1481	-.2745	-3.8043	-.2855
63	3	0	15.	.5556	.7315	-.1910	1.0730

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ITEM	CHOICE	WT	NR	DIFFICULTY	R	XSD	BETA
63	4	0	5.	.1852	-.4867	-1.8404	-.5572
64	1	1	4.	.1481	.4596	2.2724	.5175
64	2	2	4.	.1481	.5543	1.8841	.6660
64	3	3	2.	.0741	.7304	1.9793	1.0695

•KEYS
READ INTO NEXT COMMAND CARD WHILE READING KEYS

•RUN

SUBJECT INDEX	TOTAL SCORES
1	59.
11	18.
21	18.
	14.
	52.
	24.
	42.
	6.
	17.
	39.
	34.
	37.
	49.
	15.
	31.
	39.
	11.
	61.
	43.
	2.
	47.
	26.
	50.
	34.

SUMMARY STATISTICS

BAR = 33.1111 STD DEV = 16.2299 VAR = 263.4103 SUMTS = 374. SUM TS = 2 = 36450.

SOURCE	DF	HOYT RELIABILITY	SUM OF SQUARES	MEAN SQUARE	F	R AND SE
IND	26.		.1070104218+03	.4115785420+01	.2515988994+02	.9603
ITEMS	63.		.7651620483+02	.1214542925+01	.7424528539+01	3.2103
ERROR	1638.		.2679525452+03	.1635851916+00		
TOTAL	1727.		.4514791718+03			

ITEM	CHOICE	WT	NR	DIFFICULTY	R	X50	BETA
1	1	0	2.	.0741	.2568	5.6317	.2657
1	2	1	19.	.7037	.7715	-.6935	1.2127 ✓
1	3	0	5.	.1852	-.8677	-1.0324	-1.7454
1	4	0	0.	.0000	.0000	.0000	.0000

ITEM	CHOICE	WT	NR	DIFFICULTY	R	X50	BETA
2	1	0	4.	.1481	-.5867	-1.7803	-.7244
2	2	0	0.	.0000	.0000	.0000	.0000
2	3	1	21.	.7778	.7714	-.9913	1.2122 ✓
2	4	0	2.	.0741	-.6709	-2.1555	-.9047

ITEM	CHOICE	WT	NR	DIFFICULTY	R	X50	BETA
3	1	0	3.	.1111	-.3173	-3.8471	-.3346
3	2	1	18.	.6667	.8598	-.5009	1.6841 ✓
3	3	0	2.	.0741	-.2477	-5.8373	.2557
3	4	0	2.	.0741	-.8011	-1.8052	-1.3383

ITEM	CHOICE	WT	NR	DIFFICULTY	R	X50	BETA
4	1	1	11.	.4074	.5219	.4487	.6119 ✓
4	2	0	11.	.4074	-.2718	-.8619	-.2824
4	3	0	1.	.0370	.3916	4.5611	.4256
4	4	0	1.	.0370	.1660	10.7572	.1684

ITEM	CHOICE	WT	NR	DIFFICULTY	R	X50	BETA
5	1	0	3.	.1111	-.5824	-2.0960	-.7164
5	2	0	3.	.1111	-.1004	-12.1568	-.1009

5	3	0	2.	.0741	-.1501	-9.6350	-.1518
5	4	1	16.	.5926	.6539	-.3582	.8643

ITEM CHOICE	WT	NR	DIFFICULTY	R	X50	BETA	
6	1	0	6.	.2222	-.2043	-3.7423	-.2087
6	2	0	4.	.1481	-.2511	-4.1592	-.2594
6	3	0	1.	.0370	.0251	71.2665	.0251
6	4	1	13.	.4815	.7132	.0651	1.0176

ITEM CHOICE	WT	NR	DIFFICULTY	R	X50	BETA	
7	1	1	11.	.4074	.8688	.2696	1.7548
7	2	0	0.	.0000	.0000	.0000	.0000
7	3	0	11.	.4074	-.4952	-.4730	-.5699
7	4	0	1.	.0370	.2506	7.1267	.2589

ITEM CHOICE	WT	NR	DIFFICULTY	R	X50	BETA	
8	1	0	2.	.0741	-.5407	-2.6746	-.6427
8	2	1	8.	.2963	.7928	.6749	1.3008
8	3	0	9.	.3333	-.1757	-2.4510	-.1785
8	4	0	3.	.1111	.2490	4.9019	.2571

ITEM CHOICE	WT	NR	DIFFICULTY	R	X50	BETA	
9	1	0	3.	.1111	-.3293	-3.7063	-.3488
9	2	1	15.	.5556	.7528	-.1856	1.1438
9	3	0	1.	.0370	.0251	71.2665	.0251
9	4	0	1.	.0370	-.2569	-6.9528	-.2658

ITEM CHOICE	WT	NR	DIFFICULTY	R	X50	BETA	
10	1	1	24.	.8889	.8233	-1.4825	1.4507
10	2	0	2.	.0741	-.6058	-2.3872	-.7614

ITEM CHOICE	WT	NR	DIFFICULTY	R	X50	BETA	
11	1	1	23.	.8519	.5373	-1.9438	.6371
11	2	0	2.	.0741	-.0199	-72.7006	-.0199

ITEM CHOICE	WT	NR	DIFFICULTY	R	X50	BETA	
12	1	1	20.	.7407	.9637	-.6700	3.6094
12	2	0	1.	.0370	-.4261	-4.1922	-.4710

ITEM CHOICE	WT	NR	DIFFICULTY	R	X50	BETA	
13	1	1	13.	.4815	.6560	.0708	.8691
13	2	0	2.	.0741	-.5407	-2.6746	-.6427

ITEM CHOICE	WT	NR	DIFFICULTY	R	X50	BETA	
14	1	0	0.	.0000	.0000	.0000	.0000
14	2	0	1.	.0370	-.4261	-4.1922	-.4710
14	3	1	21.	.7778	.5952	-1.2849	.7406
14	4	0	0.	.0000	.0000	.0000	.0000



ITEM	CHOICE	WT	NR	DIFFICULTY	R	X50	BETA
15	1	1	8.	.2963	.6806	.7862	.9289
15	2	0	2.	.0741	-.1013	-14.2805	-.1018
15	3	0	1.	.0370	.1097	16.2895	.1103
15	4	0	6.	.2222	.0255	29.9381	.0256

ITEM	CHOICE	WT	NR	DIFFICULTY	R	X50	BETA
16	1	1	8.	.2963	.4826	1.1088	.5510
16	2	0	9.	.3333	.2385	1.8060	.2456
16	3	0	2.	.0741	-.0362	-39.9853	-.0362
16	4	0	2.	.0741	-.1013	-14.2805	-.1018

ITEM	CHOICE	WT	NR	DIFFICULTY	R	X50	BETA
17	1	0	1.	.0370	.0251	71.2665	.0251
17	2	0	0.	.0000	.0000	.0000	.0000
17	3	1	19.	.7037	.8969	-5.966	2.0286
17	4	0	2.	.0741	-.6546	-2.2091	-.8659

ITEM	CHOICE	WT	NR	DIFFICULTY	R	X50	BETA
18	1	0	0.	.0000	.0000	.0000	.0000
18	2	1	25.	.9259	.9475	-1.5262	2.9646
18	3	0	0.	.0000	.0000	.0000	.0000

ITEM	CHOICE	WT	NR	DIFFICULTY	R	X50	BETA
19	1	0	4.	.1481	-.7446	-1.4027	-1.1153
19	2	1	19.	.7037	.9365	-.5713	2.6718
19	3	0	1.	.0370	-.2569	-6.9528	-.2658

ITEM	CHOICE	WT	NR	DIFFICULTY	R	X50	BETA
20	1	1	15.	.5556	.5507	-.2537	.6597
20	2	0	9.	.3333	.1318	-3.2680	-.1330
20	3	0	1.	.0370	-.4543	-3.9319	-.5099

ITEM	CHOICE	WT	NR	DIFFICULTY	R	X50	BETA
21	1	0	2.	.0741	-.7523	-1.9224	-1.1417
21	2	0	4.	.1481	.1634	6.3923	.1656
21	3	0	0.	.0000	.0000	.0000	.0000
21	4	1	15.	.5556	.5160	-.2707	.6024
21	5	0	4.	.1481	-.1327	-7.8715	-.1339

ITEM	CHOICE	WT	NR	DIFFICULTY	R	X50	BETA
22	1	0	5.	.1852	-.5516	-1.6241	-.6612
22	2	0	0.	.0000	.0000	.0000	.0000
22	3	0	1.	.0370	.4543	-3.9319	-.5099
22	4	1	18.	.6667	.9100	-.4733	2.1955
22	5	0	1.	.0370	-.5107	-3.4977	-.5939

ITEM	CHOICE	WT	NR	DIFFICULTY	R	X50	BETA
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23	1	0	4.	.1481	-.5965	-1.7508	-.7432
23	2	0	1.	.0370	-.5107	-3.4977	-.5939
23	3	0	2.	.0741	-.0199	-72.7006	-.0199
23	4	0	3.	.1111	-.4498	-2.7136	-.5037
23	5	1	15.	.5556	.9435	-.1481	2.8461

ITEM CHOICE	WT	NR	DIFFICULTY	R	X50	BETA	
24	1	0	1.	.0370	-.4843	-3.9319	-.5099
24	2	0	1.	.0370	.1097	16.2895	.1103
24	3	0	2.	.0741	.1754	8.2444	.1782
24	4	1	17.	.6296	.7922	-.4177	1.2980

ITEM CHOICE	WT	NR	DIFFICULTY	R	X50	BETA	
25	1	0	8.	.2963	-.7319	-.7311	-1.0742
25	2	0	0.	.0000	.0000	.0000	.0000
25	3	1	13.	.4815	.9022	.0515	2.0920
25	4	0	3.	.1111	.2611	4.6757	.2704
25	5	0	0.	.0000	.0000	.0000	.0000

ITEM CHOICE	WT	NR	DIFFICULTY	R	X50	BETA	
26	1	0	0.	.0000	.0000	.0000	.0000
26	2	0	6.	.2222	-.3806	-2.0093	-.4116
26	3	0	3.	.1111	.0803	15.1959	.0806
26	4	1	13.	.4815	.9022	.0515	2.0920

ITEM CHOICE	WT	NR	DIFFICULTY	R	X50	BETA	
27	1	0	5.	.1852	-.5601	-1.5993	-.6761
27	2	0	1.	.0370	-.2569	-6.9528	-.2698
27	3	1	19.	.7037	.7979	-.6706	1.3238
27	4	0	0.	.0000	.0000	.0000	.0000

ITEM CHOICE	WT	NR	DIFFICULTY	R	X50	BETA	
28	1	0	2.	.0741	-.0850	-17.0150	-.0853
28	2	0	10.	.3704	.6760	.4894	.9174
28	3	1	5.	.1852	-.4490	-1.9949	-.5025
28	4	0	10.	.3704	-.3269	-1.0120	-.3460

ITEM CHOICE	WT	NR	DIFFICULTY	R	X50	BETA	
29	1	0	2.	.0741	-.6058	-2.3872	-.7614
29	2	0	3.	.1111	-.8233	-1.4825	-1.4507
29	3	0	1.	.0370	.0251	71.2665	.0251
29	4	1	20.	.7407	.8439	-.7650	1.5731

ITEM CHOICE	WT	NR	DIFFICULTY	R	X50	BETA	
30	1	0	2.	.0741	-.2477	-5.8373	-.2557
30	2	1	16.	.5926	.6069	-.3859	.7635
30	3	0	3.	.1111	-.5101	-2.3931	-.5930
30	4	0	3.	.1111	.2249	5.4271	.2308



ITEM CHOICE	WT	NR	DIFFICULTY	R	X50	BETA	
31	1	0	3.	.1111	-.0884	-13.8145	-.0887
31	2	1	16.	.5926	.4364	-.5367	.4850
31	3	0	4.	.1481	-.2807	-3.7205	-.2925
31	4	0	0.	.0000	.0000	.0000	.0000

ITEM CHOICE	WT	NR	DIFFICULTY	R	X50	BETA	
32	1	0	6.	.2222	-.2810	-2.7216	-.2928
32	2	1	9.	.3333	.6151	.7003	.7801
32	3	0	3.	.1111	.0562	21.7085	.0563
32	4	0	2.	.0741	-.1664	-8.6925	-.1687

ITEM CHOICE	WT	NR	DIFFICULTY	R	X50	BETA	
33	1	0	2.	.0741	-.4919	-2.9401	-.5649
33	2	0	2.	.0741	-.5407	-2.6746	-.6427
33	3	1	16.	.5926	.9185	-.2550	2.3224
33	4	0	4.	.1481	-.4288	-2.4359	-.4746

ITEM CHOICE	WT	NR	DIFFICULTY	R	X50	BETA	
34	1	1	7.	.2593	.9246	.6983	2.4263
34	2	0	12.	.4444	.0963	1.4512	.0967

ITEM CHOICE	WT	NR	DIFFICULTY	R	X50	BETA	
35	1	0	1.	.0370	-.2005	-8.9083	-.2047
35	2	0	3.	.1111	-.3052	-3.9989	-.3205
35	3	0	4.	.1481	-.3498	-2.9857	-.3734
35	4	1	16.	.5926	.5892	-.3975	.7293

ITEM CHOICE	WT	NR	DIFFICULTY	R	X50	BETA	
36	1	0	3.	.1111	.1285	9.4975	.1296
36	2	1	11.	.4074	.5278	8.4437	.6214
36	3	0	12.	.0741	-.3617	-3.9985	-.3879
36	4	0	4.	.1481	-.3695	-2.8263	-.3977

ITEM CHOICE	WT	NR	DIFFICULTY	R	X50	BETA	
37	1	0	5.	.1852	-.0731	-12.2546	-.0733
37	2	0	5.	.1852	.1576	5.6844	.1596
37	3	1	6.	.2222	.3627	2.1083	.3892
37	4	0	8.	.2963	-.0521	-10.2760	-.0521

ITEM CHOICE	WT	NR	DIFFICULTY	R	X50	BETA	
38	1	0	4.	.1481	-.4880	-2.1403	-.5590
38	2	1	20.	.7407	.8932	-.7228	1.9868
38	3	0	2.	.0741	.8173	-1.7693	-1.4187
38	4	0	0.	.0000	.0000	.0000	.0000

ITEM CHOICE	WT	NR	DIFFICULTY	R	X50	BETA	
39	1	0	3.	.1111	.1044	11.6892	.1050



39	2	0	2.	.0741	-.4105	-3.5229	-.4502
39	3	1	14.	.5185	.5866	-.0792	.7244
39	4	0	3.	.1111	-.3655	-3.3398	-.3927

ITEM CHOICE	WT	NR	DIFFICULTY	R	X50	BETA	
40	1	1	15.	.5556	.8453	-.41653	1.5818
40	2	0	9.	.3333	-.5084	-.8473	-.5903

ITEM CHOICE	WT	NR	DIFFICULTY	R	X50	BETA	
41	1	1	18.	.6667	.8724	-.4937	1.7847
41	2	0	6.	.2222	.6641	-1.1515	-.8883

ITEM CHOICE	WT	NR	DIFFICULTY	R	X50	BETA	
42	1	1	19.	.7037	.4613	-1.1599	.5199
42	2	0	5.	.1852	-.0816	-10.9722	-.0819

ITEM CHOICE	WT	NR	DIFFICULTY	R	X50	BETA	
43	1	1	21.	.7778	.6718	-1.1383	.9069
43	2	0	2.	.0741	-.0850	-17.0150	-.0853

ITEM CHOICE	WT	NR	DIFFICULTY	R	X50	BETA	
44	1	1	9.	.3333	.6464	.6663	.8473
44	2	0	15.	.5556	-.2465	-.5669	-.2543

ITEM CHOICE	WT	NR	DIFFICULTY	R	X50	BETA	
45	1	1	13.	.4815	.8736	.0532	1.7950
45	2	0	9.	.3333	-.4205	-1.0243	-.4635

ITEM CHOICE	WT	NR	DIFFICULTY	R	X50	BETA	
46	1	1	22.	.8148	.6968	-1.2856	.9715
46	2	0	2.	.0741	-.3454	-4.1869	-.3680

ITEM CHOICE	WT	NR	DIFFICULTY	R	X50	BETA	
47	1	1	16.	.5926	1.0713	.0000	.0000
47	2	0	7.	.2593	-.7523	-.8582	-1.1420

ITEM CHOICE	WT	NR	DIFFICULTY	R	X50	BETA	
48	1	1	11.	.4074	.7748	.3023	1.2254
48	2	0	13.	.4815	-.5007	-.0927	-.5785

ITEM CHOICE	WT	NR	DIFFICULTY	R	X50	BETA	
49	1	1	1.	.0370	.5044	3.5412	.5841
49	2	0	21.	.7778	.3193	-2.3950	.3369

ITEM CHOICE	WT	NR	DIFFICULTY	R	X50	BETA	
50	1	0	2.	.0741	-.1501	-9.6350	-.1518

50	2	0	2.	.0741	-.4593	-3.1484	-.5171
50	3	1	6.	.2222	.6616	1.1559	.8822
50	4	0	6.	.2222	.3244	2.3573	.3429

ITEM CHOICE	WT	NR	DIFFICULTY	R	X50	BETA	
51	1	0	2.	.0741	-.2966	-4.8763	-.3105
51	2	1	10.	.3704	.8210	.4030	1.4382
51	3	0	2.	.0741	.3056	4.7320	.3210
51	4	0	5.	.1852	.0892	10.0384	.0096

ITEM CHOICE	WT	NR	DIFFICULTY	R	X50	BETA	
52	1	1	17.	.6296	.7015	-.4716	.9845
52	2	0	1.	.0370	-.2569	-6.9528	-.2658
52	3	0	1.	.0370	.4480	3.9869	.5011
52	4	0	0.	.0000	.0000	.0000	.0000

ITEM CHOICE	WT	NR	DIFFICULTY	R	X50	BETA	
53	1	1	1.	.0370	.7300	2.4469	1.0680
53	2	0	9.	.3333	.4644	.9274	.5244
53	3	0	2.	.0741	.4032	3.5861	.4407
53	4	0	4.	.1481	.2719	3.8405	.2826

ITEM CHOICE	WT	NR	DIFFICULTY	R	X50	BETA	
54	1	0	2.	.0741	-.2731	5.2961	.2838
54	2	1	7.	.2593	.8189	.7884	1.4266
54	3	0	2.	.0741	.3056	4.7320	.3210
54	4	0	6.	.2222	-.2810	-2.7216	-.2928

ITEM CHOICE	WT	NR	DIFFICULTY	R	X50	BETA	
55	1	0	2.	.0741	.3870	3.7369	.4197
55	2	1	11.	.4074	.8335	.2810	1.5088
55	3	0	2.	.0741	-.1664	-8.6925	-.1687
55	4	0	3.	.1711	-.2209	-5.5258	-.2265

ITEM CHOICE	WT	NR	DIFFICULTY	R	X50	BETA	
56	1	1	19.	.7037	.7451	-.7181	1.1173
56	2	0	2.	.0741	-.1013	-14.2805	-.1018
56	3	0	1.	.0370	-.2569	-6.9528	-.2658
56	4	0	0.	.0000	.0000	.0000	.0000

ITEM CHOICE	WT	NR	DIFFICULTY	R	X50	BETA	
57	1	0	3.	.1111	.0803	15.1959	.0806
57	2	0	3.	.1111	.0080	151.9594	.0080
57	3	1	10.	.3704	.6640	.4983	.8879
57	4	0	5.	.1852	-.1073	-8.3505	-.1079

ITEM CHOICE	WT	NR	DIFFICULTY	R	X50	BETA	
58	1	1	7.	.2593	.6850	.9425	.9402
58	2	0	9.	.3333	-.4833	-.8913	-.5520

58	3	0	1.	.0370	.3916	4.5611	.4256
	4	0	5.	.1852	.4139	2.1642	.4547

ITEM CHOICE	WT	NR	DIFFICULTY	R	X50	BETA	
59	1	0	1.	.0370	.2788	6.4060	.2903
59	2	0	2.	.0741	-.4105	-3.5229	-.4502
59	3	1	15.	.5556	.6662	-.2097	.8933
59	4	0	2.	.0741	-.2152	-6.7202	-.2203

ITEM CHOICE	WT	NR	DIFFICULTY	R	X50	BETA	
60	1	0	2.	.0741	-.4430	-3.2641	-.4942
60	2	1	16.	.5926	.9243	-.2534	2.4226
60	3	0	4.	.1481	-.8729	-1.1965	-1.7687
60	4	0	2.	.0741	-.4919	-2.9401	-.5649

ITEM CHOICE	WT	NR	DIFFICULTY	R	X50	BETA	
61	1	1	13.	.4815	.5128	.0905	.5974
61	2	0	2.	.0741	.0127	114.2436	.0127
61	3	0	4.	.1481	-.3005	-3.4761	-.3150
61	4	0	4.	.1481	-.1722	-6.0665	-.1748

ITEM CHOICE	WT	NR	DIFFICULTY	R	X50	BETA	
62	1	0	5.	.1852	-.6797	-1.3179	-.9267
62	2	0	15.	.5556	.5564	-.2511	.6697
62	3	0	2.	.0741	.1103	13.1099	.1110
62	4	1	2.	.0741	-.1989	-7.2701	-.2030

ITEM CHOICE	WT	NR	DIFFICULTY	R	X50	BETA	
63	1	0	0.	.0000	.0000	.0000	.0000
63	2	1	4.	.1481	-.3597	-2.9038	-.3855
63	3	0	15.	.5556	.6961	-.2010	.9668
63	4	0	5.	.1852	-.6199	-1.4450	-.7900

ITEM CHOICE	WT	NR	DIFFICULTY	R	X50	BETA	
64	1	1	4.	.1481	.3283	3.2507	.3393
64	2	2	4.	.1481	.6174	1.6917	.7848
64	3	0	2.	.0741	.6799	2.1269	.9272

SUBJECT INDEX	TOTAL SCORES
1 45.	43.
11 37.	55.
21 21.	35.
	49.
	20.
	33.
	40.
	47.
	47.
	35.
	49.
	47.
	47.
	30.
	40.
	51.

SUMMARY STATISTICS

BAR = 39.0741 STD DEV = 13.6154 VAR = 185.3789 SUMTS = 1055.0 SUM TS = 22 46043.

SOURCE	DF	HOYT RELIABILITY	SUM OF SQUARES	MEAN SQUARE	F	R AND SE
IND	26	.2409926147+03	.9268946648+01	.1307526112+02	.9235	
ITEMS	19	.6665740967+02	.3508284718+01	.4948970020+01	3.6700	
ERROR	494	.3501925964+03	.7088918909+00			
TOTAL	539	.4578426208+03				

ITEM CHOICE	WT	NR	DIFFICULTY	R	X50	BETA
65	1	3	16.	.5926	.7486	-0.3129
65	2	2	2.	.0741	.3851	3.7544
65	3	1	7.	.2593	-.7014	-.9204

ITEM CHOICE	WT	NR	DIFFICULTY	R	X50	BETA
66	1	3	8.	.2983	.5697	.9392
66	2	2	6.	.2222	-.0315	24.3051
66	3	1	10.	.3704	-.0197	-16.7619

ITEM CHOICE	WT	NR	DIFFICULTY	R	X50	BETA
67	1	3	2.	.0741	.8313	1.7395
67	2	2	5.	.1852	.2305	3.8867
67	3	1	15.	.5556	-.0214	6.5220

ITEM CHOICE	WT	NR	DIFFICULTY	R	X50	BETA
68	1	3	2.	.0741	.8313	1.7395
68	2	2	6.	.2222	.1695	4.5117
68	3	1	13.	.4815	.0207	2.2399

ITEM CHOICE	WT	NR	DIFFICULTY	R	X50	BETA
69	1	3	10.	.3704	.8429	.5147
69	2	2	4.	.1481	.2200	4.7466
69	3	1	12.	.4444	-.5088	-.2746

ITEM CHOICE	WT	NR	DIFFICULTY	R	X50	BETA
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70	1	3	9.	.3333	.5935	.7257
70	2	2	2.	.0741	.1523	9.4936
70	3	1	13.	.4815	-.1431	-.3245

ITEM CHOICE	WT	NR	DIFFICULTY	R	X50	BETA
71	1	3	7.	.2593	.4408	1.4648
71	2	2	13.	.4815	.4576	.1015
71	3	1	6.	.2222	-.7805	-.9798

ITEM CHOICE	WT	NR	DIFFICULTY	R	X50	BETA
72	1	3	15.	.5556	.7842	-.1782
72	2	2	7.	.2593	-.2311	-2.7935
72	3	1	3.	.1111	-.4197	-2.9083

ITEM CHOICE	WT	NR	DIFFICULTY	R	X50	BETA
73	1	3	13.	.4815	.7989	.0581
73	2	2	4.	.1481	-.3211	-3.2524
73	3	1	7.	.2593	-.3571	-1.8080

ITEM CHOICE	WT	NR	DIFFICULTY	R	X50	BETA
74	1	3	18.	.6667	.8878	-.4852
74	2	2	3.	.1111	-.3479	-3.5086
74	3	1	6.	.2222	-.8627	-.8864

ITEM CHOICE	WT	NR	DIFFICULTY	R	X50	BETA
75	1	3	7.	.2593	.5332	1.2109
75	2	2	11.	.4074	-.1669	-1.4034
75	3	1	9.	.3333	-.2968	-1.5454

ITEM CHOICE	WT	NR	DIFFICULTY	R	X50	BETA
76	1	3	10.	.3704	.4844	.6830
76	2	2	4.	.1481	.3259	3.2046
76	3	1	10.	.3704	-.6679	-.4954

ITEM CHOICE	WT	NR	DIFFICULTY	R	X50	BETA
77	1	3	13.	.4815	.8398	.0553
77	2	2	6.	.2222	.0690	11.0803
77	3	1	5.	.1852	-.6047	-1.4815

ITEM CHOICE	WT	NR	DIFFICULTY	R	X50	BETA
78	1	3	11.	.4074	.7372	.3177
78	2	2	6.	.2222	-.0223	-34.2481
78	3	1	9.	.3333	-.6634	-.6493

ITEM CHOICE	WT	NR	DIFFICULTY	R	X50	BETA
79	1	3	10.	.3704	.5780	.5724
79	2	2	4.	.1481	.1965	5.3150
79	3	1	11.	.4074	-.3421	-.6846

ITEM CHOICE	WT	NR	DIFFICULTY	R	X50	BETA	
80	1	3	13.	.4815	.8808	.0527	1.8603
80	2	2	3.	.1111	.0319	-38.2440	-.0319
80	3	1	9.	.3333	-.5885	-.7379	-.7280
ITEM CHOICE	WT	NR	DIFFICULTY	R	X50	BETA	
81	1	3	15.	.5556	.7566	-.1846	1.1572
81	2	2	3.	.1111	.1835	6.6511	.1867
81	3	1	7.	.2593	-.5503	-1.1733	-.6590
ITEM CHOICE	WT	NR	DIFFICULTY	R	X50	BETA	
82	1	3	14.	.5185	.5527	-.0840	.6631
82	2	2	4.	.1481	.1142	9.1490	.1149
82	3	1	7.	.2593	-.2815	-2.2934	-.2934
ITEM CHOICE	WT	NR	DIFFICULTY	R	X50	BETA	
83	1	3	19.	.7037	.7443	-.7189	1.1143
83	2	2	2.	.0741	-.1969	-7.3454	-.2008
83	3	1	5.	.1852	-.5130	-1.7462	-.5976
ITEM CHOICE	WT	NR	DIFFICULTY	R	X50	BETA	
84	1	1	2.	.0741	.1717	8.4211	.1743
84	2	2	1.	.0370	.1320	13.5365	.1331
84	3	3	6.	.2222	.1137	-6.7273	-.1144
84	4	4	2.	.0741	.5791	2.4971	.7104
84	5	5	7.	.2593	.7179	.8993	1.0313

KEYS
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INTRODUCTION

This booklet is one of a six-part series that explains an educational system that can shape and personalize mass media to reach a disadvantaged and hard-to-reach adult population. The system can help adults learn reading and computation while teaching them the practical and essential skills they want to learn and need to learn in order to cope with life and its problems. The system incorporates the known principles of adult learning and the effects of mass media. By capitalizing on the accessibility and convenience of mass media it has great potential for reaching disadvantaged adults seldom if ever reached by more conventional education methods.

This mediated system was developed during a three-year U.S. Office of Education project located at the University of Wisconsin Television Center - WHA-TV. It uses TV shows, hundreds of print bulletins, radio programs, a monthly Almanac, a toll-free problem-solving telephone service, and personal contact in the form of home visits.

The form and content of each element can be designed to meet the needs and characteristics of any adult population. The original test was designed for undereducated and disadvantaged rural adults in four counties within range of the TV signal. Elements of the system are explained in these booklets as part of the project's efforts to share its experience with others. Although each element may be used separately, their combination increases a program's effectiveness.

A brief summary of costs for each element of the system is included in part 1.



Many planning sessions took place to coordinate the components of RFD. Here project director Boris Frank (right) confers with Steve Udvari, Vincent Amanna and Bob Leu, directors of home study, home visits, and television, respectively.

THE MEDIATED DELIVERY SYSTEM:

Its original development and use

The mediated educational system explained in this series of booklets was originally used to serve undereducated rural adults in four counties of southern Wisconsin. In rural areas of these counties, 43 to 51 per cent of the adults have never been to high school and one family in four lives at or below poverty levels. Like undereducated adults elsewhere their problems are not simply educational or economic. They confront a wide range of personal and family problems that are intensified by stresses of low income and not knowing where to turn for help. Nor is their isolation simply geographical, for their limited reading and computational skills further limit their awareness of possibilities for improving their lives.

Distance, pride, isolation, long working hours, sheer poverty and negative experiences in elementary and secondary schools are enough to keep them from going to adult literacy and mathematics classes. Yet most of them own TV sets, radios and telephones. Electronic media can and do penetrate their isolation.

This mediated system was designed to combat their lack of motivation, isolation and shame of economic and educational handicaps. It combines a variety of electronic and print media with personal contact to deliver information to the adult in the privacy of his home, where he is free to choose what he wants to learn and by what means. There is no prescribed sequence or topic, no tests, grades or lectures. The system helps the adult develop those skills and pursue those interests which he feels necessary and relevant to his particular situation. It helps adults learn what they want when they want and as fast as they want, and permits them to stop when they want or when their needs have been met, and to return any time they feel the urge. The system does not have "drop-outs."

The system uses six major components:

- * a weekly half-hour TV show
- * a wide array of information bulletins
- * personal contact in the form of weekly home visits
- * a weekly radio program
- * a monthly Almanac
- * a toll-free 24-hour telephone service for answering questions and requests for materials



The RFD delivery system brings information to adults by television, printed bulletins, home visits, radio, Almanac, and telephone.



The system can help adults learn new ways to cope with life in areas of money management, nutrition, child development, consumership, interpersonal relations, employment, home maintenance, dealing with agencies, and any other adult concern.



Each component could stand alone. They were more effective, however, when used in combination by a participant - and participants were always encouraged to use all components available.

The original test of the system was the RFD or Rural Family Development Project. Before implementation the staff personally contacted officials in agencies and government to explain RFD's purpose and solicit their cooperation. They asked social welfare agencies for names of undereducated adults, who were contacted individually and invited to take advantage of home visits. They launched an extensive publicity campaign to promote RFD as "information and action for adults" to encourage participation by adults of all backgrounds in order to avoid stigmatizing undereducated participants.

See Part 2

The system's media and its ongoing promotional campaign introduced topics covered in the informational bulletins and tried to motivate adults to pursue any subject of interest by writing or calling RFD. The media also informed them of Action Line's free telephone service available at all hours to help with any problem or question, as well as for ordering bulletins.

During the 18 months of planning, the staff designed the form and content of each element in the system to fit the target population, using data from field surveys and other sources. By asking disadvantaged rural adults what they most wanted to learn, the staff discovered it had to present practical information on how to cope with life and its problems, not traditional subjects like spelling and grammar. The staff designed a comprehensive curriculum of "life coping" information that included anything an adult might want to know about health, nutrition, safety, sanitation, first aid, employment, money management, child development, interpersonal relations, and other topics. This information was available in single concept bulletin form that permitted the adult to choose what he wanted to learn. Any adult could phone or write RFD to order a bulletin, which he could read at home on his own.

See Part 1
Page 1-7

See Part 5

The RFD television shows contained practical information in a bright and fast-paced format. There were 15-20 different segments per show, many very brief, some three or four minutes long. Television entertained while it informed viewers of available agencies and other resources in the four counties, showed viewers practical hints on home maintenance, nutrition, shopping, and other subjects, and motivated them to order bulletins and phone Action Line. Johnny Cash, Burl Ives, Dr. Joyce Brothers, Chet Huntley and other stars made regular appearances.

See Part 3

See Part 6

Home visitors assisted the participant in ways the system's media could not--as friends and confidants. They facilitated use of RFD's services as they tried to help the adult in any way possible. RFD selected its team of eight paraprofessional visitors from persons recommended by social agencies and respondents to "help wanted" advertisements in the four counties.

See Part 2
Page 2-5

The system's monthly RFD Almanac was sent to rural adults to stimulate their participation and deliver information relevant to their needs. Its radio programs served a similar purpose.

Briefly, this was how the system functioned during its first implementation. It is a system that permits a program to reach a hard-to-reach adult population conveniently, privately, personally, without embarrassing the participant. It allows the participant to select the media and form of delivery best suited to his needs.

The system is flexible and has promise for continuing education of adults of all backgrounds and needs. RFD was not the educational program with the answers for education of the undereducated adult, but it was one innovative attempt to design and utilize mass media to help meet the needs of adults in a down-to-earth, practical and personal way.

This report does not answer all questions about a program of this type. It can only introduce the subject and suggest ways that worked in a test situation. Successful development of a similar program depends upon your particular needs and circumstances.

The RFD staff sincerely hopes that its experiences will be useful to educators, social service workers and communicators who realize the potential of mass media for continuing adult learning.

INCORPORATING PRINCIPLES OF ADULT LEARNING AND MASS MEDIA

The system was carefully planned to incorporate known principles of adult learning processes in order to increase its educative potential.¹

1. Learning tends to be valued by an individual to the extent that a high valuation is placed on learning by those elements of his culture that are important to him. This suggests the importance of the home visitor or similar personal contact.

2. An individual tends to be motivated to learn to the extent that he perceives the need for self-diagnosis of learning needs and self-evaluation of the learning process.

3. An adult tends to resist learning to the extent that his self-concept as a self-respecting, self-directing organism is threatened or violated. This principle indicates the importance of involving learners in the process of planning their own learning experiences and making decisions about use of the media and their content.

4. An adult tends to enter into a learning activity with a problem-centered orientation--with the intention of immediate application of his learning to the solution of life problems. This indicates that adult learning experiences should be organized around problem situations defined by the learners themselves and that material presented through media should be organized according to a problem-solving sequence rather than a logical subject-development sequence.

5. An adult tends to internalize new learnings to the extent that he is able to incorporate them into his experience. This indicates the importance of content that is directly applicable to the life situation and needs of the adult.

The system addressed itself to one of the most perplexing variables confronting all programs to help adults improve communication and computational skills: the problem of motivation. This ruled out traditional pedagogy in most of its forms. A prescribed sequence or curriculum, tests, grades, lectures, childish materials, formal classes, rote memorization, quizzes and grades recall past school failures and boredom. Traditional pedagogy is bad enough for children who have no choice in the matter, but it is lethal to a voluntary program of adult education.

1

Adapted from Malcolm Knowles, "Adult Education," In Rossi, Peter H. and Bruce J. Biddle (Eds.), The New Media and Education. Garden City, NY. Anchor Books, 1967, pp. 348-9.



RFD had to discover the media habits and preferences of its target population—undereducated rural adults.

Adults also want to participate in programs at their own convenience, when the subject matter interests them and when their interest is at a peak. They want to come when they can, leave when they want to or when their needs have been met, and return any time they feel the urge to learn more. Traditional methods may force adults to drop out simply because they miss several consecutive classes or fail to move sequentially from one grade to another. These obstacles to adult learning are overcome by this mediated system which can deliver information directly to the home in a variety of forms when the adult wants that information. The system enabled the participant to select those components that best met his needs.

The system also incorporated the capabilities of mass media. Research on the effects of specific influence attempts shows that mass media can produce changes, especially in the areas of knowledge and attitudes, but that these changes tend to be temporary unless reinforced in some way, and that the strength of impact is greatly affected by such factors as the status and credibility of the communicator, the qualities of the communication, the predisposition of the audience, and the degree of audience participation.

The system was² shaped to maximize impact based on the following principles:

1. The more a program reinforces the needs and attitudes of people, the more successful it will be.
2. The more the content of a program reinforces what an individual has experienced, the more successful it will be.
3. The more the content of a program reinforces needs an individual expects to face in his near future, the more successful it will be.
4. The more the content of a program takes advantage of reinforcement from other media and the immediate social situation, the more successful it will be.
5. The more the content of a program reinforces needs which relate to specific role or things we do, the more successful it will be among those who take those roles.
6. The more frequently and the more recently the content of a program reinforces needs, the more successful it will be.
7. The more a program reinforces needs, so individuals will resort to books or to other sources for further reinforcement, the more successful it will be.

²

Adapted from C. E. Swanson, "Guides to Success in Educational TV," R.B. (Ed.) "Adult education and mass communications." Adult Education, 1953, 3, 127-31.

8. The more immediate or pleasure-giving the rewards offered to individuals by the content of a program, the more successful it will be.

9. The more emphasis upon, and use of, delayed-reward subject matter in a program, the greater the intellectual ability required of the audience.

10. The more the key ideas, the major themes, the essential information in a program are translated into visuals, the more successful will the program be.

11. The more information and the greater the complexity of ideas in a program, the more intellectual ability will be required for learning.

12. The more the personalities in a program appeal to individuals, the more successful it will be.

13. The easier the physical availability of programs to individuals, the more successful they will be.

14. The more advance notice the persons in a potential audience have of a program, the more likely they are to attend to it.

Although adults may be impoverished for a variety of reasons and under many different conditions, they are still individuals coping as best they can with what their lives present. The question remains, then, whether services can be set up so that adults who use them become participants rather than recipients, approaching projects with dignity and, in turn, being accorded the dignity they deserve as individual human beings. Given a chance to participate in programs that are attuned to their needs and that approach them with respect and consideration, even very burdened adults make good use of educational experiences.

ASCERTAINING PARTICIPANT WANTS, NEEDS AND INTERESTS

One of the advantages of this mediated system is its ability to speak directly to the wants, needs and interests of the adult as he perceives them. This is not only possible but essential. Adults are motivated to learn to the extent that they see the need to learn and the rewards of learning. The preceding section on characteristics of adult learners and mass media strongly indicates that the more a program incorporates the wants, needs and interests of the adult target population, the more effective it will be.

If a project is to address itself to these wants, needs, and interests, it must ascertain them directly, by going to the potential client. This is not only obvious but crucial. If the system simply becomes a vehicle for transmitting information that professional educators or others think adults should know or want to know, its program will attract fewer participants and be hampered in meeting the needs and interests of those it does attract. A prescriptive curriculum sets up barriers to self-directed learning. It reinforces the perception of disadvantaged adults that they have little or no control over their lives and that their own concerns and interests have little validity. In short, although a prescriptive curriculum is traditional and more easily implemented, it limits the outreach capability of a mediated system and prevents adults from learning that their needs and interests are legitimate bases for acquiring knowledge.

There are several methods for determining the potential client's wants, interests and needs. Whatever the method or methods used to gather this information, care must be taken to maintain the dignity and integrity of the respondents, who must be made to feel that their opinions and feelings are valued and that they are contributing to the good and well being of others. Discretion must be used in probing under-educated and disadvantaged adults, who prefer to remain anonymous and who are easily threatened by direct methods of questioning.

Preliminary Data Gathering Methods

Peripheral observation--One method to ascertain client needs is peripheral observation. This can be done by recording the feelings expressed at local gathering places such as employment offices, welfare offices, co-operatives, retail stores, bars, auctions, fairs, churches, post offices, etc. An RFD observer recorded the feelings he overheard while riding trucks for milk pickup and surplus food distribution.

Interviews--Another method to ascertain needs is the interview, which can be a casual conversation or a structured interview administered by paid interviewers.

Assemblies--Another method to gather preliminary indications of client needs and interests is the assembly or meeting. This may include welfare rights groups, civil rights groups, parents' groups, labor unions, and any other meetings which potential clients are likely to attend.

Survey--Another method for gathering preliminary data is the survey. The survey method, which tends to be costly, should be designed and conducted by professional survey practitioners using questions derived from observation and interviews. RFD used a telephone survey conducted by the Wisconsin Survey Research Laboratory of the University of Wisconsin-Extension. Respondents were 60 rural adults with no more than an eighth grade education. The RFD survey served a dual purpose--ascertaining the wants, needs and interests of the respondents as well as their media habits (the following section elaborates the survey of media habits).

Questions on the wants, needs and interests of respondents probed the ways in which they interact and cope with the outside world to get information and satisfy needs:

Do you figure your own income tax return?

use the yellow pages?
have a checking account?
budget your expenses?
use the library?

There were questions on leisure activities and on the interests in specific coping skills:

Do you think programs in the area of family life such as making yourself and your home more attractive would appeal to people living in rural areas?

How about the area of home management like--how to buy wisely and buy on credit?

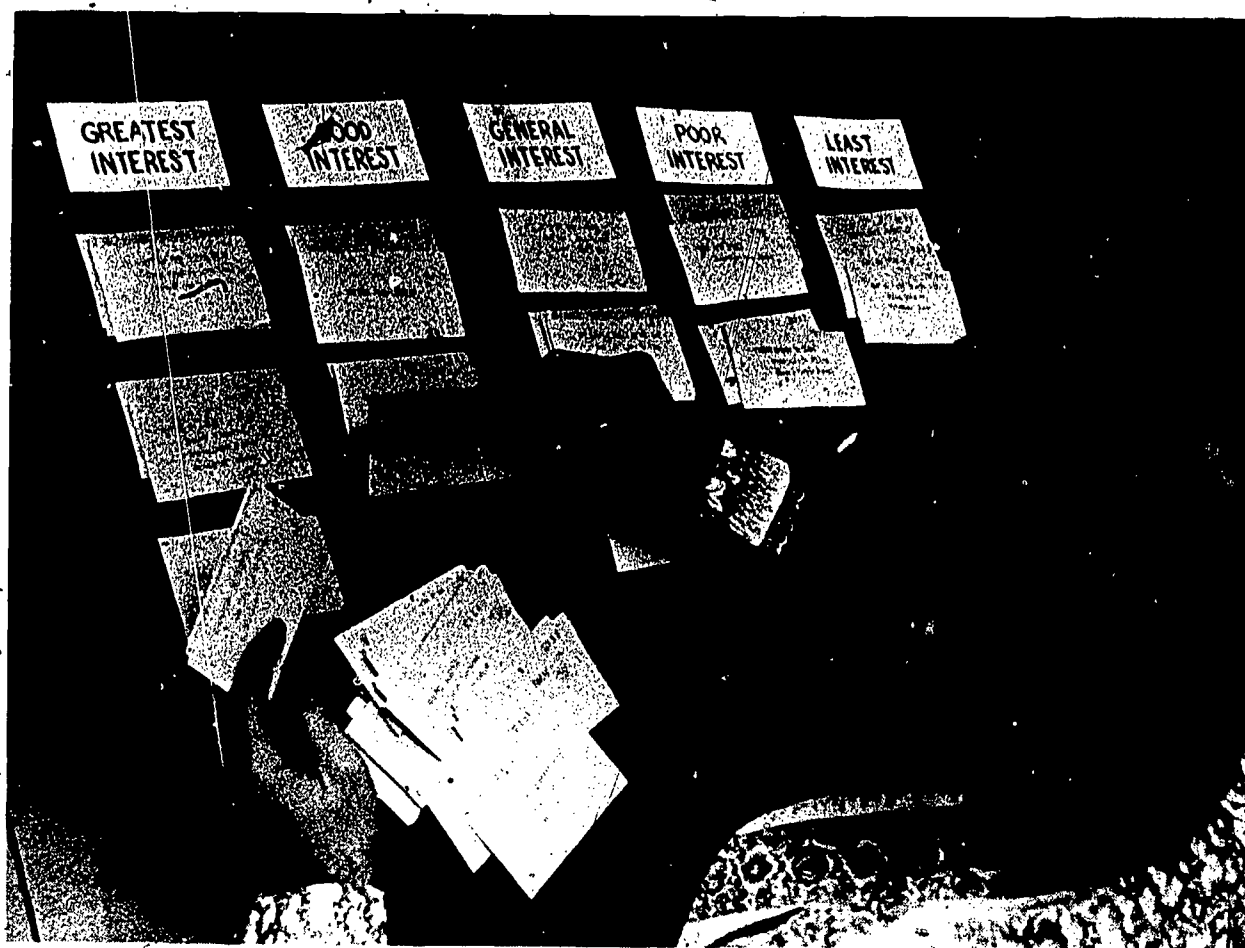
How to save and invest money?

Dental health and care?

How to earn money during retirement?

Understanding how our government works?

Finding out what services are available for people living in rural areas?



RFD asked undereducated rural adults to sort items based on priorities of interest in order to target on these interests.

Additional questions asked the respondent's age, educational level, literature in the home, interest in continuing education, number of children living at home, and employment situation.

Determining priorities of need

By using one or more methods of gathering preliminary indications of need areas, the staff may discover the following categories of needs:

Real needs: "I need a job." "I need to fill the stomachs of my kids."

Felt or imaginary needs: "With a good education I could get more pay." "If I could get out of this rat-trap I could get more pay."

Postponed or denied needs: "Some day I'll save enough for a car or even furniture." "Sure I need an education but I got to eat first." "I need a dress and a coat but the kids need shoes more."

The next step in shaping the system to respond to client needs is to assemble these preliminary need indications into subject areas and go back to the potential participants and ask them to rank them according to their interest. This rank ordering of interests may be done with a card sort, as used by RFD.

The card sort

The RFD staff translated the personal wants, interests and needs of potential clients into specific behaviors, such as "Dealing with door-to-door and phone sales," "My emotional and mental health," "Getting more fun out of life," and "How our government works." During this process similar items were consolidated and poorly worded items stated clearly. The staff produced 104 separate items, each printed on a separate card. The cards were grouped into five decks according to areas of concern: about oneself, about others, about the home, about work, and about one's surroundings. The staff formulated a precise ranking procedure and asked potential clients to rank each deck systematically into five piles--greatest interest, good interest, general interest, poor interest and least interest--according to their own priority of interest. Each respondent received an inexpensive pen and pencil set for his efforts.

The card sort procedure permitted the potential clients to tell the staff which areas to include in media content, and this rank ordering was the basis for developing content of electronic media and home study materials.

The card sort revealed that traditional school subjects like reading and spelling were low on the list of adult priorities (see chart). At the head of the list was "living within my means," followed by "what do I live on when I retire," "smart food buying," "looking for a job," and "how I can become a better person." Adults wanted to learn how to solve problems they faced in life in areas of identity, human relationships, money management, employment and comprehending society. In effect, they wanted a life-coping skill curriculum. It is important to note that the RFD staff and other adult education professionals took the card sort in an effort to predict the results of the client group. None succeeded. This reinforced the point that professionals should not rely on their own concepts of need but should go to the source--the potential client himself.

Card sort survey item analysis
of rural adult priorities

Top 14 items of 104:

1. Living within my means
2. What do I live on when I retire
3. Smart food buying
4. Looking for a job
5. How I can become a better person
6. Understanding insurance
7. Family health
8. My responsibilities as a citizen
9. Pollution! Population! Conservation!
10. The joy of good food
11. Growing old
12. How to build character in my children
13. Spelling better
14. Using better English

The basic premise of the mediated delivery system is that adults can be taught to read, write and compute through a system that presents information on how to cope with the pressing needs adults experience in their own lives. Each communications medium can relay information on these verified adult interests. During the field test, the RFD project could deliver anything an adult might want to know. Practical information such as how to start a car in winter, manage a family budget, look for a job, cook nutritious and inexpensive meals, grow tomatoes, and kill box elder bugs. Personal information such as how to develop character in children, apply for welfare, live with an alcoholic spouse, and seek marriage counseling. Telephone and personal contact components accommodated any adult learning need, from the highly personal or specialized to the academic in the sense of reading, writing and arithmetic lessons. Telephone, mail, and personal contact are the system's feedback components and permit the entire system to respond to new needs as they arise.

The manner in which each component incorporated this content is described in these booklets.

ASCERTAINING PARTICIPANT MASS MEDIA HABITS

In order to use media most effectively, designers of a program must ascertain which media are used by the target population, including how media are used, when they are used, and specific likes and dislikes. RFD used a telephone survey to sample media habits and preferences of the rural under-educated adults in its four-county target area. Of 60 respondents

- 100% watched television
- 98% listened to the radio
- 93% read a newspaper
- 85% read magazines

The television program preferred by most respondents was the news program (38%), ahead of comedy (17%), westerns (15%) and sports (15%). The RFD staff speculated that the popularity of TV news may be related to its utility and format. Television news is the means by which most adults obtain information about the world. Its brief segments permit viewers to wait for and attend to those portions of particular interest to them. The RFD television shows used a quick-paced "magazine" format, and short segments similar to TV news, rather than using drama, features, or other format. The TV shows mixed information with entertainment as TV news mixes hard news with soft. In addition, the news anchorman, who provides continuity to TV news, was incorporated into RFD's television programs as a TV host who introduced each segment and presented some of the information himself.

The hours and frequency of the RFD television shows were determined by responses to the following questions:

- What days of the week do you watch TV the most?
- On weekdays, that is Monday through Friday, during what hours do you watch TV the most?
- On weekends, Saturday or Sunday, during what hours do you watch TV the most?

Questions on the popularity of local television stations assisted the RFD staff in placing promotional TV spots.

Radio programs became an important part of the RFD mediated delivery system, although less important than the television shows. Survey questions probed the popularity of local radio stations to indicate optimal placement of radio programs and promotional radio spots.

The RFD Almanac, a monthly four-page tabloid, became the project's newspaper, capitalizing on the high ranking of news-

papers as an informational medium for the target population.

Whatever method is used to ascertain media habits and preferences of a target population, its results can help a project shape media format, placement, and content in order to attract and hold the attention of the intended audience.

COST PER ELEMENT PER WEEK

The RFD staff has broken out the approximate costs for each element of the system based on a similar project and on the following premises:

- * weekly TV shows 30 minutes long and aired four times a week
- * one full-time salaried Action Line supervisor
- * production of a weekly public service radio program
- * production of a weekly Almanac
- * weekly home visits by paid paraprofessionals to 50 clients
- * one full-time salaried supervisor of home visitors

Obviously, there are many possible cost variations. Volunteers will be readily available in some areas. Existing staff can fill many positions. Production costs can vary widely. More extensive service areas can increase costs. This cost breakdown can be used only as a general guide within the context and framework of the RFD project in the area surrounding Madison, Wisconsin.

Given the above, the weekly expenses are \$8,323.00.

COST PER ELEMENT PER WEEK

CENTRAL STAFF

Project Director	\$ 300.00
Secretaries	125.00
Office and Administration	250.00
Travel	<u>50.00</u>
TOTAL	\$ 1,075.00

TELEVISION PRODUCTION

Director	\$ 120.00
Producer/Writer and Production Assistants	400.00
Studio Costs	550.00
Talent	175.00
Graphics	73.00
Tape and Recording	934.00
Television Film Production:	
Services	1,100.00
Stock and Processing	796.00
Animation	200.00
Stars	<u>750.00</u>
TOTAL	\$ 5,098.00

ACTION LINE

One full-time supervisor	\$ 150.00
Phone charges (2 lines in and 2 out)	75.00
Office Expenses	<u>75.00</u>
TOTAL	\$ 300.00

RADIO PROGRAMS

Production of Tapes (10 stations)	\$ 75.00
Personnel	50.00
Office Expense	<u>25.00</u>
TOTAL	\$ 150.00

ALMANAC

Production	\$ 350.00
Printing (10,000 run)	300.00
Office and Overhead	<u>300.00</u>
TOTAL	\$ 950.00
SUB TOTAL	\$ 7,573.00

COST PER ELEMENT PER WEEK, continued

Cost estimates, continued

SUB TOTAL \$ 7,573.00

HOME VISITS

Supervisor \$ 250.00
Office Expense and Overhead 75.00

Weekly cost per visit

Visitor \$ 4.50
Travel 2.50
Materials50
Overhead 1.00

Total per visit \$ 8.50

50 weekly visits \$ 425.00

TOTAL \$ 750.00

TOTAL WEEKLY COSTS \$ 8,323.00

THE RFD SYSTEM

PART 2

AGENCY COORDINATION AND MASS PROMOTION

AGENCY COORDINATION

MASS PROMOTION:

THE CAMPAIGN

THE BROCHURE

THE ALMANAC

PROFESSIONAL NEWSLETTER



Project director Boris Frank (right) and other staff met with officials in government, social service agencies, and other groups to tell them about RFD and ask for their cooperation.

AGENCY COORDINATION

A significant feature of the system is that it is not confined to some obscure classroom, but uses the home and the community for continuing education. This in itself is an innovation in adult education. Many adults do not know the resources that exist in their communities for recreation, education, social welfare and other services. It was not designed to replace existing community agencies and services, but to help potential clients use these agencies as part of the overall goal of helping the individual help himself.

Members of the original target population were rural, undereducated adults in great need of assistance from social welfare agencies but unlikely to seek help from these agencies. The RFD project tried to inform them of agencies available for dealing with problems of employment, consumer complaints, welfare, government, education, mental and physical health, and legal assistance.

Before embarking on this aspect of the project, the staff had to prepare agencies for any increase in workload that might result. Before and during implementation, members of the RFD staff met with local, county and state agency supervisors, government officials, and their staffs to inform them of the project's objectives and its progress.

See Part 3

These efforts were particularly necessary for RFD's telephone question-answering service (Action Line) which referred questions and potential clients to appropriate agencies. This coordination is essential to avoid suspicion and antagonism that can be bred by ignorance. Keep agency professionals informed. Solicit their advice and participation. It will pay substantial dividends throughout the program.



Filming a TV promotional spot.

MASS PROMOTION

The Promotional Campaign

A public promotional campaign is a necessary expense to publicize services and recruit participants. RFD's promotional campaign was directed to all adults, to avoid stigmatizing undereducated, rural adult participants. It avoided mentioning home study or anything that might identify RFD with traditional school methods which most undereducated adults have learned to avoid.

The public campaign began after the staff had contacted community leaders and social service agencies personally to request their support. At that point, the project began to implement its detailed promotional campaign using paid and public service announcements in radio and television; newspaper features, releases and advertisements; contests; displays at county fairs; posters; photographs; billboards; a press conference; and handouts. The major publicity medium was commercial television, with advertisements appearing on the most popular stations in prime time 30-second spots. RFD's popular television host began to personify RFD, appearing at fairs and in photographs, advertising the project and its services.

The project's name and symbol had to appeal to its target population. "RFD" was chosen because of its relevance to the rural audience. "RFD" was easily developed into a readily identified and trusted symbol, the outline of a rural mailbox, which appeared in all television presentations and on all print materials and stationary. The RFD slogan, "RFD is information and action for adults of Southern Wisconsin," did not single out undereducated adults.

Throughout the field test, RFD used its own almanac, television show, radio spots, and home visitors to encourage participation.

The following three-stage promotional campaign was prepared for RFD. Each stage is timed in relation to the TV show, which designated the beginning of implementation, and promotes TV more than Action Line or home study materials per se. In order to plan a promotional campaign a project must know the demographic characteristics, biases, and media habits of the audience and the characteristics of available promotional media. Since an education program is a public service program, it may solicit cooperation and help from media and other institutions such as churches, civic groups, schools, industry, social service agencies, governmental agencies, etc.

MAKE IT GOOD

THE RFD ALMANAC

RFD More Than Television Series

RFD is a new and exciting project planned by the U.S. Office of Rural Education for rural areas.

There will be 20 new programs beginning in January. Each program will be 15 minutes long and will be shown on TV in rural areas.

See the RFD logo on all TV sets and days of the week.

RFD is a new project of the U.S. Office of Rural Education.

The TV series will be shown on TV in rural areas.

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See the RFD logo on all TV sets and days of the week.

RFD news release

RFD STARTING IN JANUARY

There is something new and exciting happening for adults in southern Wisconsin beginning in January. It's called RFD.

RFD is a new television series with stars like Johnny Cash.

What's in RFD for Me?

RFD is information and action for adults in southern Wisconsin.

Yes, I want to know more about RFD.

RFD news release

Rural Education is a three-way street

RFD is a new television series

RFD is learning at home.

RFD is information and action for adults...

money-savers, hints, show tips and much more.



BOX 6471
MADISON, WISCONSIN 53705

Information and action for

21

UNIVERSITY EXTENSION
The University of Wisconsin

THAT'S THE WAY TO LIVE
THAT'S THE WAY TO LIVE
THAT'S THE WAY TO LIVE

RFD used a variety of printed materials in its promotional efforts.

Phase One: From Three Months to Show Date Minus One Month.

* Begin contacts and photography leading to local farm feature magazine articles to appear no earlier than four months before kickoff.

* Press releases on progress to professional journals keeping up their interest and providing a growing feedback of information.

* Build up stock of project photos, particularly action and production shots.

* Have writers begin work on project biographies (one story should be, in effect, a fact sheet giving name, rank, serial number of personnel, important dates, details of government backing and cooperation, etc.; the second one should be a 1,000-word feature on what the project is about, including anecdotal materials and emphasizing the unique aspects of the project).

* Work up "column items" to be held for release. These should be either very important or light and bright. It is important to keep a file. A lot of funny things happen that would make copy, but are forgotten two months later unless written down.

* Begin work on envelope-size one-page mailer to be enclosed in telephone bills, pay envelopes, USDA mailings. This mailer should include purpose of shows, duration, start date and times.

* Contact civic organizations that will cooperate in this mailing activity.

* Ask for cooperation of and coordinate public relations departments (government and industry) representing agencies involved.

* Set up program guide and TV Guide story and pix.

* Begin negotiations with other TV stations for use of promotional spots to begin two weeks before series airs.

* Continue speeches by project director and other staff before any and all community groups on program's function, but discourage news coverage at this point.

* Keep a press clipping book.



Some 1,500 fairgoers said they wanted more information about RFD after this display-booth introduced them to the project. The information booth was set up at county fairs in all four counties.

Phase Two: From Show Date Minus One Month to Show Date Minus One Week.

- * Send out mailings in industry envelopes.
- * Begin on-air promos.
- * Begin local radio spots.
- * Staff appearances on TV interview shows, deejay programs.
- * Plug for newspaper features on project.
- * Column items released and plugged.
- * Individual captioned pictures serviced to local papers and wire services.
- * Put help from local industry into story form and release it to the press.

Phase Three: Show Date Minus One Week through First Month of Show.

- * Begin local paid TV spots.
- * Intensify radio spot campaign,
- * Begin newspaper ads in TV section.
- * Hold press conference for local papers.
- * Announce contests.



What's in it for me?



- Check what you want. RFD has it—all at no cost to you.
- Fascinating TV programs beginning January 4th. (Mondays 8:30 A.M., Wednesdays 7 P.M., Thursday afternoons 3:30, Sunday afternoons 4:30)
- TV "articles" on your area, your neighbors,
- Special articles on household budgets, interior decorating, medicine, home remodeling, children, farming — and hundreds more.
- Easy to use information to increase your reading, spelling, writing and figuring skills.
- Useful information to save you many dollars, to help do a better job.
- For more information, mail the enclosed card or call RFD at 263-2150 if you are in the Madison area or dial 800-362-8189 toll free if you live outside the Madison area.



UNIVERSITY EXTENSION TELEVISION CENTER, The University of Wisconsin / 3013 University Avenue / Madison, Wisconsin 53706

RFD's promotional brochure was used to recruit participants.

THE RFD ALMANAC

VOL. 1, NO. 1 Information and Action for Adults of Southern Wisconsin November 1970

RFD More Than Television Series

RFD is a new adult education project. Funded by the U.S. Office of Education, RFD is designed especially for adults living in Wisconsin's Dane, Green, Iowa and Lafayette counties.

There will be 20 weekly television shows beginning in January. Each show is 30 minutes long and will be aired over Channel 21. There will be a new show each week, and each show will be aired at different times on four different days.

See the boxed article on this page for exact times and days of the RFD TV shows.

RFD is produced by WHA-TV, Channel 21. The shows are taped in the WHA-TV studios in Madison, Wisconsin.

"The TV shows will be quick-paced and entertaining," said Boris Frank, Project Director and Executive Producer.

"There will be as many as a dozen different short features on each RFD show. Each show will give adults what they want from TV—good entertainment and practical information they can use immediately," he said.

In addition to TV, RFD is offering special bulletins written for adults with less than a high school education. Hundreds of bulletins are available about a wide range of topics.

See the article on page 3 for a listing of RFD bulletins.

RFD also provides three-ring binders in which the RFD bulletins can be kept. All the materials offered by RFD are free to adults of southern Wisconsin.

The RFD TV shows and the RFD bulletins complement each other. Many of the short features on the TV shows are based on information from the RFD bulletins. In fact, the primary purpose of the TV show is to explain the various types of information available in the RFD bulletins.

"With the RFD bulletins, an adult can pick up the information he needs—and do it all in his own home," said Associate Director Stephen Udvari, who heads a team of writers preparing the RFD bulletins.

RFD is the first Adult Basic Education project of its kind in the United States. It is being tested in Wisconsin for possible use nationally.

FIRST SHOW JAN. 4

The first RFD TV show is scheduled for Monday, January 4, 1971. There will be 20 30-minute RFD TV shows. There will be a new show each week, on Channel 21, WHA-TV.

Each RFD show will be shown on four different days at four different times, so that any one can see the show at a convenient time. A new RFD TV show will begin every Monday.

Here are the times and days the RFD shows can be seen on Channel 21:

- Monday at 8:30 am
- Wednesday at 7 pm
- Thursday at 3:30 pm
- Sunday at 4:30 pm



A popular radio and TV star, Jim Mader will be seen on Channel 21.

JIM MADER HOST OF RFD

When this man's baritone voice sounds out over radio, people like it—and they listen. And when people tune in Channel 3 from Madison to see the news, sports and weather, they look for this man. His gray-streaked hair, honest tone of voice and quick smile are known to thousands of radio and TV fans all over southern Wisconsin.

When a talent hunt was conducted to find a suitable host for RFD, the search started and stopped with this man, Jim Mader.

Mader is the kind of guy who delights in living. He enjoys himself. He enjoys others. People naturally turn to him when he talks and jokes. He has good looks. He has talent.

But when RFD went searching for a talented host, they wanted more than "good looks, a smile and a shoeshine." The host of RFD had to know and understand rural

adults. Jim Mader is that kind of guy.

For the 41-year-old native of Wisconsin, rural adults and their way of life are more than a passing interest. For Jim Mader, "Rural America is still the answer to many of the problems facing the nation."

Jim's work is radio and television. He does most of his work in the city of Madison. But, he likes to get away from the city and its hectic pace.

He and his wife, Sylvia, have six children: "Outdoor activities like farming and fishing involve the entire family," he says. "The preservation and conservation of wild lands have become so important to us, that the Maders are at home for only six-or-so weekends during the year."

(Continued page 2)

Johnny Cash, Arthur Godfrey, Others, Star on RFD TV Shows

Major names in the entertainment world will be on the RFD TV shows. These big-name stars have donated their time to be on the RFD weekly adult television series. Each RFD show will have at least two entertainment segments featuring one of these stars.

Some of the stars are Johnny Cash, Buddy Ebsen, Arthur Godfrey, Fred MacMurray, Eva Gabor, Kukla Fran and Olie, and Red Skelton. Popular groups and entertainers from southern Wisconsin also will make guest appearances on the RFD shows.

"These celebrities will do more than just their act," explained Boris Frank, Project Director.

"For instance, Johnny Cash sings and plays his guitar, but he also talks with us about the books he reads and how he feels about current events, and other things that make his appearance on the RFD shows more interesting."

Each RFD show is made up of several short features. There will be features about producing better hogs, cooking tasty and inexpensive meals, and making shortcuts that save money. But there also will be just pure entertainment.

"As we plan it now, there will be two segments of each RFD show devoted just to fun," said Frank.

"If we are to have an entertaining TV series, we must have just that—entertainment. And with these stars, RFD definitely should be entertaining," he said.



Johnny Cash will be seen on RFD TV.

The RFD Almanac became the project's newspaper, capitalizing on that medium's popularity.

The Promotional Brochure

In addition to using the press, radio, television and other methods to promote participation, RFD used a promotional brochure. The brochure was a one-color 8 1/2 by 11 inch sheet that outlined essential details of the project, told the reader what to expect from participation, provided a post card by which the individual could indicate interest, listed a phone number to call for more information, and used illustrations meaningful to the target population.

The brochure was distributed widely to members of the target population before and during the project to recruit participants and to reinforce participation.

The home visitors distributed the brochure during recruitment of participants. It was mailed to persons on social service agency mailing lists and passed out at meetings of service clubs and community organizations. It was available at check-out stands of supermarkets and discount stores, and at public access areas in banks, employment offices, welfare offices, churches and community centers.

Even members of RFD's advisory group were given copies to distribute.

The Almanac

The RFD Almanac was a monthly tabloid for participants designed to motivate participation in RFD, disseminate practical information, and advertise RFD's services and materials. It was mailed to everyone who expressed an interest in participating in RFD, to persons who called or wrote Action Line for materials or information, to adults suggested by county and local social service agencies, and those enlisted at county fairs. It attained a circulation of 3,300. The first issue was distributed in the month before the TV series began. The Almanac thus served as an integral part of the promotional campaign.

A typical four-page issue contained articles about RFD's television shows and personalities, about Action Line and the home study materials, and three or four display advertisements that encouraged adults to use these services. The Almanac contained hints on how to do things, answers to selected Action Line questions, and articles presenting factual and practical information.



The RFD Newsletter kept other professionals informed about the project.

The Almanac was written at a fourth to sixth grade equivalency level of comprehension, the independent study level, using no more than 15 syllables per sentence.

An Almanac had particular relevance to the rural audience of the initial test, but other forms may be pertinent for other populations.

While RFD distributed the Almanac monthly, consideration should be given to weekly or bi-weekly issues if budget allows. Greater frequency would tie in more closely with radio and TV and might reduce the need for extensive printed bulletin supplements.

PROFESSIONAL NEWSLETTER

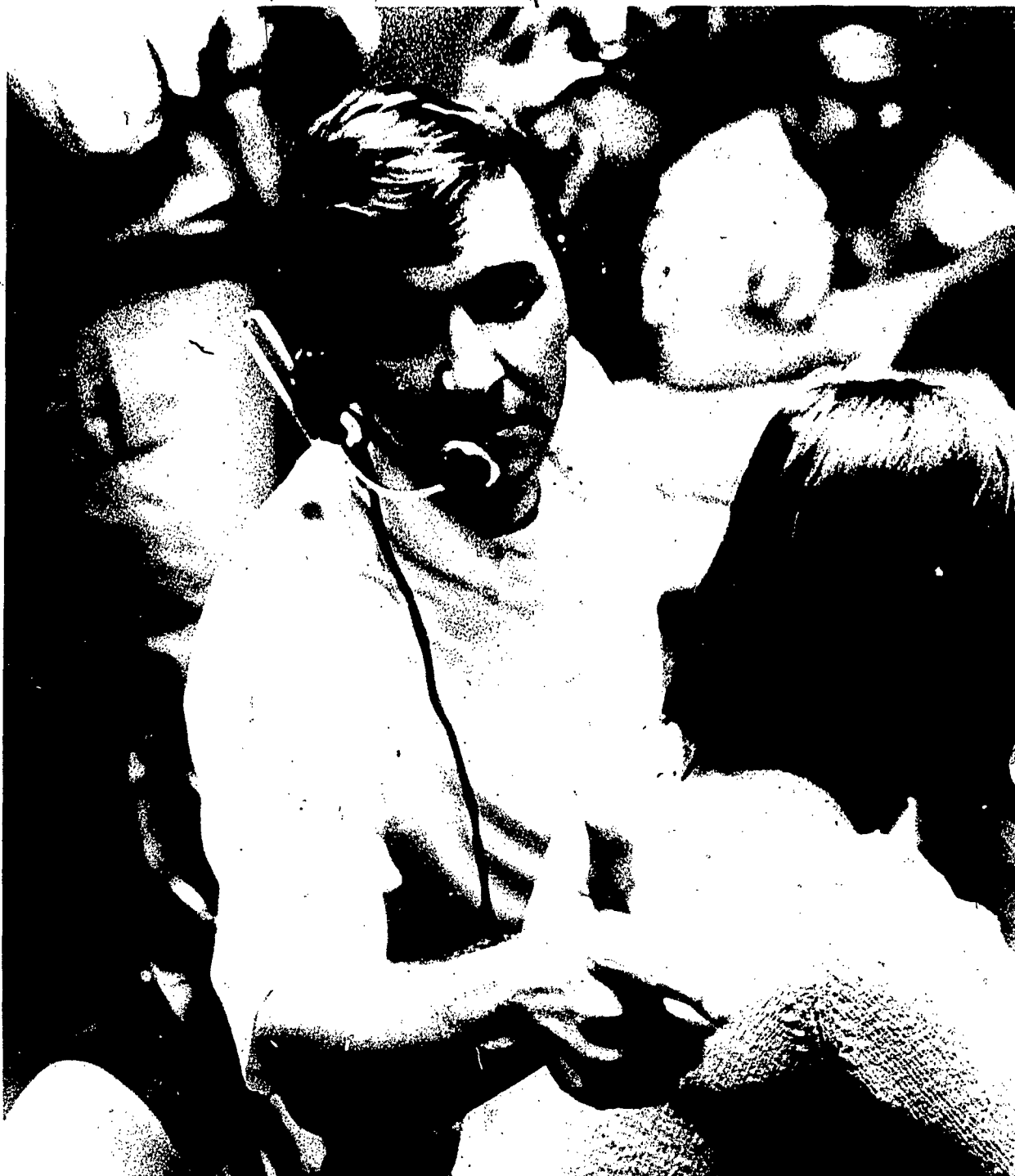
Professionals in education, health and social services are constantly seeking new ways to enrich their programs which is sufficient reason for innovative educational programs to share their information and experiences with others in the field.

RFD communicated with other professionals by means of a monthly four-page newsletter. The RFD Newsletter was sent to over 3,000 professional educators, social workers and others to inform them of the project's progress, innovations, evaluation, and problems. Each issue focused on a major issue or aspect of the project. Collectively, they form the project chronicle.

THE RFD SYSTEM

PART 3

TELEVISION AND RADIO



TV director Bob Leu was responsible for translating RFD's concepts to video tape.

TELEVISION

Like other delivery components in this mediated system, TV presented practical, directly applicable, down-to-earth factual information on health, nutrition, first aid, child development, safety, sanitation, interpersonal relations and other adult interest areas established by the card sort.

e Part 1
ge 1-9

In addition to interests of the target audience, TV shows had to reflect the racial, ethnic and political characteristics of the general TV audience and appeal to the general audience to avoid stigmatizing the "disadvantaged" or "undereducated" adult. Demographic characteristics were determined through a telephone survey that revealed the general audience was primarily white, Catholic or Lutheran, of German or Scandinavian background, and politically conservative.

Format for the TV shows was determined through a telephone survey of media habits and preferences, which corroborated three independent studies showing that low income - low education adults prefer fast-paced news and public affairs shows.

RFD developed a similar quick-paced magazine format. Each show contained 15-20 different segments, some very brief, others three or four minutes long, held together by a congenial anchorman and host. Each segment focused on one major concept and presented it as clearly, concisely and directly as possible, with the TV staff guided by the axiom "tell them what you're going to tell them, tell them, and then tell them what you told them."

The shows were 30 minutes long and shown four different times each week: Monday 8:30 a.m., Wednesday 7:00 p.m., Thursday 3:30 p.m., and Sunday 4:30 p.m. Air times were selected on the basis of audience preference studies.

The TV programs were informational but avoided "instructional" TV show format and content: there was no blackboard, teacher and pedagogical hard-sell. Instead, the TV programs combined entertainment with useful information of immediate value. TV showed viewers simple and direct ways they could improve their lives and told them of agencies to contact and places to go to solve problems or pursue interests. Thus television helped viewers build strategies for continued acquisition of information. The system used television to motivate viewers to participate in the project and to introduce concepts presented in RFD's home study materials. Each show included brief announcements of one or two RFD bulletins, as well as announcements of Action Line (RFD's telephone service) for ordering bulletins and obtaining answers to questions of any nature.

See Part 5

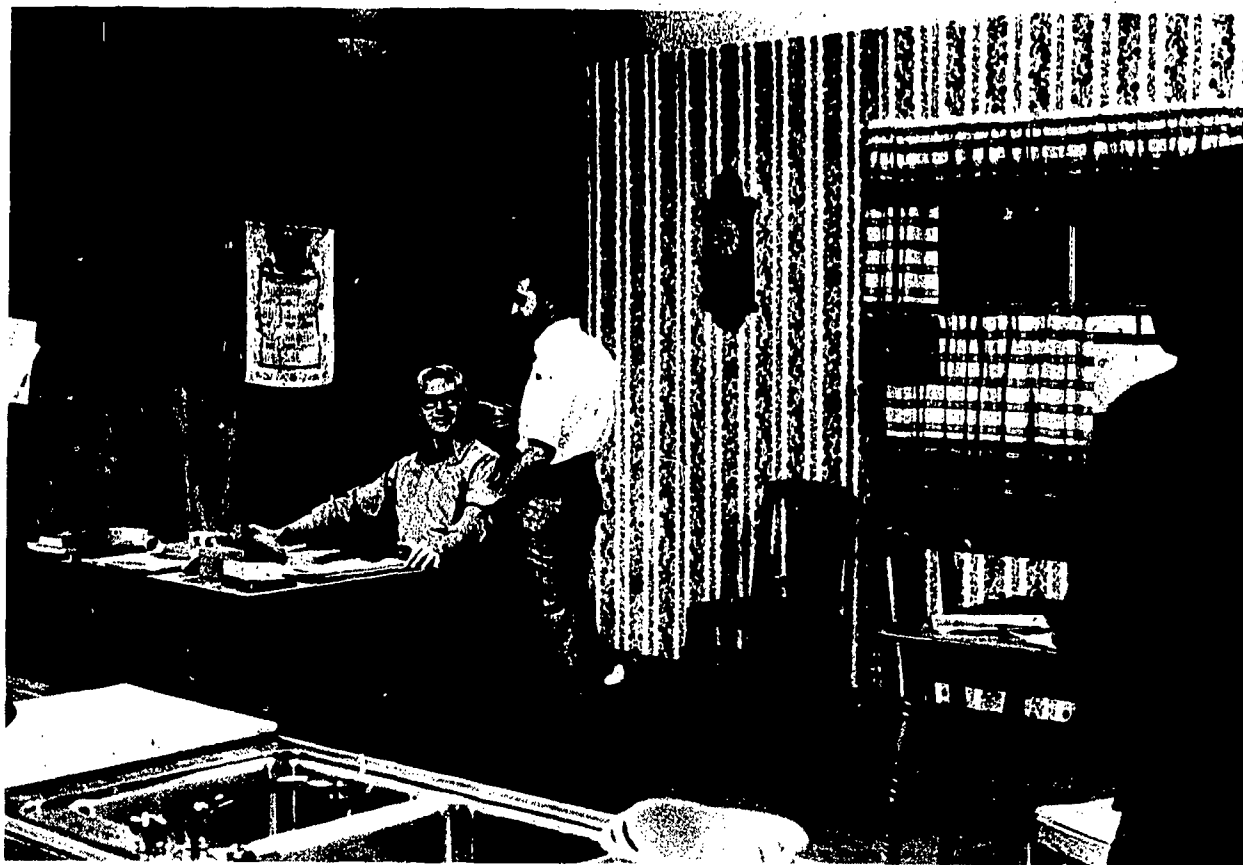
See Part 4



The TV crews went anywhere to film informational segments. This was one of RFD's promotional pictures sent to newspapers.



Johnny Cash was one of the big-name stars appearing on the RFD television shows.



TV host Jim Mader (seated) and TV director Bob Leu on the main TV set—a homey country kitchen. Mader received many letters during the series, several of which commented on the clash between these striped curtains and the flowery wallpaper. The curtains were replaced by plain blue ones in a TV segment showing how to measure windows for curtains and drapes.



This front porch set was not used as much as the kitchen set but gave the TV programs some variety and flexibility.



TV host Jim Mader tells viewers about one of RFD's free informational bulletins.

TV writers used subjects researched for the home study bulletins as the source of TV content. The staff videotaped or filmed segments throughout the target area, including homes, backyards, stores, offices, shops and parking lots. The base of operations for the TV show was a roomy, functional and comfortable country kitchen set that doubled as a cooking-demonstration set for a home economist.

During the field test in southern Wisconsin, TV shows were geared to the rural nature of the target audience, but the flexibility of the RFD system permits TV and other components to reflect the characteristics and interests of any audience.

The Wisconsin shows included interviews with stars Johnny Cash, Buddy Ebsen, Burl Ives, Eddie Albert and others, who often talked about their own rural backgrounds and presented their views on country living, conservation, pollution and a variety of subjects. Local segments included brief histories of places of interest, interviews with a conservationist and other people of interest, and music by a country-western group.* There were segments on emergency first aid; a typical day in the life of a visiting nurse; concepts of child development and communication in marriage; recipes; cooking demonstrations; shopping tips; exercises; beauty tips; interviews with state and local authorities on insurance, septic tank regulations, hogs, auctions, used cars, legal rights and other practical concerns; and a hand puppet whose "goofs" as husband and consumer were meant to be amusing and instructive.

An important and highly successful part of each RFD show was the special segment entitled "RFD Hints." These were snappy ideas on practical ways to improve the viewer's immediate life situation directly and easily. They included items such as how to reseal a refrigerator door, remove spots, pound small nails safely, kill insects around garbage cans, and remove odors from plastic containers. The show solicited hints from the audience through a contest. The better hints were videotaped and presented on TV along with the name of the contributor who won a small prize.

Early in the project the TV show announced a recipe contest that generated favorite recipes from hundreds of viewers. A home economist selected 65 prize-winning recipes (based on simplicity and economy) for incorporation into RFD's Favorite Recipe Book, which was made available to anyone requesting a copy. The five top winners were announced on TV. All winners received an RFD coffee mug.

* The staff learned that it should have used more local maps to orient viewers, many of whom did not recognize local place names within their own and neighboring counties.



The RFD coffee mug went to winners of RFD's recipe contest.

RURAL FAMILY DEVELOPMENT
TELEVISION PROGRAM RUNDOWN

RFD PROGRAM #16
MASTER TAPE: 914
LENGTH: 28:58

	Total segment time	Total accumulated running time
Tease Open (How to drive nail into wall) Standard Film Open Burl Ives of the Bold Ones Intro	1:47	1:47
IVES INTERVIEW - Burl compares music of youth today with music of his youth	1:36	3:23
BUDGET SEGMENT - Louise Young talks about a family budget. Bulletin tag: Family Spending Plan	4:22	7:45
STAY TUNED ANIMATION	:10	7:55
PSA - Pollution message	1:07	9:02
EDSEL - Edsel tries clothing styles to create a new image. Bulletin: How to Buy Clothing	2:59	12:01
TAG/BEAUTY HINT INTRO	:43	12:44
BEAUTY HINT - Carol Dittrick talks about an egg facial	1:30	14:14
STUDIO BRIDGE TO B. PRUDDEN	:23	14:37
BONNIE PRUDDEN - Bonnie suggests some waist- line exercises.	1:34	16:11
TAG/INTRO BERNINGER	:34	16:45
LOU BERNINGER - Lou tells how to get better tomatoes. Bulletin: Tomatoes in Wisconsin #561	2:03	18:48
STAY TUNED ANIMATION	:10	18:58
HINTS - Glue cork on recipe box to hold recipes. Put shortening on ice cream scoop to prevent sticking	:25	19:23
TAG/IVES INTRO	:44	20:07
IVES INTERVIEW - Burl talks about farming in the Midwest	1:20	21:27
STUDIO BRIDGE TO SENATOR NELSON	:31	21:58
SENATOR NELSON INTERVIEW - The Senator encourages people to voice opinions in government	1:52	23:50
TAG/ACTION LINE/CLOSE COMMENTS	3:21	27:11
STANDARD CLOSE FILM	1:46	28:57

Program 16's rundown sheet: Burl Ives, budgeting, pollution, shopping tips, beauty hint, exercises, tomatoes, and citizenship.

These are just two of the ways in which the audience may be made participants and contributors to the TV program and gain personal recognition in the process.

TV staff for the 20-show field test included a producer, production assistant, cinematographer, two writers, the TV host, and an executive producer/director who supervised the entire operation.

RFD is not the first adult education project to use TV, but it is one of the first to adapt TV format and content to a broad spectrum of adults while targeting on a specific sub-population. And it is one of the first to coordinate TV into a multi-media and personal delivery system. More adults use TV for information and entertainment today than any other medium. This fact increases its value to a mediated delivery system.

Major elements in planning the TV component are:

* Target audience

What are its abilities, interests, needs, media habits and preferences, and general characteristics.

* Format

What format is most suitable to the information and to the target audience: the hosted show, magazine, news and variety show with short segments, interviews, entertainment, music, etc. What combination of elements is most suitable. What sets should be used.

* Content

What content is best able to meet project goals and audience needs and interests, and motivate the target population. The choice includes hints, short documentaries on local scenes and people, factual information and facts about social agencies and other community resources, local and big-name talents, etc.

* Staff

What are the staff requirements to produce the shows, direct them, write material, edit tapes, host shows, etc.

* Coordination

Integrate and coordinate the TV component with the other delivery components of the project: Action Line, Almanac, home study and paraprofessional home visits.

- * Pretest of pilot TV programs

- * Two-way flow

Promote and reinforce audience participation through contests, letters, question-answering, etc.

- * Production

Establish a feasible production schedule for TV shows.

- * Outside resources

Use available outside resources for TV shows such as interviews, films and announcements of public service agencies, on welfare, employment, legal aid, education, conservation, consumerism, safety, health, etc.

RADIO

In addition to using paid and public service announcements to promote RFD, the project produced a public service radio program to motivate and reinforce participation. The RFD staff contacted local radio stations to determine the length of public service announcements they could use, arriving at an average of three and a half minutes.

The "RFD Radio Almanac" programs were bright and quick. In a typical spot, the RFD television host and another announcer opened with an introduction, presented a quick household hint, a 50-word feature based on printed materials, another hint, a recipe, another short feature on printed materials, another hint, and a humorous close. Each spot referred to the RFD television show and Action Line telephone number.

Scripts for radio spots were coordinated with television and print material staffs and were designed to integrate with other RFD elements while standing alone. The spots used the "soft sell" of public service announcements and avoided "pushing" the television programs or print materials.

THE RFD SYSTEM

PART 4

ACTION LINE TELEPHONE



With RFD, information was as close as the nearest telephone.



Action Line volunteers with the referral directory hanging file in background.

ACTION-LINE

See Part 6

The RFD system was designed to be as responsive to the needs of its adult participants as possible. Its television programs and home study materials could meet their life coping needs and interests but could not respond to their more personal or immediate needs. RFD used home visitors and developed Action Line to ensure total system responsiveness and to help adults who do not know where to turn for help or information.

See Parts
5 and 6

Action Line was one of several elements permitting participants to interact with the project and thus provide feedback to the staff. Technically, during RFD's implementation, the mails were part of Action Line, but for simplicity's sake this summary refers only to Action Line as a telephone service -- its staffing, operation, referral procedures, and coordination with outside agencies. Other feedback elements of this mediated system were the home visitor and the mails.

To implement the Action Line system, the project used two inbound and one outbound telephone lines. One inbound line covered the local metropolitan area and the other, a toll-free WATS line, covered the rural areas. Both inbound lines were equipped with tape recorders for callers to use after office hours and on weekends.

During the day Action Line was staffed by two volunteers of the Church Women United (the project has been endorsed by the national office of that organization). RFD used 20 volunteers each week--two in the morning and two in the afternoon. Two volunteers coordinated staffing assignments, supervised and trained the staff and helped solve procedural problems.

See Part 5
Page 5-4

Action Line's response depended on the nature of the call. Requests for informational bulletins and questions that could be answered by bulletins were referred to the RFD home study teacher. If the question was simple and answerable in brief, factual form (what time does the school bus leave), information was secured from a community source and immediately relayed to the caller. If the question was more complex or personal (how can I adopt a child), the Action Line staff contacted the appropriate community agency, gave it the name, phone number and address of the caller and a precise summary of the request, and asked the agency to contact the caller. After an authorized agency person such as an intake worker had acknowledged the agency's willingness to accept the referral, Action Line immediately notified the caller that the problem had been referred to another agency and that he would be contacted by that agency. RFD also sent a written confirmation of each referral to the caller and to the agency on the day of the call, to remind the agency and reassure the caller.

ec Part 1

Action Line's referral method must be coordinated with service agencies, which otherwise might see it as a device that could overload caseworkers and disrupt existing relationships with clients. To meet this possible objection and to create mutual cooperation and understanding, the RFD staff met with agency staff members early in the planning stage to discuss the project and its goals and to develop procedures for referrals. They also met periodically during implementation to evaluate procedures. During these contacts, the RFD staff assumed the responsibility for demonstrating its desire to work closely with all community agencies to achieve agency objectives as well as objectives of adult continuing education. These contacts also helped RFD understand agency methods, problems, and capabilities.

During implementation RFD developed operating procedures that might be useful to other projects. It compiled (1) an index of some 30 major problem areas and subcategories (see list at end of this section) and (2) a directory of community agencies with the appropriate agency listed under specific problem categories, a system that enabled the volunteer to locate the agency rapidly and easily. A hanging card file was easy to use and facilitated indexing.

Action Line received 1,641 calls and mail responses during the RFD project. The majority (85 percent) were requests for home study materials or were questions simple enough for volunteers to research and answer directly. The other 240 questions were too complex, technical, or personal for volunteers to answer, and were referred to appropriate governmental, social, commercial, religious, and educational agencies and institutions which replied directly to the questioner.

A follow-up questionnaire on the effectiveness of referral revealed a high degree of client and agency satisfaction. Sixty-six percent of the clients and of the agencies returned the questionnaires; of the clients, 89 percent said they were satisfied with agency services. Of the referral agencies, 92 percent said RFD had stated the problem correctly and 84 percent reported that they were able to provide the requested service.

Categories of greatest concern to Action Line users were foods (63 queries), home maintenance (54), consumer problems (52), family finance (50), gardening (34), health services (25), home crafts (21), employment (20), legal assistance (19), and entertainment and recreation (18).

RFD ACTION LINE

(city) _____ (state) _____

phone call
 letter

Action Line request: _____

routing

Referred to: _____

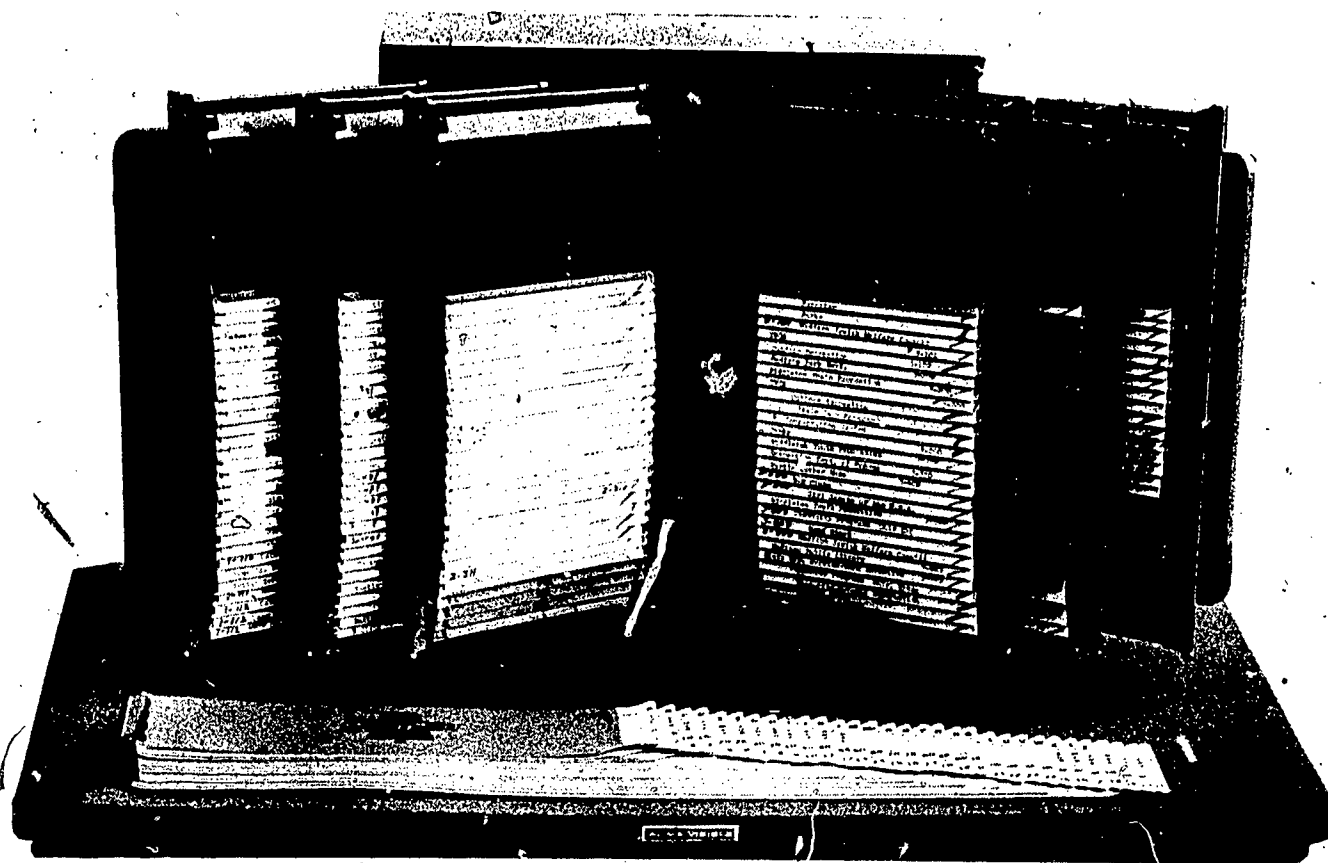
(date)	Agency follow up sent
____/____/____	Member follow up sent
____/____/____	Agency follow up rec'd.
____/____/____	Member follow up rec'd.

RFD - COPY

Referred Copy

Confirmation Copy

These forms permitted Action Line volunteers to respond to each call rapidly.



With this hanging card file, volunteers had problem categories and referral agencies at their fingertips.

ADOPTION SERVICES

Private agencies
Public agencies

ANTIQUES

Appraisals
Dealers (buy and sell)

AUTOMOBILES

Accident claims
Licenses and titles
Performance

COMMUNITY ORGANIZATIONS

Agricultural
Churches
Drug information
Handicapped persons
Legal services
Minorities (racial and ethnic)
Pollution control
Volunteer service

CONSUMER PROBLEMS

Advertising practices
Contracts
Insurance claims
Product safety
Public utilities
Sales schemes
Unsatisfactory services and products

EDUCATION

Accreditation
Adult education
Apprenticeships
Parochial schools (elementary, secondary)
Public schools (elementary, secondary)
Special education
Student financial aid
Vocational training

EMPLOYMENT

Apprenticeships
Help wanted
Job wanted (adult)
Job wanted (youth)
Small business loans
Wages
Workman's compensation
Workers' protection

ENTERTAINMENT AND RECREATION

Crafts
Games
Museums
Music (recorded)
Outdoor recreation
Television and radio
Tickets (concerts, theater, sports)
Travel (automobile)
USO

FAMILY FINANCE

Assistance, family
Assistance, handicapped
Family budgeting
Financial aid for student
Food stamps
Health insurance
Home ownership
Interest rates
Life insurance
Medicare
Savings and investments
Social Security
Taxes, federal
Taxes, local
Taxes, state
Unemployment insurance

FARMING

Farm loans
Fruit trees
Livestock diseases
Milk advertising
Shade trees
Weed control

FOODS

Contaminated foods
 Diets, low fat
 Diets, special health problems
 Diets, weight reducing
 Food adulterant
 Food preserving
 Food purchases
 Menu planning
 Nutrition
 Recipes
 Surplus commodities use

GARDENING

Fertilizer, chemical
 Fertilizer, organic
 Flowers
 House plants
 Insect control
 Lawn care
 Shrubs
 Soil care
 Trees
 Vegetables
 Weed control

HEALTH SERVICES

Alcoholism
 Allergies
 Arthritis
 Blood bank
 Diets
 Drug abuse
 Heart diseases
 Infant care
 Mental health problems
 Skin diseases
 Toxic chemicals
 Water testing

HISTORICAL INFORMATION

Local history
 State history
 World history

HOME APPLIANCES

Instruction for use
 Parts and service

HOME CRAFTS

Home repair information
 Home repair materials
 Craft skill information
 Craft materials

HOME DECORATION

Carpeting
 Color schemes
 Furnishings
 Upholstering

HOME MAINTENANCE

Care of clothing
 Cleaning
 Home repairs (materials)
 Home repairs (services)
 Home repairs (skills)
 Tools for home maintenance

HOME MANAGEMENT

Home building plans
 Home safety
 Room design
 Utilities

HOME RENTING

Contracts and leases
 Securing rental housing
 Tenant-landlord problems

LEGAL ASSISTANCE

Contests, lotteries and redeeming coupons
 Contracts
 Interest rates
 Liability
 Neighborhood nuisances
 Passports
 Wills and probate

PERSONAL ADJUSTMENT

Alcoholism
Counseling services
Divorce problems
Family relationships
Friendships

PEST CONTROL

Insect control
Rodent control

POLITICAL INFORMATION

Congress
Legislators
Municipal government
Political participation
Voter registration

POSTAL SERVICE

Bulk mail problems
Mail delivery

STREETS AND HIGHWAYS

Property lines
Repair of streets and highways
Right of way maintenance
Traffic control

TRANSPORTATION

Airline schedules
Bus schedules
School buses

WASTE DISPOSAL

Chemical and solvent disposal
Disposal sites
Recycling wastes

WILDLIFE

Conservation and control practices
Hunting and trapping regulations
Song birds

RECOMMENDATIONS

The following recommendations can be made based on the Wisconsin field test:

* Keep paper work of Action Line workers and supervisors to an absolute minimum. Use snap-apart forms. Write in long-hand - avoid typing. If evaluation data are desired, they should be gathered by sampling.

* Confer with agency administrators and staff to assess the information and service each agency is best able to provide. Use this information to build the index. Check the validity of these judgments through the experiences of Action Line workers.

* Train workers to listen attentively to everything the caller says; to detect the caller's unstated needs and encourage their articulation; to restate the problem or question accurately to the agency; never to guess what the real problem is; to ascertain if the caller objects to having a highly personal and sensitive problem referred to another agency; and to respect all confidences.

* Seek and use the assistance of specialized sources of direct help for drug abuse cases.

* Keep all community agencies informed about the progress of Action Line during implementation.

* Make sure a responsible agency representative indicates an agency's willingness to accept referrals. It is important that the first agency to contact the caller be the one best equipped to handle the problem.

* Use all available media to promote wide public use of Action Line.

* Each Action Line staff member should have both an inbound and an outbound telephone line so that each call can be handled without delay.

THE RFD SYSTEM

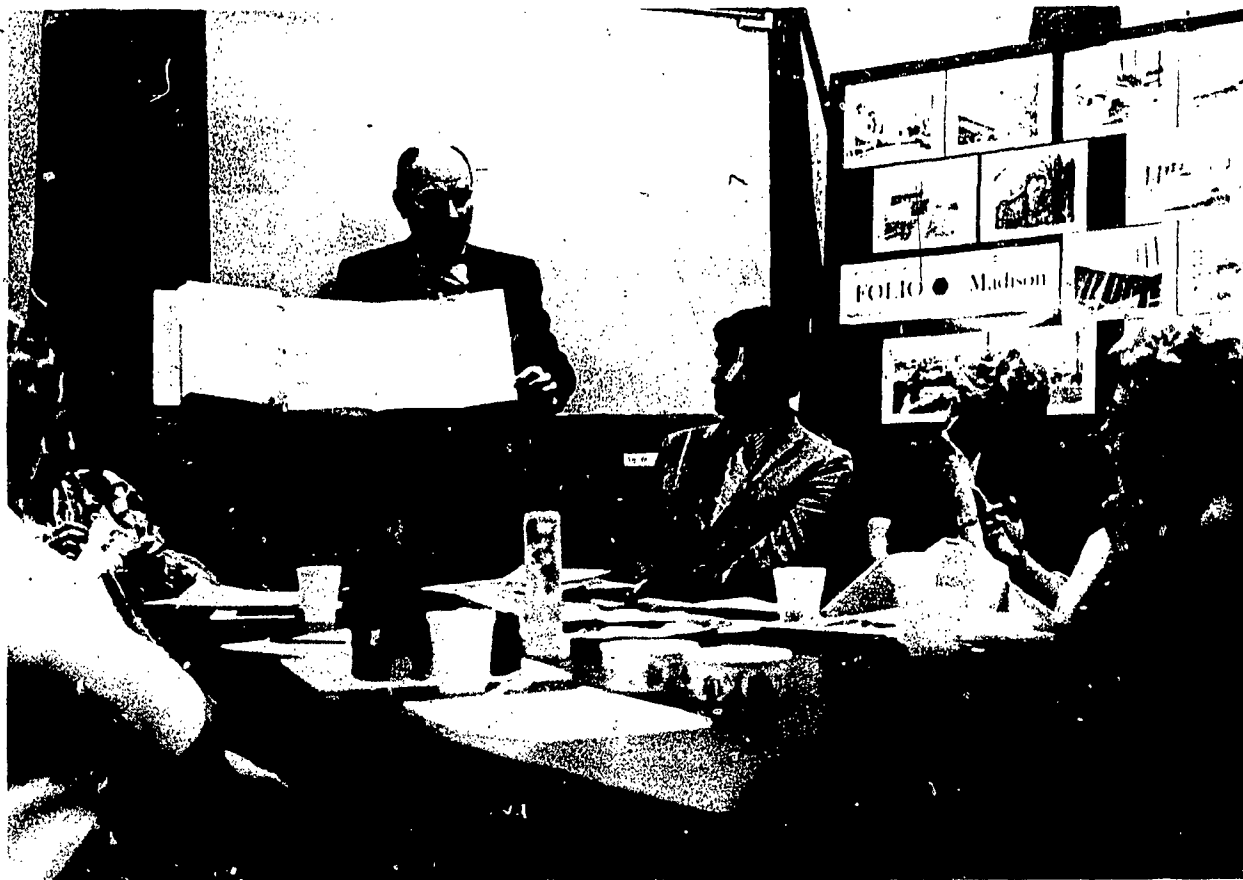
PART 5

HOME STUDY

HOME STUDY MATERIALS

HOME STUDY TEACHER

STORING AND SHIPPING MATERIALS



Associate director Steve Udvari discusses development of home-study bulletins with the staff during a planning session.

DEVELOPMENT OF THE HOME STUDY COMPONENT

See Part 1

The home study component of this mediated system gives the adult total control over his own learning. The adult can diagnose his own learning needs and choose specific print materials to meet those needs. He is free to learn when and where he chooses without being forced to follow a sequence of topics or being exposed to grades, quizzes or other childish pedagogy. In short, this component incorporates the essential principles of adult learning discussed in the first part of this series. In addition, the adult is not forced to upgrade his reading skills in a traditional progression from grade to grade found in public schools. He can continue to learn about a variety of topics at his own success level. He can also choose to improve his reading skills and computational skills if he wants, and move vertically as well as horizontally. Here, too, the adult determines his own needs. Participants are not told the way to do something. Rather, they are given alternatives. It is up to them to select the alternative best suited to their needs.

Like other components of the mediated system, the print component is shaped to reflect the wants, interests and needs of the target population. This shaping involves form as well as content, since the disadvantaged adult is sensitive to implications of shoddy or childish print materials. Content is determined by going directly to the target population.

During the development of RFD, the staff used a card sort to systematically determine the priority of interests, wants and needs of the target population--undereducated and disadvantaged adults in southern Wisconsin. This information guided development of the print component as well as television, radio, and the Almanac. The card sort revealed that adults are primarily interested in learning how to solve problems of everyday life. They want practical information that has immediate application to their lives such as how to cook inexpensive and nutritious meals, buy insurance, understand contracts, make a will, find a job, get along with others, and many other topics that constitute a life coping skill curriculum. The specific needs vary from adult to adult and from region to region, but it is generally true that adults want to learn information that they can use--information that is relevant to their own lives, strategies that can positively affect their lives.

Since this mediated system permits the adult to receive exactly what he wants to learn--no more and no less--the print component is best made available as brief, single-concept bulletins. Television, home visitors, radio programs and the

ABOUT ME AND MY MONEY
PART 1 ABOUT MY HOME
BUYING GUIDES

HOME FURNISHINGS AND APPLIANCES, BUYS IN 3043

Buying Small Appliances

Do you know what to look for when buying small appliances?

Many small appliances help a person do jobs easier and faster. Stop and think of some of the appliances you use for making your life more comfortable. You may think of these: toaster, clock, coffee maker or iron. Now think of a small appliance you may not use often, such as an electric fan.

There are many small appliances you can buy. Most of them are fairly expensive. Don't buy small appliances you won't use often. Some appliances are used almost every day. Others may be used only a few times a year. Before you buy, decide how often you would use an appliance. Decide if it is worth the price to you. Small appliances often do things that make appliances do. For example, you may consider buying an electric frying pan. You probably do most of your cooking and baking on your stove. Because of this, you may decide an electric frying pan really isn't necessary for you.

KINDS OF SMALL APPLIANCES

There are two kinds of small appliances: those that give heat and those that give power. A mixer, electric fan or can opener give power. An iron, coffee maker and toaster give heat. Some of these appliances will do only one thing such as toasting bread or making coffee. Others will do several jobs. An example is the appliance which can open cans, crush ice, and sharpen knives. It is cheaper to buy one appliance that does several things. This is true, however, only if you need every service that an appliance will do. Otherwise, it is cheaper to buy the appliance that does the one thing you need.



CARE

Read the instructions for each appliance. Follow the directions for cleaning and use. This will help you get the most from the appliance.

Appliances That Give Power

BLENDERS

A blender is a kitchen appliance. These days, it can grate, blend, chop, mix, and chop food. It is most helpful for liquid mixing. A mixer is better for batter and dough. Before buying a blender, decide if it will be useful for you. A mixer can do most of the things a blender can and more.

You can buy blenders with two speeds. Some have 10 speeds. A two-speed blender is just as useful as one with many speeds. It is also cheaper. If you buy a blender, make sure it is short enough to fit under your wall cupboard. If you have to put it in a cupboard, you may never use it. It would then be a waste of money.

MIXERS

Mixers help you to mix food, whip cream, and beat eggs. There are many kinds of mixers. There are also electric mixers you have to hold.

FEATURES YOU MIGHT LOOK FOR

- Mixers that are sturdy, fast, and easy to put on and take off.
- A starting switch and speed control that is easy to use and reach.
- A mixer that is easy to take off a stand for cleaning.

CARE

Wash with a whipped cream and egg whites won't beat as well if beaters are spray or dirty. Make sure you keep the beaters clean.

CAN OPENERS

Many can openers have extra features such as knife and slicer or opener and ice crusher. A can opener with these features will cost more. Make sure they are worth the extra money to you.

FEATURES YOU MIGHT LOOK FOR

- Models you can hang on the wall or over your sink or the counter.
- Parts that can be taken off for easier cleaning.
- Models that take all can sizes and shapes.
- Motors that hold the lid.
- Automatic shut-off when can is open.

CARE

Clean the cutter and drive wheel with a toothbrush and lukewarm solution.

VACUUM CLEANERS

There are two main kinds of vacuum cleaners for cleaning rugs, carpets, and other places in a home.

TANK OR CANISTER CLEANER—The tank or canister cleaner has a long hose with several kinds of cleaning attachments. These attachments fit on the hose. The kind of cleaner is good for carpets and rug as well as above the floor cleaning. It will reach under furniture and behind things easily.

UPRIGHT CLEANER—The upright cleaner is good if you have a lot of rug and carpet space to clean. Some upright cleaners have attachments you can buy. Attachments make an upright cleaner more useful.

FEATURES YOU MIGHT LOOK FOR

- At least 18 feet of cord (so you can move about easily).
- Bumper guards and smooth edges so cleaner won't damage furniture and walls.
- Attachments that are easy to put on and take off.

Sample of an RFD home-study unit written at the fourth to sixth grade equivalency level.

Appliances That Give Heat

IRONS

Even though many clothes don't need ironing these days, an iron is still needed for ironing us. You can buy a dry iron or a steam iron. A steam iron is the best buy. It can be used as a dry iron too. Steam irons have a place for water that makes steam while you are ironing. Many things don't have to be dampened if you have a steam iron.

Look for a steam iron that has several temperature settings you can see and read easily. Steam iron work best when distilled water is used in them. Water from your sink may have minerals in it that can clog a steam iron.

TOASTERS

You can buy toasters that hold two or four slices of bread. Most toasters won't do a good job toasting extra large, extra small, extra thick, or extra thin slices of bread. Most toasters are made for the bakery-sized bread you buy in most stores. You can buy automatic and non-automatic toasters. Automatic ones brown both sides of the bread at one time and pop up when done. Non-automatic toasters brown the bread on one side at a time. You have to switch to the bread doesn't burn.

CARE

Never use a fork or any metal to take out toast that is stuck. These things can damage the wires and may give you a shock. When toast is caught, unplug the toaster first. Then take the toast out gently. Never shake a toaster. The wires and parts come apart easily. Clean the crumbs tray often. Crumbs in a toaster could start a fire.

FEATURES YOU MIGHT LOOK FOR:

- Easy to clean crumbs tray
- Temperature and color controls
- Two-slice or four-slice toaster

COFFEEPOTS

Electric coffee pots come in all shapes and sizes. You can buy electric coffee pots that make only two cups of coffee. You can buy bigger pots that can make as many as 50 cups. A coffee pot with high electric wattage will make coffee faster than one with low wattage. Automatic features allow you to know when to have to guess when the coffee is done.

FEATURES YOU MIGHT LOOK FOR

- Automatic heat control
- A handle that won't get hot
- A top opening big enough to make cleaning the inside easier

Electric units you can put in water to wash.

CARE

A clean coffee pot makes better coffee. Some people say cleaning a pot with hot water and soap is the best way. Others say use baking soda for most pots except aluminum ones. For aluminum pots, cream of tartar and hot water is best.

FRYPANS

An electric frypan can fry, stew, bake, pan broil and sauté. It can be used for some casserole dishes or as a food warmer. An electric frypan won't do anything you can't do with a regular stove. A frypan is handy to use but it isn't necessary.

FEATURES YOU MIGHT LOOK FOR

- Square shape with rounded corners. Square corners are hard to clean.
- Flat or dome-shaped covers. Higher covers give more room for baking.
- Vented covers that give moisture out for baking.
- Non-stick (Teflon) coatings.
- Signal light showing frypan is on.
- Heat control on the cord and not attached to the pan.

CARE

Don't put the frypan in water unless it is removable. Directions for the frypan will tell if it is removable or not. Wash with hot soapy water and rinse well with fresh hot water. Store the pan with the lid off so air can move around it.

Features to Look for When Buying Any Small Appliance:

- Removable parts for easy cleaning
- Automatic controls you can put into water (called immersion controls)
- Replaceable parts
- Smooth, strong and easy to clean outside finish
- Controls with clear markings
- Enough power to operate motor-driven appliances
- Enough insulation for safety in heating appliances
- Cords which have no 115 volt wires

Pots and Pans (cookware)

Pots and pans are not appliances. They are cooking utensils. Many times people buy pot and pan "sets". Most cooks don't need all the pieces in a set. It is cheaper to buy each piece as you need it.

There are pot and pan salesmen who will door-to-door. They sell expensive cookware. Usually their offer includes a "free" set of china, glassware, cutlery or silverware if you buy the cookware set. The cookware is often guaranteed to "last a lifetime." Ask yourself: How important is it to have cookware that will last a lifetime? You might be paying for it a lifetime too. The money you spend for the kind of cookware might buy these sets in the store. Before buying pots and pans from a person who comes to your door, ask yourself if you really need to spend that much money for pots and pans. Think how much you'd save if you don't buy.

There's no one material that is best for cookware. You can buy cookware in aluminum, stainless steel, cast iron, glass, non-stick finishes, copper and other materials. Features you might look for:

- Rounded corners or rolled edges where no dirt can collect.
- Tight, sturdy handles
- Metal that is thick enough so the pan won't dent or warp. Often the thicker the metal, the more expensive the pan.

Almanac inform adults of the availability of these materials and the adult may order any bulletin he wants by mail, Action Line telephone or home visitor. Pre-stamped post cards in home study bulletins made it convenient for the adult to order additional materials. Home study materials also contained "write-a-note" cards to encourage comments and questions on any subject at all.

During the RFD field test, materials were distributed on a unit basis of approximately five bulletins each. Single bulletins were not sent separately because it was felt that there was sufficient internal cohesiveness within the units to permit the 20-week Wisconsin field test to operate at the unit level. Other projects may wish to distribute materials on the single bulletin basis.

The bulletins must be as "adult" in content and appearance as possible and be written at a level that is easily understood by the target population. In the case of RFD, this was the fourth to sixth grade reading equivalency level, the level that permits adults to read without assistance (12-14 syllables per sentence).

The staff organized the wants, interests and needs of the target population into four "content centers" as indicated on the following page. These were About Me, About Me and Others, About Me and My Money, and About Me and My Community. Each content center was further divided into modules and units. Each unit contained several bulletins on specific topics. In all there were some 320 different bulletins available to adults during the RFD demonstration.

In order to develop the print component the staff reviewed existing instructional materials for adults to determine if they were understandable, believable and useful to the target population.* Most existing materials were found to be inadequate or inappropriate. Most stressed reading and writing skill development, were written at the seventh to eighth grade level, and were limited to areas of money management and employment. There was little in areas of child development, home maintenance and repair, consumer, citizenship, and other areas of adult concern. Existing materials were used where they met RFD standards for understandability, believability and usefulness. The rest were developed as new material by the RFD staff.

* An annotated bibliography of learning materials for adults, prepared during RFD's evaluation of existing materials, is available upon request. It evaluates materials for teaching adult communication, computation, and life-coping skills in terms of four levels of readability--introductory to advanced. Each citation describes the publication's subject matter and assesses its format, structure, sequence, population orientation, and suggested use. Readers may obtain a copy by writing RFD, WHA-TV, University of Wisconsin - Extension, Madison, WI 53706.

III CONTENT CENTER: ABOUT ME AND MY MONEY

PART I: ABOUT MY HOME

- Module A: MANAGING MY FAMILY'S MONEY**
 Unit 1: My Income
 Unit 2: Family Spending Plan
 Unit 3: Using My Credit Wisely
 Unit 4: Family Security Plan
- Module B: THE JOY OF GOOD FOOD**
 Unit 1: A Choice: Casserole or Stew
 Unit 2: Supper on the Table on Time
 Unit 3: Meals for a Day
 Unit 4: Wise Planning + Smart Shopping = Good Meals
- Module C: BUYING GUIDES**
 Unit 1: How to Buy Wisely
 Unit 2: Smart Food Shopping
 Unit 3: How to Buy Clothing
 Unit 4: Buying Home Furnishings and Appliances
 Unit 5: Satisfaction Guaranteed
- Module D: HEALTH, SAFETY AND SANITATION**
 Unit 1: Emergency First Aid
 Unit 2: Home First Aid
 Unit 3: Home Safety Plan
 Unit 4: Knowing Signs of Illness
 Unit 5: Home Sanitation
- Module E: MAKING A HOUSE A HOME**
 Unit 1: A Man's Home is His Castle
 Unit 2: Taking Care of the Inside
 Unit 3: Taking Care of the Outside
 Unit 4: How to Do-It-Yourself Repairs

PART II: ABOUT MY WORK

- Module A: HOW TO LOOK FOR A JOB**
 Unit 1: Sources of Jobs
 Unit 2: Letters and Forms
 Unit 3: Personal Interview
 Unit 4: Important Job Facts
 Unit 5: Summary for Job Hunters
- Module B: HOW TO APPLY FOR THAT JOB**
 Unit 1: *Under development*
 Unit 2: *Under development*
 Unit 3: *Included in Module A*
 Unit 4: *Included in Module A*
- Module C: HOW TO GET THE MOST FROM MY JOB**
 Unit 1: My Responsibilities to the Job
 Unit 2: My Boss's Responsibilities to Me
 Unit 3: Getting Ahead on the Job
 Unit 4: Laws Protecting Workers

IV CONTENT CENTER: ME AND MY COMMUNITY

- Module A: ME AND THE PEOPLE**
 Unit 1: Of The People, By The People, For The People
 Unit 2: The Declaration of Independence
 Unit 3: Our Constitution and What it Means
 Unit 4: How We Organize to do Business in America
- Module B: MY GOVERNMENT, HOW IT WORKS**
 Unit 1: In My Community
 Unit 2: In My State
 Unit 3: In My Country
 Unit 4: In the World
- Module C: CITIZENSHIP IS TAKING PART IN DECISIONS**
 Unit 1: My rights as a Citizen
 Unit 2: My Responsibilities as a Citizen
 Unit 3: Being an Informed Citizen
 Unit 4: Population Pollution Conservation
- Module D: WHERE TO GO, WHO TO SEE, WHAT TO DO**
 Unit 1: Welfare and Employment Services
 Unit 2: Medical and Health Services
 Unit 3: Legal Aid Services
 Unit 4: Leisure and Recreational Services


 CONTENT CENTER LISTINGS

I CONTENT CENTER: ABOUT ME

- Module A: UNDERSTANDING MYSELF**
 Unit 1: Who Am I: Accepting a View of Myself
 Unit 2: Who Am I: A Positive View of Myself
 Unit 3: What Affects Me: Heredity and Environment
 Unit 4: What I Believe: Developing Character
- Module B: MY WELL BEING**
 Unit 1: My Physical Health
 Unit 2: My Mental Health
 Unit 3: My Education
 Unit 4: My Leisure and Recreation
 Unit 5: Maturing and Growing Old Gracefully
- Module C: BECOMING A BETTER PERSON**
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 Unit 2: I Am a Person: Dignity, Integrity
 Unit 3: Motivation: Self-Direction
 Unit 4: I Can Make Things Change

II CONTENT CENTER: ABOUT ME AND OTHERS

- Module A: MY FAMILY**
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 Unit 2: My Neighbors
 Unit 3: The Art of Listening
 Unit 4: Respecting Other People's Ideas and Beliefs
- Module C: WORKING WITH OTHER PEOPLE**
 Unit 1: People I Deal with for Services
 Unit 2: People I Work with on the Job
 Unit 3: People I Work for

The new materials were written in clear journalistic style, the form to which most adults are accustomed and one which is geared to easy readability. The writers used sentences which contained one main idea expressed briefly and concisely in familiar but simple words. Abstract ideas were conveyed by means of concrete or human examples. To heighten readability writers made liberal use of personal pronouns and personal references. They tried to personalize the content and show how it could affect the reader in his own life. This was sometimes done with stories.

The printed bulletins comprised a life coping skill curriculum, but the print component was flexible enough to deliver other information as well. Materials also were available in more traditional areas of adult learning such as reading, spelling, writing and arithmetic. These materials were made available to home visitor clients during the RFD field test if the clients expressed a need or interest to learn more in these areas.

See Part 6

Projects using home visitors should provide the visitors with a wide selection of back up materials. These materials should be broad enough to meet the special learning needs of clients in every content area in terms of ability level, detail and, when necessary, role. If the client wants to learn how to read, spell, or multiply using a structured format, or wants to read adult literature, the home visitor should be able to draw on this resource bank and select the materials most appropriate to his interests and abilities. If the client expresses an interest in learning more about being a wife, husband, parent, homemaker, or employee, appropriate role-related materials should be available.

A set of five three-ring binders was designed to hold the RFD materials. The binders contained pocket inserts to hold the adult's own clippings, recipes, brochures and pamphlets, enabling the adult to add his own materials to those of the project. The loose-leaf binder and individual bulletin system has advantages over traditional hard-cover texts because it permits the adult to assemble his own materials and enables a project to localize materials and speak to particular ethnic and language needs.

During the 20-week Wisconsin field test, RFD distributed 10,454 units averaging five bulletins each and 920 supplementary bulletins to 1,714 adults. In addition, it send out 167 sets of binders complete with index dividers, unit introductions and post card order forms.

It is important to allow adequate lead time to prepare materials. One year from concept to final printing is not unreasonable.

Five loose-leaf binders held RFD's home-study materials.



from

ABOUT ME AND MY MONEY
PART 1: ABOUT MY HOME

HEALTH, SAFETY AND SANITATION

PLEASE SEND ME

unit **3** HOME SAFETY PLAN

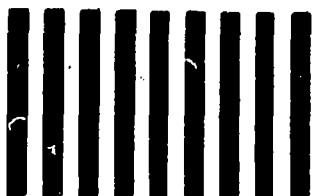
Name _____

Address _____

City _____

State _____ Zip _____

FIRST CLASS
PERMIT NO.
2178
MADISON, WIS.



WHA-TV 21, UNIVERSITY EXTENSION, The University of Wisconsin

BUSINESS REPLY MAIL
No Postage Stamp Necessary if Mailed in the United States

POSTAGE WILL BE PAID BY



Box 5421
Madison, Wisconsin 53705

from

ABOUT ME AND MY MONEY
PART 1: ABOUT MY HOME

HEALTH, SAFETY AND SANITATION

PLEASE SEND ME

unit **4** KNOWING SIGNS OF ILLNESS

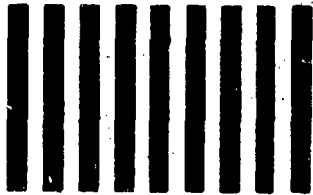
Name _____

Address _____

City _____

State _____ Zip _____

FIRST CLASS
PERMIT NO.
2178
MADISON, WIS.



WHA-TV 21, UNIVERSITY EXTENSION, The University of Wisconsin

BUSINESS REPLY MAIL
No Postage Stamp Necessary if Mailed in the United States

POSTAGE WILL BE PAID BY



Box 5421
Madison, Wisconsin 53705

Participants received prestamped, preaddressed postcards with the binders to facilitate future ordering.

Please send me the following free circular marked below:

Circular 506, Prepared Mixes

Name _____
Address _____
City _____
State _____ Zip _____

WRITE-A-NOTE

Please send me the following free recipe book:

Instant Nonfat Dry Milk in Daily Meals, number 522

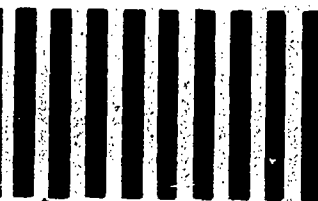
Name _____
Address _____
City _____
State _____ Zip _____

WRITE-A-NOTE

WRITE-A-NOTE

Name _____
Address _____
City _____
State _____ Zip _____

FIRST CLASS
PERMIT NO.
2178
MADISON, WIS.



WHA-TV 8 UNIVERSITY EXTENSION, The University of Wisconsin

BUSINESS REPLY MAIL
No Postage Stamp Necessary if Mailed in the United States

POSTAGE WILL BE PAID BY



Box 5421
Madison, Wisconsin 53705

Participants could write to RFD on any subject at all, using these handy write-a-note postcards.

HOME STUDY TEACHER

Adults may need help in articulating their needs for basic educational and life coping skill information. This is one of the primary functions of the paraprofessional home visitor as explained in the sixth part of this series. A home study teacher, using the telephone and the mails, can also perform this function for many participants. To be helpful to participants, the home study teacher will want to learn as much as possible about each one. Information gained from letters and phone calls should be collected in a separate file for each participant. The use of tests to determine prior achievement is discouraged because tests are often perceived as threatening, especially by the primary-target audience for RFD. Much can be learned about individuals through open and frequent communication. Needs for language skill development, family life information, or community participation will be revealed through this informal approach and should be used as a basis for suggesting home study materials. The home study teacher will want to initiate much of this communication by calling or writing to the participant expressing a genuine interest in him and a willingness to provide him with the materials he wants.

A file envelope was useful to hold all correspondence, order forms and resumes of phone conversations, information which can be noted on the front of the envelope. At a glance the home study teacher can get a quick overview of each person and estimate the extent of his participation by recording the dates of contact made by both the participant and RFD in the right-hand column. More detailed assessment will be made possible by careful examination of the contents of the envelope, which contains correspondence, order forms, phone contact notes, etc.

The RFD order form enabled participants to request home study materials and send problems and questions to Action Line. An original and three carbons were written simultaneously. Order forms were sent to anyone who requested a list of available home study bulletins. In each case a business reply envelope was included as a convenience to the participant. Post card order forms for each unit were included in the introductory material in the home study binders. Order forms, letters requesting home study bulletins, and Action Line forms resulting from telephone calls for bulletins were sent to the home study teacher. A quick check of a participant's file usually indicated whether or not the material requested in a given order should be sent. In some cases it was discovered that a participant ordered the same bulletins on more than one occasion. This could usually be cleared up with a phone call. Some order forms were received with every item checked. In these cases, the home study teacher expressed the project's desire that participants use materials one unit at a time to derive maximum benefit from the information in the bulletin, and then helped the adult

WISCONSIN UNIVERSITY EXTENSION DISTRICT VISITATION CENTER
The University of Wisconsin



Please mark (X) Units you would like to receive

I CONTENT CENTER: ABOUT ME

- Module A: UNDERSTANDING MYSELF
 - Unit 1: Who Am I: Accepting a View of Myself
 - Unit 2: Who Am I: A Positive View of Myself
 - Unit 3: What Affects Me: Heredity and Environment
 - Unit 4: What I Believe: Developing Character
- Module B: MY WELL BEING
 - Unit 1: My Physical Health
 - Unit 2: My Mental Health
 - Unit 3: My Education
 - Unit 4: My Leisure and Recreation
 - Unit 5: Maturing and Growing Old Gracefully
- Module C: BECOMING A BETTER PERSON
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 - Unit 2: Supper on the Table on Time
 - Unit 3: Meal for a Day
 - Unit 4: Year Planning + Smart Shopping + Good Meals

- Module D:
 - Unit 1: Home Safety Plan
 - Unit 2: Home Safety Plan
 - Unit 3: Home Safety Plan
 - Unit 4: Home Safety Plan
 - Unit 5: Home Safety Plan

- Module E: MAKING A HOUSE A HOME
 - Unit 1: A Man's Home is His Castle
 - Unit 2: Taking Care of the Inside
 - Unit 3: Taking Care of the Outside
 - Unit 4: How to Do It: Yourself Repairs

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 - Unit 2: Letters and Forms
 - Unit 3: Personal Interview
 - Unit 4: Important Job Facts
 - Unit 5: Summary for Job Hunters

- Module B: HOW TO APPLY FOR THAT JOB
 - Unit 1: Not available
 - Unit 2: Not available
 - Unit 3: Not available
 - Unit 4: Not available

- Module C: HOW TO GET THE MOST FROM MY JOB
 - Unit 1: My Responsibilities to the Job
 - Unit 2: My Boss's Responsibilities to Me
 - Unit 3: Getting Ahead on the Job
 - Unit 4: Least Protecting Workers

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 - Unit 3: In My Country
 - Unit 4: In the World

- Module C: CITIZENSHIP IS TAKING PART IN DECISIONS
 - Unit 1: My rights as a Citizen
 - Unit 2: My Responsibilities as a Citizen
 - Unit 3: Being an Informed Citizen
 - Unit 4: Population/Pollution/Conservation!

- Module D: WHERE TO GO, WHO TO SEE, WHAT TO DO
 - Unit 1: Welfare and Employment Services
 - Unit 2: Medical and Health Services
 - Unit 3: Legal Aid Services
 - Unit 4: Leisure and Recreational Services

My problem or question for ACTION LINE is: _____

Action Line

Home Study

Shipping

Packing Slip

The home-study order form enabled participants to request materials and send problems and questions to Action Line. It was also used by the home-study teacher to order and record materials sent to a participant.

identify particular informational needs. On the basis of this and other information in the participant's folder the home study teacher indicated on the order form those items that were to be shipped.

The white copy of the order form (original copy) was retained by Action Line if it contained a problem or question for Action Line. The pink copy (first carbon) was retained by the home study teacher and filed in the participant's envelope. The blue (second carbon) and yellow (third carbon) copies were sent to the shipping department. The yellow copy became a packing slip and the blue copy retained as a shipping department copy. Incidentally, the shipping department copy proved to serve no useful purpose in the Wisconsin field test and could be eliminated.



In the warehouse, home-study materials were systematically arranged to expedite shipping.

STORING AND SHIPPING MATERIALS

Project materials must be stored systematically and conveniently to permit rapid response to participant needs. During the RFD field test there were over 300 different items to store, some with as many as 1,000 copies. The project rented a 1500 square foot warehouse area, built storage bins, hired a shipping clerk, and developed a precise order form that indicated exactly who wanted what sent where.

The shipping clerk received the marked order form from the home study teacher, walked along tiers of bins arranged according to content center units, found the desired unit, and sent it to the adult in a manila envelope. Materials were sent by third and fourth class mail.

Ideally, materials should be shipped to participants within 24 hours of receipt of order.

THE RFD SYSTEM

PART 6

HOME VISITORS

HOME VISITOR QUALIFICATIONS

SELECTING AND TRAINING HOME VISITORS

INFORMATION IN TRAINING

FIELD EXPERIENCE IN TRAINING

HOME VISITOR IMPLEMENTATION

FIELD SUPERVISORS

SOME PROBLEM AREAS



The home visitor brought new information and companionship to the participant in ways the media could not.

HOME VISITORS

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The designers of this personalized mediated system shaped media to the needs and interests of disadvantaged and under-educated adults so that the adults could acquire educational and life coping skills and improve the quality of their lives. Yet they realized that media may target on the population but miss the individual. Personal contact was needed, particularly for the more disadvantaged and undereducated adults who are least able to acquire new skills on their own and incorporate new learning into their lives. These adults not only need more money and education, but also face a wide range of personal and family problems that are intensified by stresses of low income and undereducation, problems that may be so overwhelming that they blind the adult to possibilities for change and prevent his using the services of helping agencies and those of the mediated system itself.

A major barrier to the undereducated adult's seeking outside help for his problems is the discomfort he feels in the subordinate roles imposed by institutions and persons in authority, including teachers. His feelings are often based on experience. Yet he enjoys and feels at ease in informal peer relationships. An egalitarian and informal relationship was necessary to ensure that the system could actually help the participant. The system used home visitors for the following reasons:

* TO BRIDGE THE GAP BETWEEN THE PARTICIPANT AND THE DOMINANT MIDDLE CLASS SOCIETY. To help him learn and interpret society's behaviors and participate in and use its social and helping institutions; to make the participant aware of available informational resources and services; to assist him to develop strategies to acquire information or services--this means helping the participant act rather than acting for him.

* TO BE AN EMPATHETIC FRIEND AND CONFIDANT TO THE PARTICIPANT. To allow him to voice his feelings and problems and clarify what might be improved and how he might improve it; to help him identify those needs which require satisfaction before others can be met; to help him articulate his needs for life coping skills based on his immediate situation and needs; and to help him build self-confidence on a foundation of successful experiences.

* TO FACILITATE THE PARTICIPANT'S USE OF THE SYSTEM'S TELEVISION, HOME STUDY MATERIALS, RADIO AND TELEPHONE. To make the participant aware of these services and help him use them to learn and apply basic skills and life coping information.

HOME VISITOR QUALIFICATIONS

In order to accomplish these functions the home visitor must possess certain personal qualities and know the project's goals and resources thoroughly.

The question remains whether a professionally trained middle class person can bridge the gap between the participant and the dominant middle class society better than a nonprofessional who resembles the participant. There is much to recommend both in the role of home visitor. In any case, each would benefit from a careful examination of the other's life style.

The RFD project recruited and used paraprofessional home visitors acquainted with the life style of the disadvantaged because professionally trained and experienced persons were hard to find and prohibitively expensive. It was also felt that paraprofessionals could work more effectively with the target population.

RFD used eight half-time paraprofessional women (men refused to work half-time at the project's rate of pay) who were hired for nine months--four months of preparation and recruitment, and five months of implementation during which each one held weekly visits with six or seven participants. The visitors were supervised by three persons whose selection and use are described later.

Although RFD used a regular weekly visiting schedule, other projects may find a flexible schedule more appropriate. Other programs also may wish to evaluate participant needs and progress as visits continue, and reduce, interrupt, or terminate visits when the participant reaches a predetermined skill level. Individual home visits might also lead to group meetings once confidence is established and fears overcome. If full-time visitors are used, the workload would be 15-20 visits per week, depending on travel time.



Training of home visitors involved new learning and experiences. Vincent Amanna, associate director of field services, is at right.

SELECTING AND TRAINING HOME VISITORS

RFD selected its paraprofessional home visitors from persons recommended by social service agencies in the target area and through want ads and personal referrals. Screening was by personal interview during which the interviewer determined the individual's warmth, openness and friendliness, her ability to speak freely and express herself reasonably well, and the strength of her conviction that adults can learn. A high school diploma was a desirable but less important selection criterion.

The personal skills needed to achieve the project's objectives are essentially those needed for friendship: interest in and sensitivity to the other person, ability to listen attentively, empathy, and warmth.

Initial screening established that the visitors already possessed these skills to some degree, but a program of preservice and inservice training sensitized the visitors to their role of friend and reinforced their learning by applying their knowledge to real-life situations.

Training of professional persons as home visitors may resemble that for paraprofessionals if the home visitor is to be a friend, confidant and facilitator of learning. The professional and nonprofessional both enter training with similar levels of social skills in friendship formation.

The preservice training of home visitors consisted of cognitive learnings and an intensive field experience.

Their inservice training was the responsibility of the supervisors, who helped them resolve personal problems of relating to clients as well as helping them identify needs and resources to help the clients.

Information in training

To prepare for their home visits with clients the home visitors read and discussed publications in 10 subject areas on learning problems of undereducated adults and on the qualities of friendship and helping behavior. Copies of publications used during the field experience are available from RFD. The areas of study were:

A view of self

The nature of human needs

Poverty as a sub-cultural phenomenon

The impact of illiteracy upon the life of the individual

A definition of education adequate to the needs of the adult poor

The crucial conditions for learning

Sub-cultural differences in language development and the effectiveness of communication

Individual differences in learning style

Relationships between expectations and human performance

The nature of the helping relationship

As training progressed the home visitors frequently commented on their new awareness of the complexities of friendship and cited personal field experiences which reinforced what they had learned by reading.

Field Experience in Training

In addition to reading and discussion, the home visitors prepared for their visits to clients by going out into the community (1) to gain experience interacting with the community's formal and visible leadership and (2) to identify and recruit potential participants for inclusion in the project's treatment (visited) and control (nonvisited) groups.

Contacts with community leadership were important if home visitors were to fulfill their role as a bridge between the participant and the "establishment." The visitors had to feel at ease dealing with the "establishment." In their search for participants the home visitors first contacted officials and agency heads in the four-county target area who referred them to appropriate agencies and individuals. In this way they learned to discuss RFD and its objectives articulately with persons who were already informed and whose cooperation had been solicited earlier by project staff. They also learned how to interact with community leaders, institutions, and social service agencies.

The visitors used four criteria to select participants during recruitment: (1) an education below high school; (2) evidence of need for improving life coping skills; (3) potential of profiting from RFD and its home visits; and (4) willingness to receive weekly visits. At the conclusion of their training the home visitors had identified some 300 potential participants from which 100 were selected for treatment and control groups.

The RFD staff suggests that other programs begin as RFD did, giving a small field staff the opportunity to learn and practice its roles before serving as home visitors, and integrating additional staff into the existing structure as new participants are added.

Although the primary target population of the Wisconsin field test was the rural disadvantaged and undereducated adult, the experimenters found that urban areas contained many eligible participants as well. Population density became less significant to participation than the individual's needs. Participants were selected from rural and urban areas based on need and willingness to participate in the home visits.



During visits the home visitor could direct attention to home-study materials of possible interest to the participant.

HOME VISITOR IMPLEMENTATION

The home visitors were charged with the general goal of being a friend, confidant and learning facilitator to their clients. Their experiences varied widely, depending on the needs of the particular client. The visitors kept notes on their experiences which indicate that they were determined to help the individual and were inventive in finding ways to do so. Their reports also indicate that they grew to like their clients and that this feeling was reciprocated.

During the field test the visitors encouraged the client's use of the print materials, television, radio, and telephone service. They helped the individual order materials and lugged videotape equipment to "community centers" in areas of poor reception.* They adjusted their schedules to those of the client and brought reading and math materials from RFD's resource bank, from home, from anywhere in response to the client's needs and interests. At times they simply chatted or helped with the children.

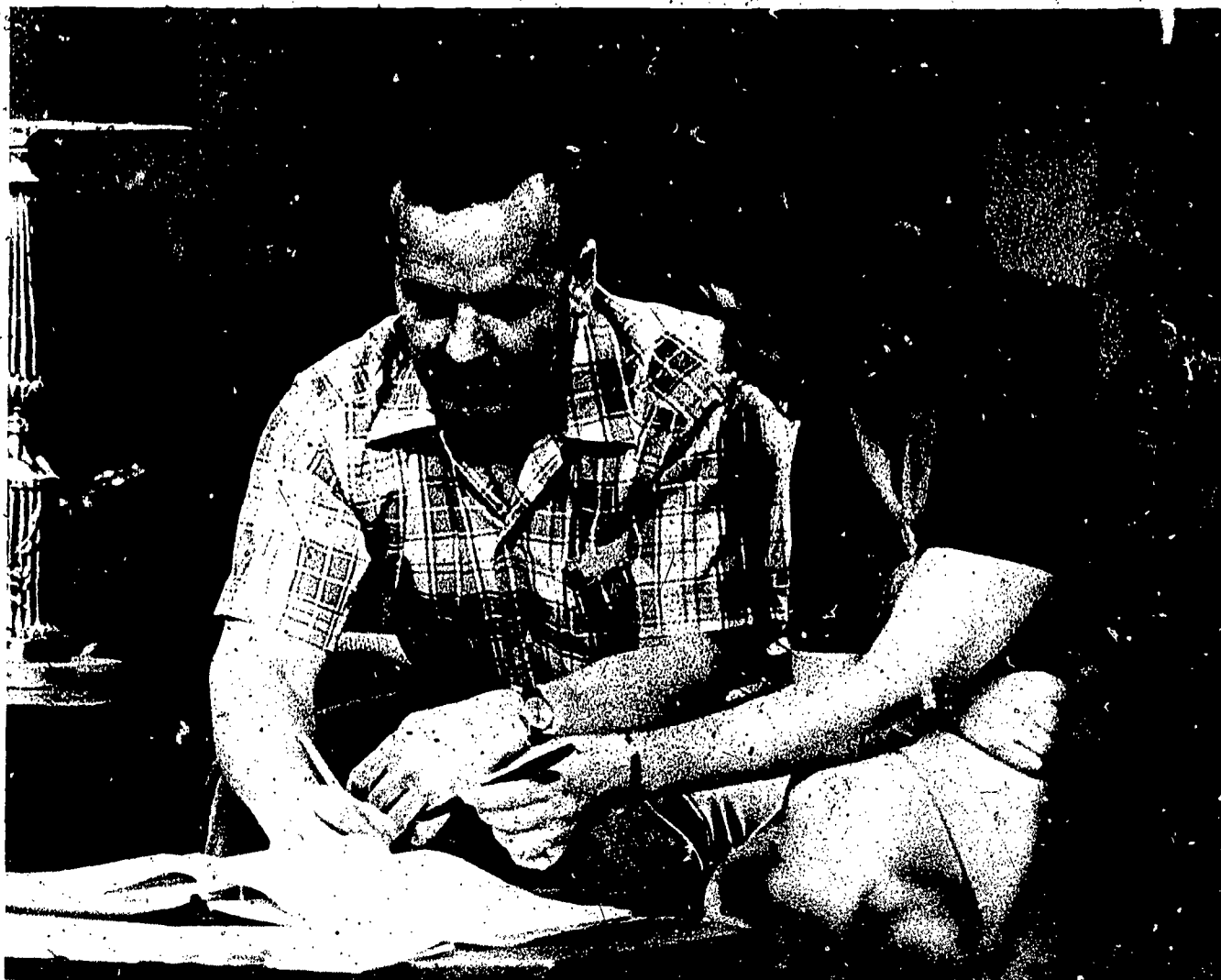
After the project had ended the home visitors agreed that the personal rewards of being a home visitor were great. Many felt this was the most significant and meaningful job they had ever had. Some continued to see their former clients on their own, an indication of the strong bonds that developed.

In one county the visitors were so successful that the area vocational-technical school hired them to continue their visits and expanded them to include other undereducated adults.

The project's paraprofessionals were not trained as social workers or psychologists. During their field experiences many of them realized their limitations as paraprofessionals. They encountered problems of alcoholism, mental illness, child neglect, overprotection, mental retardation, marital instability, and desertion in addition to problems connected with poverty such as malnutrition and inadequate heat, housing and clothing, and those connected with undereducation such as illiteracy and inability to get and hold a job.

Although they were not professional counselors, the home visitors tried to support the individual during times of personal stress, help him learn how to cope with adult responsibilities, and assist him in seeking professional community help in resolving his problems.

* If a project uses home visitors and television programs, it should establish a television repair system to ensure that clients are able to receive the television shows.



The home visitor also could help the participant learn basic arithmetic and reading skills, using materials from RFD's resource bank.

FIELD SUPERVISORS

In addition to eight home visitors RFD employed three full-time supervisors. This ratio of visitors to supervisors was necessary in the RFD field test but in ongoing programs could be reduced. The field test suggests that the supervisor initially work with no more than three visitors and that additional visitors be added singly to a maximum of 10 as the supervisor gains knowledge and experience and as the project adds participants.

If a project uses professionally trained persons as home visitors, the number of visitors assigned to a supervisor may be increased because each visitor probably will require less encouragement and support during the project's early phases.

Because the field test explored a relatively new role for the paraprofessional, accessibility to the supervisor was essential to ensure that the paraprofessional received all the assistance and encouragement she needed in that new role.

Four criteria were used to select supervisors:

Academic preparation preferably at the graduate level in one or more fields of education and behavioral science.

Three or more years' experience as a teacher or practitioner in some form of education or social service with the undereducated and disadvantaged.

Experience in supervising the work of other professional or paraprofessional employees.

An intimate knowledge of the county in which the supervisory work would be done.

The major responsibilities of the supervisors were

(1) to ensure that the paraprofessional was able to relate new information to her preparatory experiences;

(2) to counsel and assist the home visitor in accomplishing the project's goals both during training and during visits;

(3) to assume a helping role in the life of the home visitor similar to that which the visitor was to assume with the participant; and

(4) to act as liaison between the home visitor and the project's central staff.

SOME PROBLEM AREAS

Home visit programs should be aware of four potential problem areas.

1. There is a possibility of loss of contact with a participant. If there is one trait that characterizes the life of the disadvantaged it is instability--psycho-social and physical (geographic). Family altercations and disruptions are frequent. Families also tend to move frequently and leave no forwarding address. These characteristics create problems for continuing the visits.

2. The presence of preschool children is often a serious distraction, especially if the mother is the participant and the time of the visit precludes the presence of older children or the husband to care for the children. The program may alleviate this problem if the home visitor brings one or two toys which the child has not seen before to distract him, permitting the mother to devote her attention to the visit. Careful selection of toys can be instructive for the child, and leaving a different toy for the child to play with between visits can extend this learning experience.

The Wisconsin field test wanted to alleviate the distracting problem of preschool children by having university students of early childhood education accompany home visitors as part of the student's field practicum, but this endeavor had to be abandoned because student and home visitor schedules did not correspond. Other programs may be able to use such students to improve the quality of the home visits.

3. The third problem uncovered by the Wisconsin field test was that of the "reluctant spouse." Several adults were willing to participate in the visits but were confronted by spouses who did not share their enthusiasm. Some of their reluctance was the result of deep suspicious about the program and disbelief that materials and services were free. Others felt threatened by the changes the program might produce in the spouse. Whatever the reason for reluctance, it is important to secure the full cooperation of both marriage partners at the outset.

4. Patience is essential. In some cases it can take weeks or months of relatively superficial visits before barriers are surmounted and an effective relationship established.

the joy of good food

BOOK OF FAVORITE RECIPES

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About Me and My Money, Part 1: About My Home / The Joy of Good Food



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THE JOY OF GOOD FOODS

A BOOK OF FAVORITE RECIPES

INTRODUCTION

Most women love a contest—especially a recipe contest. RFD had a recipe contest too. Many viewers of the RFD television program sent their favorite recipes to us. This is a book of those recipes. We hope you enjoy it. The recipes were judged according to the amount of time, energy and money needed to make them. They were also judged according to their nutritional or food value. Five of the recipes were chosen as top winners. They are marked with a star in this book. All 65 winners received a souvenir "Jim Mader" cup.

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We gratefully acknowledge the assistance of:

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BAKED CHICKEN

- 1 frying chicken, cut up
- 2 tablespoons butter.
- 1 can condensed mushroom soup
- 1 can onion soup
- 1 soup can water
- 1 cup uncooked instant rice

Put rice in a greased 2 quart casserole dish. Place chicken pieces on top of rice. Mix soups and water and pour on top of chicken. Bake at 300° for 2 hours.

Mrs. Elisabeth Goodmiller, Monroe

PORK CHOP DELIGHT

- 4 to 5 pork chops
- 1 cup regular rice
- 1 can condensed cream of chicken soup
- 1 cup water
- salt and pepper to taste

Season meat with salt and pepper. Brown meat and spoon off excess fat. Place chops in baking dish. Sprinkle with rice. Mix soup and water and pour over meat and rice. Bake at 350° for 40 minutes.

Mrs. Ralph Lichtenwalner, Monroe

DOROTHY'S HAM LOAF

1 1/2 pounds ham
1 pound pork
1 can tomato soup
2 beaten eggs
3/4 cup cracker crumbs
3/4 cup milk

Grind ham and pork. Mix well with other ingredients. Bake at 350° for 1 hour.

HAM LOAF GLAZE

1/3 cup vinegar
1/3 cup water
1 cup brown sugar
1 teaspoon mustard

Combine all ingredients. Pour over ham loaf just before baking.

Both recipes by Mrs. M. F. Middlesteadt, Portage.

PORCUPINE MEATBALLS

1 pound ground beef
1/3 cup regular rice
1/4 cup chopped onion
1/4 cup water
1 teaspoon salt
dash pepper
1 can condensed tomato soup
1/2 teaspoon chili powder
1/2 cup water

Mix meat, rice, onion, 1/4 cup water, salt and pepper. Shape into 15 1-inch balls. Blend soup, chili powder and 1/2 cup water. Pour mixture into skillet. Bring to boil. Add meat balls. Cover and simmer for 1 hour, stirring occasionally. Add more water if necessary.

Mrs. Elaine Linde, Janesville

MEATBALLS WITH MUSHROOM SOUP

1 pound ground beef
2 stalks celery
1 large onion
3 slices bread
1 egg, beaten
1 can condensed mushroom soup
1 soup can water
1/4 teaspoon salt
1/2 cup flour

Grind or finely cut up celery, onion, and bread. Mix. Add ground beef, egg and salt. Mix thoroughly. Shape into balls and roll in flour. Fry balls in skillet until brown on all sides. Place balls in a casserole dish. Mix water with soup and pour over the balls. Bake at 350° for 1 1/2 hours.

Mrs. G. Giese, Edgerton

BAR-B-Q LIVER

1 pound liver
salt and pepper
1 cup sliced onion
2 tablespoons butter
1 tablespoon vinegar
1 tablespoon Worcestershire sauce
1 teaspoon sugar
1 teaspoon mustard
1/8 teaspoon chili powder
1/4 cup catsup
1 tablespoon water

Cut liver slices in half. Arrange half of the pieces side-by-side in a baking dish. Season with salt and pepper. Brown onions in butter. Put half of the onions over liver. Combine vinegar, Worcestershire sauce, sugar, mustard, chili powder, catsup and water. Spread half of the sauce over liver. Arrange the rest of liver on top on the onions and sauce. Top with remaining onions. Cover and bake at 325° for 25 minutes. Uncover, add remaining sauce and bake 10 more minutes.

Mrs. Joe Tschanz, Monroe

BAR-B-Q VENISON

3 pounds venison, seasoned with salt and pepper and cut in pieces
1/2 cup catsup
2 tablespoons vinegar
1 tablespoon lemon juice
1 tablespoon Worcestershire sauce
1 medium onion, diced
1 tablespoon butter

Brown meat and onions in butter. Add catsup, vinegar, lemon juice and Worcestershire sauce to meat. Stir. Simmer for 1 1/2 hours or until done. Add a small amount of water during cooking if mixture gets dry.

Mrs. Thomas Kubly, Monticello

BAKED FISH

1 1-pound package frozen fish fillets
3 tablespoons butter
4 to 6 thin onion slices or 1/2 cup chopped onion
1 8-ounce can tomato sauce
1 cup buttered croutons (seasoned bread cubes)
1/4 cup Parmesan cheese
salt and pepper to taste

Cut fillets into bite-size pieces. Place in a 2 quart casserole dish. Pour melted butter over top. Season with salt and pepper. Top with onions and tomato sauce. Sprinkle croutons and Parmesan cheese over top. Cover and bake at 350° for 35 minutes.

Mrs. Carol Meiller, Madison

CASSEROLES

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DINNER IN A DISH

1 cup cut-up celery
1 onion, diced
1 pound meat, veal or beef, cut into stew-size pieces
1 can condensed cream of mushroom soup
2 cans cold water
1 teaspoon soy sauce
3/4 cup regular rice
bread crumbs

Mix all the ingredients and pour into a greased 1 1/2 quart casserole dish. Cover and bake at 350° for 30 minutes. Top with bread crumbs and bake, uncovered, for another 30 minutes.

Mrs. Norman Arn, Brodhead

BEEF CASSEROLE

2 pounds beef, cut up in 1 1/2 inch pieces
1/2 cup diced potatoes
1/2 cup diced carrots
1/2 cup green beans or peas
1 can condensed cream of chicken soup
1 can condensed cream of mushroom soup

Place meat, potatoes and vegetables in a 2 quart casserole dish. Combine soups and pour over the top. Any vegetable can be used, but it should be raw. Bake at 350° for 3 hours. Stir mixture after an hour and a half.

Mrs. Andrew Derra, Waunakee

BEEF CHOP SUEY

- 1 pound ground beef
- 1 cup chopped celery
- 1 can bean sprouts and juice
- 1 medium onion, chopped
- 1 can condensed tomato soup
- 1/4 cup green pepper
- 1 8-ounce can mushrooms and juice
- 1 1/2 teaspoons soy sauce
- 1 4-ounce package spaghetti

Brown meat, onion, green pepper and celery. Add soup, mushrooms and bean sprouts. Cook spaghetti according to package directions. Drain and mix with meat mixture. Place mixture in a 2 quart casserole dish. Bake at 350° for 30 to 45 minutes. Serve with cheese and Italian bread.

Mrs. Douglas Ray, Verona

PORK OR CHICKEN CASSEROLE

Pork chops or chicken pieces (enough for your family)
1 cup instant rice
1 package dry onion soup mix
1 can condensed cream of chicken soup
1 cup milk

Brown pork chops or chicken pieces. Mix other ingredients. Pour half of mixture into a casserole dish. Place pieces of meat on top. Pour remainder of mixture over meat. Cover and bake at 325° to 350° for about an hour and a half.

Mrs. Wayne Wagner, Oregon.

CHICKEN AND BEAN CASSEROLE

4 cups cut up cooked, boned chicken
2 10-ounce packages frozen french green beans, thawed
2 cans condensed cream of chicken soup
1/2 cup mayonnaise
1 tablespoon lemon juice
1 ounce cooking sherry (optional)
buttered bread crumbs
1/8 to 1/4 teaspoon curry powder

Combine soup, mayonnaise, lemon juice and cooking sherry. Mix with chicken and thawed beans and place in a greased 3 quart casserole dish. Top with bread crumbs and curry powder. Bake at 350° for 30 to 40 minutes.

Mrs. Corinne Fauerbach, Madison

SHEPHERD'S PIE

1 pound ground beef
1 medium onion, chopped
3/4 teaspoon salt
dash pepper
1 can condensed tomato soup
1 pound can green beans or 1/2 pound fresh green beans
5 medium potatoes
1/2 cup warm milk
1 beaten egg
1/2 cup cheddar cheese (optional)

Brown ground beef. Add onion, salt, pepper, green beans and soup. Cook potatoes until tender. Mash potatoes with milk, egg, and salt and pepper to taste. Line a greased 1 1/2 quart casserole dish with mashed potatoes. Fill the center with the hamburger mixture. Add 1/2 cup shredded cheese, if you like. Bake at 350° for 30 minutes.

Mrs. John Rose, Madison

FARMER'S DINNER

1 pound ground beef
1 large onion, diced
2 cups potatoes, diced
1 cup carrots, diced
1 quart tomato juice
salt and pepper to taste

Brown meat and onions. Add other ingredients. Season with salt and pepper. Cover and cook over low heat until done.

Mrs. Elmer Zunker, Portage

UPSIDE DOWN MEAT PIE

1 pound ground beef
1 can tomato soup or juice
1/2 cup onion, chopped
1/2 cup celery, chopped
2 cups flour
5 tablespoons shortening
3 teaspoons baking powder
1 teaspoon paprika
3/4 cup milk

Brown meat, onion and celery. Add tomato soup and simmer for 20 minutes. Mix flour, shortening, baking powder, paprika and milk. Pour meat mixture into a greased baking dish. Drop flour batter by spoonfuls onto meat mixture. Bake at 375° for 20 minutes. Turn upside down on platter and serve.

Mrs. Owen Richardson, Blue Mounds

CORNISH ONION PIE

Pastry for a 2-crust, 9-inch pie
3 1/2 cups chopped green onion, tops and all
3/4 to 1 pound lean pork steak, cut in 3/4-inch cubes
1 teaspoon salt
1/4 teaspoon pepper
3 tablespoons butter
2 beaten eggs

Line a 9-inch pie plate with half of pastry. Fill pastry shell with layers of onion and meat. Sprinkle layers with salt and pepper. Add butter to top layer. Pour beaten eggs over the top. Add top pastry. Bake at 350° for 1 hour or until done.

Mary Jane Chappel, Dodgeville

MEATBALL AND MACARONI SUPPER FOR TWO

1/2 pound ground beef
1/4 cup chopped onion
1 egg
2 tablespoons milk
1/2 teaspoon salt
1/8 teaspoon pepper
1/2 cup soft bread crumbs
1/8 teaspoon oregano
1 tablespoon vegetable oil

SAUCE FOR MEATBALLS

1/3 cup tomato paste
1 cup water
1 1/2 teaspoon brown sugar
1/4 teaspoon salt
1 cup cooked macaroni

Combine ground beef, onion, egg, milk, salt, pepper, bread crumbs and oregano. Mix well. Shape into 1-inch balls. Brown balls in oil on all sides. Spoon off excess fat. To make sauce to pour over meatballs, combine tomato paste, water, brown sugar and salt. Add to meatballs. Cover and simmer for 15 to 20 minutes. Stir in cooked macaroni in the last 5 minutes.

Mrs. William Schulz, Madison

SAUCY HAMBURGERS

1 pound ground beef
1 large onion, diced
1 cup catsup
1 cup water
1 tablespoon dry mustard
1 tablespoon chili powder
3 tablespoons flour
1 teaspoon salt
1/2 cup water

Brown meat and onions. Spoon off excess fat. Add catsup and water. Heat to simmering. Combine mustard, chili powder, flour, salt and water. Mix well and add to meat mixture. Simmer for 30 minutes. Serve on bread, rice or noodles.

Mrs. Judy Seim, Madison

HAMBURGER-SAUERKRAUT CASSEROLE



- 1 pound ground beef
- salt and pepper to taste
- 1 can sauerkraut
- 2 to 3 cups instant or leftover mashed potatoes
- 3 tablespoons butter

Brown meat. Season with salt and pepper. Place in a 2 quart casserole dish. Arrange sauerkraut over the top. Cover sauerkraut with a layer of mashed potatoes. Dot with butter. Bake at 350° until top is browned, about 30 minutes.

Mrs. Bernard Sampley, Madison

HAMBURGER "EN" CASSEROLE

- 1 pound ground beef
- 1 small onion, diced
- 1 small green pepper, diced
- 3 raw potatoes, thinly sliced
- 1/4 cup water
- 1/2 can tomato soup
- salt and pepper to taste

Mix meat with onion and green pepper. Put half of meat in a 1 1/2 quart casserole dish. Cover meat with potatoes. Top with remaining meat. Mix soup and water. Season with salt and pepper. Pour over meat. Bake at 350° for 1 hour.

Mrs. T. A. Schneckloth, Lodi

CORN, HAMBURGER CASSEROLE

2 tablespoons shortening
1 medium onion, chopped
1 pound ground beef
3/4 teaspoon salt
1/4 teaspoon pepper
1 16-ounce can cream style corn
3 cups mashed potatoes

Brown onion in shortening in a small frypan. Add ground beef, salt and pepper. Fry until meat is browned. Place mixture in a greased 2 quart casserole dish. Spread corn over meat mixture. Top with layer of mashed potatoes. Bake at 350° for 25 to 30 minutes.

Mrs. Al Elfers, Baraboo

ONE MEAL DISH

2 cups raw sliced potatoes
2 cups chopped celery
1 pound ground beef
1 cup chopped onion
1 cup chopped green pepper
1 1-pound can tomatoes

Place a layer of potatoes in the bottom of a greased 2-quart casserole dish. Place layers of remaining ingredients on top. Bake at 325° for 2 hours.

Mrs. C. E. Mahaffey, Madison

SKILLET DINNER (MODIFICATION OF SHIRLEY YOUNG'S RECIPE)

1/2 pound link sausage, cut in pieces
1/2 onion, diced
2 cold cooked potatoes, sliced
1 can green beans and liquid
1 can condensed tomato soup

Brown sausage and onion. Add potatoes and beans. Heat. Mix soup with liquid from beans. Pour soup over the top of meat and heat thoroughly.

Mrs. Ethel Galoff, Madison

MEAL-IN-A-PACKET FOR ONE



1 very large hamburger patty
1 slice onion
1 medium potato, sliced
1 large carrot, sliced
1 tablespoon butter
salt and pepper to taste

Stack ingredients on a 12-inch square of aluminum foil. Seal and bake at 350° for 1 hour.

Mrs. Robert Emberson, Blanchardville

BURGER BUNDLES

1 cup seasoned stuffing mix or your own dressing
1 pound ground beef
1/3 cup evaporated milk
1 can condensed mushroom soup
2 teaspoons Worcestershire sauce
1 tablespoon catsup

Prepare stuffing. Mix ground beef with milk and make five 6-inch patties. Spoon some stuffing mix onto each patty. Draw edges of meat around stuffing. Place in a 1 1/2 quart casserole dish. Combine soup, Worcestershire sauce and catsup. Heat to boiling. Pour over meat. Bake uncovered at 350° for 45 to 50 minutes. You may add 1 can of drained beans for a complete meal if you wish.

Pat Johnson, Madison

"SOUPER" CASSEROLE

1 8-ounce package noodles
1 pound ground beef
1/2 cup chopped onion
1/2 cup chopped celery
2 tablespoons butter or margarine
1 can condensed cream of mushroom soup
1 can condensed cream of chicken soup
1 can tomato soup
1 teaspoon salt
1/8 teaspoon pepper

Cook and drain noodles according to package directions. Brown ground beef, onion and celery in butter. Add soups, salt, pepper and noodles. Mix well and place in a greased 2 quart casserole dish. Bake at 350° for 30 minutes.

Mrs. Robert Dicke, Madison

HAMBURGER SUPPER SPECIAL

1 1/2 pounds ground beef
4 cups noodles, uncooked
3 to 4 cups tomatoes, canned, whole or juice
1/2 cup sour light cream or milk
1/2 teaspoon salt
1 small onion
1/2 teaspoon celery salt (optional)
1/4 teaspoon pepper

Brown meat. Pour off excess fat. Add noodles, tomatoes, onion and seasonings. Cover tightly and simmer for 20 minutes. Just before serving, add sour cream or milk and heat. Do not boil.

Mrs. Howard Schulz, Monroe

CHILI

1 pound ground beef
1 small onion, diced
salt and pepper to taste
1 15-ounce can kidney beans
1 can stewed tomatoes
chili powder to taste
1 cup macaroni, uncooked

Brown ground beef with onion, salt and pepper. While meat is frying, cook macaroni according to package directions. Combine all ingredients in one pan. Simmer for 30 minutes or until flavors are blended. This dish may be cooked in electric fry pan or baked in a casserole dish in the oven.

Mrs. Gerald Bastian, DeForest

RED FLANNEL HASH

1 pound ground beef or leftover beef roast
6 medium potatoes, cooked and diced
1 medium onion, chopped
6 medium beets, cooked and diced
3/4 cup milk
1 teaspoon mustard
1 1/2 teaspoon salt
1/8 teaspoon pepper
4 slices bacon

Brown meat and spoon off excess fat. Mix meat, vegetables and seasonings. Place mixture in a 2 quart casserole dish. Pour milk over the top. Add bacon slices. Bake at 350° for 45 minutes or until bacon is done.

Mrs. Norbert Schmitz, Middleton

ASPARAGUS HOT DISH

3 tablespoons butter
3 teaspoons chopped green pepper
1 cup milk
2 tablespoons flour
1 teaspoon salt
1 tablespoon chopped onion
2 boxes frozen asparagus or 2 pounds fresh asparagus,
cooked until tender
3 hard boiled eggs
1/2 cup grated cheese
1/2 cup buttered bread crumbs

Melt butter. Add green pepper and onion. Cook green pepper and onion until tender. Blend in flour and seasonings. Add milk gradually. Cook until thickened. Slice eggs. Alternate layers of eggs, asparagus and cheese in a 1 1/2 quart casserole dish. Pour sauce over the top and sprinkle with crumbs. Bake at 350° until hot, about 20 to 30 minutes.

Mrs. Larry Duren, Middleton

EDNA'S BAKED BEANS

2 1-pound cans pork and beans
1/2 teaspoon dry mustard
2 rounded tablespoons brown sugar
2 tablespoons molasses
4 or 5 tablespoons catsup
1/4 pound bacon

Fry bacon to remove some of the fat. Mix other ingredients with the bacon. Bake at 350° until bubbling, about a half hour.

Mrs. John Tollefrom, Albany

RANCH BAKED BEANS

1 pound ground beef
1 medium onion, diced
salt and pepper to taste
1 8-ounce can baby lima beans
1 8-ounce can kidney beans
1 8-ounce can pork and beans
1/2 teaspoon dry mustard
1/4 to 1/3 cup brown sugar
1 tablespoon vinegar
1/4 cup catsup

Brown meat and onion. Season to taste with salt and pepper. Mix mustard, brown sugar, vinegar and catsup. Add to meat and onions. Add beans. Mix well and pour into 1 1/2 quart casserole dish. Bake at 350° for 30 to 40 minutes.

Joyce Morrison, McFarland

BAKED BEAN HOT DISH

1 pound ground beef
1/2 green pepper, chopped
1 onion, chopped
1 1-pound, 11-ounce can baked beans
1 8-ounce can mushrooms
3/4 to 1 cup catsup
1/4 to 1/2 cup maple syrup (optional)

Brown meat, green pepper and onion. Spoon off excess fat. Add baked beans, mushrooms and catsup. Mix well and pour into a 2 quart casserole dish. Pour syrup over the top. Bake at 350° for 2 hours.

Mrs. Robert Dott, Beaver Dam

SALADS

- SUMMER POTATO SALAD PAGE 23
- QUICK AND EASY SALAD PAGE 23
- GREEN ONION SALAD PAGE 24
- SPRING SALAD PAGE 24
- FIZZ SALAD PAGE 24

SUMMER POTATO SALAD

6 medium potatoes
2/3 cup chicken stock (fresh or canned)
1 cup finely chopped onion
1/3 cup olive oil
1 tablespoon white wine vinegar (optional)
2 teaspoons mustard
2 teaspoons salt
1 teaspoon black pepper
1 tablespoon fresh lemon juice

Scrub potatoes. Boil unpeeled in salted water until tender but firm. Do not over cook. Drain, peel and slice potatoes. Set aside. In a sauce pan, combine onion, chicken stock, olive oil, vinegar, mustard, salt and pepper. Bring to boil, stirring occasionally. Reduce heat and simmer 5 minutes. Remove from heat and add lemon juice. Pour sauce over potatoes. Mix gently. Put salad in refrigerator to cool.

Mrs. Elsie Blado, Milton Junction

QUICK AND EASY SALAD

1 8-ounce carton cultured sour cream
1 cup miniature marshmallows
1 cup shredded coconut
1 11-ounce can drained mandarin oranges
1 13 1/4-ounce can drained pineapple chunks

Mix all ingredients and chill in refrigerator overnight.

Mrs. Palma McFadden, New Glarus

GREEN ONION SALAD

- 1 package lemon gelatin
- 1 cup boiling water
- 1 cup cottage cheese
- 1 cup chopped celery
- 4 small green onions, chopped
- 2/3 cup salad dressing (mayonnaise)

Dissolve gelatin in boiling water. Set aside to cool. Combine all ingredients. Pour into desired container. Chill until firm.

Mrs. Walter Krahenbuhl, Brodhead

SPRING SALAD

- 1 package lemon or pineapple gelatin
- 1 1/4 cup boiling water
- 2/3 cup salad dressing (mayonnaise)
- 1 cup small curd cottage cheese
- 1 tablespoon grated onion
- 1 cup grated carrot
- 1 cup grated celery
- 1/4 cup green pepper

Dissolve gelatin in boiling water. Mix salad dressing, cottage cheese, onion, carrot, celery and green pepper. Stir into cooled gelatin. Mix well and refrigerate until firm. Serve on lettuce leaf topped with a stuffed green olive.

Mrs. Joe Edge, Gratiot

FIZZ SALAD

- 1 large package lime gelatin
- 2 cups boiling water
- 3/4 cup smooth apple sauce
- 1 1/2 cups carbonated lemon/lime flavored beverage

Dissolve gelatin in boiling water. Add apple sauce and carbonated beverage. Chill. Maraschino cherries may be added for color.

Mrs. John Hogan, Arena

SOUPS, SAUCES and DRESSINGS

- SCHULEKE SOUP PAGE 26
- MUSTARD SAUCE PAGE 27
- FRENCH DRESSING PAGE 27

SCHULEKE SOUP

1 chicken, cut-up or whole
2 eggs
3/4 cup flour
1/4 teaspoon salt

Cover chicken with water and simmer until tender. Remove chicken. Bring broth, the water the chicken was cooked in, to boil. In a small bowl, mix eggs with flour. Pour this mixture into boiling broth and mash well with potato masher or fork. Boil slowly for 1/2 hour. The little dumplings (schulekes) in the soup will look like scrambled eggs but they are heavier and chewier—a stick-to-the ribs sort of soup. Roll chicken in flour and fry a little until golden brown or serve the chicken stewed.

Mrs. Eleanor Richardson, Janesville

MUSTARD SAUCE

4 tablespoons mustard
1/2 cup sugar
1 teaspoon flour
1/2 teaspoon salt
2 beaten eggs
1/2 cup milk
1 cup vinegar
3 tablespoons butter

Combine and cook mustard, sugar, flour, salt, eggs and milk in a double boiler until thickened. Add vinegar and butter to mustard mixture. Mix and serve over ham loaf.

Mrs. M. F. Mittlesteadt, Portage

FRENCH DRESSING

1 cup sugar
1 cup salad oil
1/2 cup vinegar
1 teaspoon salt
1 onion, grated
1 teaspoon dry mustard
1 can condensed tomato soup
1/4 teaspoon paprika
1 1/2 tablespoons Worcestershire sauce

Put all ingredients into a large jar and shake well.

Mrs. Stanley Wilson, Madison

BREADS

●	WHOLE GRAIN BREAD	PAGE 29
●	APPLE BREAD	PAGE 29
●	CRUSTY FRENCH BREAD	PAGE 30
●	PUMPKIN LOAF	PAGE 30
●	LIGHT ROLLS	PAGE 31
●	BUTTER CORN MUFFINS	PAGE 31

WHOLE GRAIN BREAD



1 cake yeast
1 tablespoon sugar
1/2 cup warm, not hot, water
1 beaten egg
1/4 cup melted butter
2 1/2 cups lukewarm water
1 1/2 teaspoon salt
1/4 cup sugar
1/2 cup corn syrup
5 cups flour
1 cup rolled wheat
3 to 5 cups whole wheat flour (or as much as dough will take up)

Rinse mixing bowl with warm water. Put yeast, sugar and water in warm bowl. Let stand 10 minutes. Beat in egg, melted butter, water, salt, sugar, corn syrup, flours and rolled wheat. Knead about 10 minutes. Place in a greased bowl. Cover with a damp cloth and let rise in a warm place until double in bulk. Punch down. Let rise again to double in bulk. Punch down again. Divide dough into 3 portions. Let stand for 10 minutes. Grease bread pans. Shape dough into loaves and place in bread pans. Cover pans with a damp cloth. Let dough rise until nearly double in bulk. Bake at 400° for 10 minutes. Turn oven to 375° and bake another 40 minutes. Remove bread from pan and cool on rack. Bread is done when it shrinks from the sides of the pan. It has a hollow sound when thumped.

Derry Brown, Madison

APPLE BREAD

2 cups sugar
2 eggs
2/3 cup shortening
1 cup cold coffee
2 cups diced apples
1 cup chopped nuts
1/2 teaspoon cloves
1 teaspoon cinnamon
1 teaspoon nutmeg
3 cups flour
1/2 teaspoon salt
2 teaspoons baking soda

Combine sugar, eggs and shortening. Beat until creamy. Add coffee, apples, and nuts. Mix well. Blend in cloves, cinnamon and nutmeg. Combine salt, soda and flour. Add gradually to batter. Pour into greased loaf pans. Bake at 350° for 50 to 60 minutes.

Mrs. J. Pollack, Waunakee

CRUSTY FRENCH BREAD

1 package active dry yeast
1/4 cup warm water
1 cup boiling water
3/4 cup cold water
1 tablespoon shortening
2 teaspoons salt
1 tablespoon sugar
5 1/2 cups all-purpose flour
1 egg white, beaten

Sprinkle yeast in warm water. Let stand a few minutes, then stir until dissolved. Pour boiling water over shortening, salt and sugar in a large mixing bowl. Add 3/4 cup cold water and cool to lukewarm. Add yeast and gradually beat in flour to form a stiff dough. Turn out on floured pastry cloth or board and knead until smooth and satiny. Put in greased bowl, turn once, cover and let rise until doubled in bulk, about 1 1/2 hours. Shape into 2 oblong loaves about 14 inches long. Place on a greased baking sheet. Let rise until doubled, about 1 hour. Brush with beaten egg white. With knife, make 3 slashes across the top. Bake at 425° for 30 minutes. Reduce heat to 350° and bake for 20 minutes more. Cool on wire rack before storing in plastic bread bags.

Edgar Riewe, Middleton

PUMPKIN LOAVES

2 cups sugar
1 cup melted butter
3 eggs
2 cups pumpkin, cooked and strained
2 cups sifted flour
1/2 teaspoon salt
1 teaspoon baking powder
1/2 teaspoon baking soda
1/2 teaspoon ground cloves
1/2 teaspoon cinnamon
1/2 teaspoon nutmeg

Blend sugar and melted butter. Blend in eggs, one at a time. Beat until fluffy. Stir in pumpkin. Sift flour, salt, baking powder, soda, cloves, cinnamon and nutmeg. Add to pumpkin mixture. Pour batter into three greased loaf pans. Bake at 325° for 60 minutes or until done.

Audrey Chitek, Lodi

LIGHT ROLLS

1/2 cup boiling water or
potato water you saved
1/2 cup butter or margarine
1/4 cup sugar
1 package dry yeast
1 cup warm water or potato water
1 egg
3 1/2 cups flour
1 teaspoon salt

Combine butter and sugar in a large bowl. Pour boiling water over mixture. Mix and let cool. Dissolve yeast in warm water. Combine yeast with butter and sugar mixture. Add egg. Beat well. Add flour and salt. Mix well. Dough will be soft and moist. Place dough in a greased bowl and cover. Refrigerate overnight. Knead lightly and form into rolls. Place rolls in greased muffin tins. Let rise. Bake at 400° for 15 minutes.

Mrs. Ernst Japp, Wisconsin Dells

BUTTER CORN MUFFINS

1 1/2 cups flour
1 1/2 teaspoon baking powder
1 teaspoon salt
1/4 teaspoon pepper
2/3 cup sugar
3 egg yolks, well beaten
3/4 cup milk
1 8-ounce can whole kernel corn
1/3 cup melted butter
3 egg whites, stiffly beaten

Sift flour, baking powder, salt, pepper and sugar. Mix egg yolks with milk and add to flour mixture. Beat until smooth. Add butter and corn. Fold in egg whites. Pour batter into greased muffin pans. Fill each cup 2/3 full. Bake at 400° for 20 minutes. These muffins are good with a pork dinner.

Mrs. Eleanor Richardson, Janesville

CAKES and PIES

● LAZY DAISY CAKE	PAGE 33
● TOPF KUCHEN (POP CAKE)	PAGE 33
● CRUMB CAKE	PAGE 34
● DANISH APPLE SQUARES	PAGE 34
● SPICE BARS	PAGE 35
● LEMON BARS	PAGE 35
● LEMONY CHEESECAKE	PAGE 36
● BAKED-IN SHORTCAKE	PAGE 37
● RAISED DOUGHNUTS	PAGE 37
● GREEN TOMATO PIE	PAGE 38
● ELDERBERRY PIE	PAGE 38

LAZY DAISY CAKE

1/2 cup milk
1 tablespoon butter
2 eggs
1 cup sugar
1 cup flour
1 teaspoon baking powder
1/4 teaspoon salt
1 teaspoon vanilla

Beat eggs until light and foamy. Add sugar and beat vigorously. Sift flour, baking powder and salt. Add to egg mixture. Add vanilla. Mix well. Heat milk and butter. Add to mixture, stirring carefully. Pour into a 9-inch baking pan. Bake at 350° for 25 to 30 minutes.

COCONUT FROSTING FOR LAZY DAISY CAKE

2/3 cup brown sugar
1/3 cup melted butter
2 tablespoons milk or cream
1/2 cup coconut

Combine all ingredients and spread on cake while it is still warm. Return cake to oven. Broil for 3 to 5 minutes or until icing caramelizes.

Mrs. William Thompson, Dane

TOPF KUCHEN (POP CAKE)

1/2 cup shortening
1 cup sugar
2 eggs
3/4 cup milk
1/2 cup raisins
2 cups flour
2 1/2 teaspoons baking powder
1/2 teaspoon salt
1 teaspoon lemon extract or juice and rind of one lemon

Cream shortening, sugar and eggs. Add lemon extract or lemon and milk. Mix flour, baking powder and salt. Add to batter. Add raisins. Pour into loaf pan. Bake at 350° for 1 hour.

Mrs. Fred Hochstetter, Madison

CRUMB CAKE

2 cups brown sugar
2 cups flour
1/2 cup butter
1 teaspoon baking powder
1 egg
1 cup buttermilk or sour milk
1 teaspoon baking soda
1 6-ounce package chocolate chips
3/4 cup chopped nuts.

Combine brown sugar, flour, butter and baking powder. Mix until crumbly. Add chocolate chips and nuts to 1 cup of the mixture. To the remainder of the mixture, add egg, milk and baking soda. Mix well. Pour into a greased baking pan. Sprinkle top with nut, chocolate chip crumbly mixture. Bake at 350° for 30 minutes.

Susan Adams, Madison

DANISH APPLE SQUARES

2 1/2 cups sifted flour
3/4 teaspoon salt
1 cup shortening
2 eggs, separated
2/3 cup milk
6 cups tart apples, pared and sliced
1 cup sugar
1 1/2 teaspoons cinnamon
1 1/4 cups sifted powdered sugar
3 tablespoons water
1/2 teaspoon vanilla
1 cup corn flakes

Combine flour and salt in bowl. Cut in shortening. In a measuring cup, beat 2 egg yolks and enough milk to make 2/3 cup liquid. Add to flour and shortening. Roll out half of the dough to fit a 15 x 9-inch pan. Sprinkle corn flakes on top of dough. Spread apple slices over corn flakes. Mix sugar and cinnamon and sprinkle over top of apples. Roll out remaining dough. Place on top of apples and seal edges to bottom crust. Beat egg whites until they form peaks and spread over top of crust. Bake at 375° for 1 hour. While warm, drizzle glaze over top. Make glaze by combining powdered sugar, water and vanilla.

*Mrs. Lloyd Pittman, Marshall
Mrs. Adolph Bach, Madison*

SPICE BARS

1 cup sugar
1/2 cup butter
1 cup raisins
1 cup water
1 egg
2 cups flour
1 teaspoon cinnamon
1 teaspoon nutmeg
1 teaspoon pumpkin spice
1/2 teaspoon baking soda
1 teaspoon baking powder
1/2 teaspoon salt
1 cup chopped walnuts (optional)

Boil raisins in water. Drain and save 3/4 cup of the liquid. Cream butter and sugar. Add egg and beat well. Sift flour, cinnamon, nutmeg, pumpkin spice, baking powder, soda and salt. Add flour mixture alternately with raisin liquid to batter. Blend in raisins and nuts. Bake at 350° for 20 minutes. Frost while warm.

Mrs. Jesse Gilberts, Mt. Horeb

LEMON BARS

1 cup flour
1/2 cup butter
4 tablespoons powdered sugar
2 eggs, beaten
1 cup sugar
3 tablespoons lemon juice
1 teaspoon grated lemon rind
2 tablespoons flour
1/2 teaspoon baking powder

For the bottom crust, mix flour, butter and powdered sugar. Place in an 8-inch pan and bake at 350° for 20 minutes. For filling, beat eggs. Gradually add sugar. Blend in other ingredients. Spread mixture on hot, baked crust. Bake at 350° for 25 minutes. Sprinkle powdered sugar over top when baked. Cut into squares.

Mrs. C. E. Mahaffey, Madison

LEMONY CHEESECAKE

- 2 envelopes unflavored gelatin
- 1 cup water
- 2 cups vanilla ice cream - softened
- 1/3 cup lemon juice
- 1 1/2 cups cottage cheese
- 1/2 cup sugar
- 2 tablespoons graham cracker crumbs

Let gelatin stand in water for 30 minutes. Heat mixture to boiling. Remove from heat and add ice cream and lemon juice. Stir until ice cream is melted. Chill until slightly set. Beat cottage cheese and sugar together. Mix into gelatin mixture. Pour into 9-inch spring form pan. Sprinkle graham cracker crumbs on top. Chill until set.

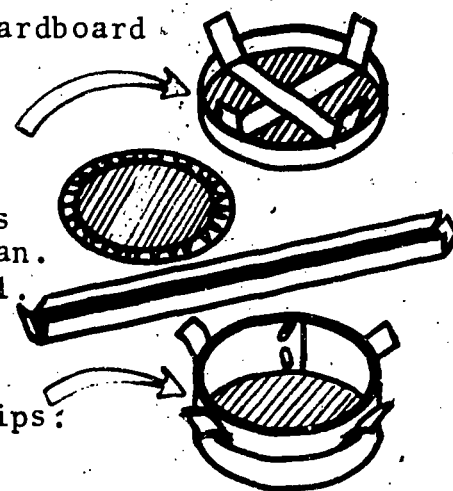
Mrs. Norman Nobbs, Oregon

MAKE YOUR OWN SPRING FORM PAN

You'll need the following equipment:

- 9 x 1 1/2-inch round cake pan
- Heavy duty aluminum foil and heavy cardboard
- Pencil, ruler, and scissors

1. Cut 2 strips of foil 2 x 16 inches. Criss cross in the pan, as shown.
2. Cut strip of cardboard 3 x 30 inches and a cardboard circle to fit the pan. Cover the strip and circle with foil.
3. Drop circle into pan, foil side up. Curve strip to fit inside the pan. Fasten top and bottom with paper clips:



BAKED-IN SHORTCAKE

1 cup flour
1/2 cup sugar
2 teaspoons baking powder
1/2 teaspoon salt
1 egg
1/2 cup milk
2 tablespoons melted butter
1/2 cup flour
1/2 cup sugar
1/4 cup butter
1/4 cup nuts, optional
canned or homemade pie filling

Sift together flour, sugar, baking powder and salt. Add egg, milk and melted butter. Beat for 2 minutes. Spread mixture into a greased 9 by 13-inch pan. Spread pie filling over top of batter. Make a crumbly mixture of the flour, sugar, butter and nuts. Sprinkle over top of pie filling. Bake at 375° for 35 minutes. Serve with ice cream or whipped cream.

Mrs. J. F. Switalski, Madison

RAISED DOUGHNUTS

2 packages cake yeast
2 cups warm water
2 egg whites
4 tablespoons melted butter or margarine
2 tablespoons vinegar
1 cup sugar
1 teaspoon salt
5 cups flour

Dissolve yeast in 2 cups warm water. Stir in melted butter, 1 tablespoon of the sugar and 1 1/2 cups of the flour. Let stand in a warm place for 1 hour or until bubbles burst on top. Add egg whites and rest of flour and sugar, salt and vinegar. Mix well. Cover and let rise for 1/2 hour. Roll dough and cut into desired shape. Cover and let rise until double in size. Fry, raised side down, in hot fat.

Mrs. Ira Wepking, Highland

GREEN TOMATO PIE



(tastes like apple pie)

6 to 8 green tomatoes
1 teaspoon salt
3/4 cup sugar
1/2 teaspoon cinnamon
2 tablespoons butter

pie dough for a double crust

Peel and slice tomatoes. Sprinkle with salt and let stand for 15 minutes. Rinse and drain. Put tomatoes into an unbaked pie shell. Sprinkle sugar and cinnamon on top of tomatoes. Dot with butter. Add top crust. Bake at 425° for 10 minutes. Reduce heat to 350° and bake 1/2 hour more or until done.

Mrs. Anton Speth, Waunakee

ELDERBERRY PIE

(tastes like blueberry pie)

1 pint canned elderberries
2 tablespoons vinegar
1/2 cup sugar
2 tablespoons corn starch
pie dough for a double crust
2 tablespoons cream or butter

Heat elderberries and vinegar to a boil. Mix sugar with corn starch and gradually add to berries. Boil until mixture thickens, stirring constantly. Cool slightly. Pour mixture into an unbaked pie shell. Add top crust and dot with cream or butter. Bake at 350° for 40 to 45 minutes.

Mrs. Melvin Hauge, Black Earth

DESSERTS

- MILK SHERBET PAGE 40
- QUICK PUDDING PAGE 40
- LEMON SPONGE PUDDING PAGE 41
- HOT CHOCOLATE MIX PAGE 41
- RHUBARB ROYALE PAGE 42
- RHUBARB JAM PAGE 42

MILK SHERBET

2 cups milk
1 cup sugar
3 large oranges
1 lemon

Scald milk and sugar. Cool and place in refrigerator. When mixture looks like mush, add the juices from the oranges and lemon. Beat with a rotary mixer until fluffy. Freeze. Makes 1 quart.

Mrs. John Bachelder, Blanchardville

QUICK PUDDING

1/2 cup flour
1/2 cup sugar
1 teaspoon baking powder
1/2 cup raisins or dates
1/4 cup milk
1/2 cup brown sugar
1 cup boiling water
1 tablespoon butter

Mix flour, sugar, baking powder, raisins and milk. Pour mixture into a 9-inch greased baking pan. Mix brown sugar, boiling water and butter. Pour over flour and raisin batter. Bake at 350° for 30 to 40 minutes.

Mrs. Janice Lockman, Arena

LEMON SPONGE PUDDING

1/4 cup flour
1 cup sugar
1/2 teaspoon salt
3 eggs, separated
2 tablespoons butter
1 lemon, juice and rind
1 cup milk

Sift flour, sugar and salt. Cut in butter until mixture is crumbly. Add egg yolks, lemon juice and grated rind of lemon. Add milk and mix well. Beat egg whites until stiff. Fold into mixture. Pour mixture into greased 1 quart baking dish. Place dish in a pan of hot water. The water should come halfway up on outside of dish. Bake in oven at 300° for 55 to 60 minutes or until light brown.

Mrs. Walter Trachsel, Janesville

HOT CHOCOLATE MIX



(to make 11, 32 or 43 servings)

	for 11 servings	32 servings	43 servings
powdered milk	1 2/3 cups	5 cups	6 2/3 cups
cocoa	1/4 cup	3/4 cup	1 cup
sugar	3/4 cup	2 1/4 cups	3 cups

Sift cocoa and sugar together. Mix with powdered milk. Store in an air-tight container. Use 1/4 cup of mix and one cup of hot water for each cup of hot chocolate. Pour hot water over mix and stir.

Caroline Fernan, Stoughton

RHUBARB ROYALE

1 cup flour
1/2 teaspoon salt
1 teaspoon baking powder
2 tablespoons butter
1 beaten egg
2 tablespoons milk
2 cups chopped rhubarb
1 package strawberry gelatin
1 cup sugar
1/2 cup flour
1/4 cup melted butter

Combine flour, salt, baking powder, butter, egg and milk. Mix well and pour into a greased 10 by 10-inch baking pan. Sprinkle rhubarb over top. Sprinkle gelatin over top of rhubarb. Make a crumbly mixture of the sugar, flour and melted butter. Sprinkle over top of rhubarb mixture. Bake at 375° for 45 to 60 minutes. Serve warm or cold with whipped cream or ice cream.

Mrs. Gilbert Dettwiler, Monroe

RHUBARB JAM

4 cups rhubarb, finely chopped
1 cup crushed pineapple
4 cups sugar
1 package raspberry gelatin
1 orange, finely chopped
1 cup nuts

Combine rhubarb, pineapple and sugar in a pan. Cook over low heat until mixture makes its own juice. Boil 15 minutes. During the last 5 minutes add orange, nuts and gelatin. Put in jars. May be frozen.

Mrs. Carl Evert, Sr., Middleton

HOME-STUDY CONTENT CENTER MATERIALS OUTLINE

RURAL FAMILY DEVELOPMENT

UNIVERSITY EXTENSION COMMUNICATION CENTER -
THE UNIVERSITY OF WISCONSIN

The materials listed on the following pages constitutes the home-study materials used in the RFD project (OEG-0-9-592042-4569: 324) Column #1 indicates the units of information in the Content Centers. Column #2 indicates original materials developed by the project. Column #3 indicates commercial materials being used in lieu of original materials or to supplement RFD materials.

RFD can offer commercially produced materials only to RFD participants. You may wish to secure the missing materials to complete the manual. A bibliography of publishers and corresponding codes are listed on page 24.



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ABOUT ME

MODULE A: UNDERSTANDING MYSELF

UNIT AND TITLE	RFD MATERIALS	COMMERCIAL MATERIALS
UNIT 1: Who Am I: Accepting a View of Myself		<ul style="list-style-type: none"> ● How to Understand Yourself ● Your Attitude and You (Scriptographic)
UNIT 2: Who Am I: A Positive View of Myself		<ul style="list-style-type: none"> ● You and They Accent/Personality # 1965 (Follett) ● You and Your Needs # 1970 (Follett)
UNIT 3: What Affects Me: Heredity and Environment		<ul style="list-style-type: none"> ● You Are Heredity and Environment # 1970 (Follett)
UNIT 4: What I Believe: Building Character		<ul style="list-style-type: none"> ● Taking Stock # 1975 (Follett) ● Who's Prejudice: Why People Act as They Do (Scriptographic)

ABOUT ME

MODULE B: MY WELL BEING

UNIT AND TITLE	RFD MATERIALS	COMMERCIAL MATERIALS
UNIT 1: My Physical Health		<ul style="list-style-type: none"> ● Study Lessons in General Science Unit 3: Taking Care of Ourselves (Follett)
UNIT 2: My Mental Health		<ul style="list-style-type: none"> ● About Mental Health (Scriptographic)
UNIT 3: My Education		<ul style="list-style-type: none"> ● How to Study (Scriptographic)
UNIT 4: My Leisure and Recreation	<ul style="list-style-type: none"> ● Bulletin 1B40 ● Bulletin 1B41 	
UNIT 5: Maturing and Growing Old Gracefully		<ul style="list-style-type: none"> ● The Business of Maturing Circular 603 (Univ. of Wisconsin College of Ag.) ● Preparing for the Added Years (same as above) ● Your Best Years (Scriptographic)

ABOUT ME

MODULE C: BECOMING A BETTER PERSON

UNIT AND TITLE	RFD MATERIALS	COMMERCIAL MATERIALS
UNIT 1: I Am Changing: How Change Affects Me	Change is Growth Bulletin 1C10	
UNIT 2: I Am A Person: Dignity, Integrity	<ul style="list-style-type: none"> ● Bulletin 1C20 I Am A Person ● Bulletin 1C21 Dignity ● Bulletin 1C22 Integrity 	
UNIT 3: Motivation: Self-Direction	<ul style="list-style-type: none"> ● Bulletin 1C30 ● Bulletin 1C31 ● Bulletin 1C32 	
UNIT 4: I Can Make Things Change	<ul style="list-style-type: none"> ● Bulletin 1C40 ● Bulletin 1C41 ● Bulletin 1C42 	

ABOUT ME AND OTHERS
MODULE A: MY FAMILY

UNIT AND TITLE	RFD MATERIALS	COMMERCIAL MATERIALS
UNIT 1: Home is For Family Living	<ul style="list-style-type: none"> ● Bulletin 2A10 ✓ The Family 	
UNIT 2: Getting Along With One's Marriage Partner	<ul style="list-style-type: none"> ● Bulletin 2A20 Marriage Is A Partnership ● Bulletin 2A21 ● Bulletin 2A22 	<ul style="list-style-type: none"> ● Looking Toward Marriage, #635 (Univ. of Wisconsin Coop. Ext.) ● What Makes A Marriage Happy, # 290 ● Building Your Marriage # 113 ● Saving Your Marriage # 213 (Public Affairs Pamph.)
UNIT 3: Understanding Feelings of Family Members	<ul style="list-style-type: none"> ● Bulletin 2A30 ● Bulletin 2A31 	<ul style="list-style-type: none"> ● Understanding For Youth and Adults Circular HE-55 (Auburn Coop. Ext.) ● Talking It Over At Home, #410 (Public Affairs Pamph.) ● Tension and How To Master It # 305 (PAP) ● Mental Health in Family Affairs (UW.Ext)
UNIT 4: Guiding Children and Building Character		<ul style="list-style-type: none"> ● Understanding Children 1 to 6, Circular 645 ● A Look At Children, 6 to 12, # 509 (Univ. of Wisconsin Coop. Ext.) ● The In-Between Years Circular HE-54 (Auburn Coop. Ext.) ● Adolescence, Circular HE-103 (Auburn Coop. Ext.) ● Adults Help Youth Face The Future, Cir.631 (Univ. of Wis.Coop.Ext.)

UNIT AND TITLE	REF MATERIALS	COMMERCIAL MATERIALS
UNIT 4: Guiding Children and Building Character (continued)		<ul style="list-style-type: none"> ● Enjoying Your Child, Ages 1, 2, and 3 (Public Affairs Pamphlets, # 141) ● 5 to 6/Your Child Starts to School (Public Affairs Pamphlets # 163) ● Understanding Your Child 6 to 12 (Public Affairs Pamphlets #144) ● Coming of Age: Problems of Teen- agers (Pub. Affairs Pamphlets # 234) ● How to Teach Your Child About Work (PAP) # 216 ● Courtesy Costs Noth- ing (Scriptographic)
UNIT 5: Family Good Times	<ul style="list-style-type: none"> ● Bulletin 2A50 Introduction: Family Fun 	<ul style="list-style-type: none"> ● Play and Play Materials, Circular #556 (U.W. Coop. Ext.)

ABOUT ME AND OTHERS

MODULE B: COMMUNICATING WITH OTHERS

UNIT AND TITLE	RFD MATERIALS	COMMERCIAL MATERIALS
UNIT 1: My Friends		● Your Child's Friends # 285 (Public Affairs Pamph.)
UNIT 2: My Neighbors	(in preparation)	
UNIT 3: The Art of Listening		● What Can You Do About Quarreling # 369 (Public Affairs Pamph.)
UNIT 4: Respecting Other Peoples Ideas and Beliefs	(in preparation)	

ABOUT ME AND OTHERS

MODULE C: WORKING WITH OTHER PEOPLE

UNIT AND TITLE	RFD MATERIALS	COMMERCIAL MATERIALS
UNIT 1: People I Deal With For Services	(in preparation)	
UNIT 2: People I Work With on the Job	(in preparation)	
UNIT 3: People I Work For	(in preparation)	

ABOUT ME AND MY MONEY

PART I: ABOUT MY HOME

MODULE A: MANAGING MY FAMILY'S MONEY

UNIT AND TITLE	RFD MATERIALS	COMMERCIAL MATERIALS
UNIT 1: My Income		<ul style="list-style-type: none"> ● Paycheck Accent/Jobs # 2025 (Follett)
UNIT 2: Family Spending Plan		<ul style="list-style-type: none"> ● A Guide for Budgeting For the Family Bulletin, H & G #108 (USDA) ● Helping People Budget # 5 CCS (BAND) ● Mind Your Money When You Spend #1 (Money Management Inst.)
UNIT 3: Using My Credit Wisely		<ul style="list-style-type: none"> ● Mind Your Money When You Use Credit # 3 (Money Management Inst.) ● What Is Credit HE 57 (Auburn) ● Should You Use Credit HE - 58 (Auburn) ● Reasons For & Against Credit HE - 59 (Auburn) ● Do's & Don'ts of Credit, HE - 60 (Auburn) ● Your Contract When Using Credit HE - 61 (Auburn) ● How To Figure Dollar Cost of Credit, HE - 63 (Auburn Coop. Ext.) ● How To Figure the True Annual Rate, HE - 64 (Auburn Coop. Ext.)

UNIT AND TITLE	REF MATERIALS	COMMERCIAL MATERIALS
UNIT 3: Using My Credit Wisely (continued)		<ul style="list-style-type: none"> ● When You Use Credit For the Family (USDA) Div. of H.E., Fed. Ext.
UNIT 4: Family Security Plan		<ul style="list-style-type: none"> ● Social Security, Personal Insurance & Pensions, Series #5 <ul style="list-style-type: none"> #1 - Intro. to Family Financial Security #2 - Social Security & Life Insurance #3 - Disabled Income Protection #4 - Health Insurance Protection # 5 - Retirement Income (New Readers Press) ● You and Your Life Insurance, Circ. #8. (U.W. Coop. Ext.) ● Will and Probate, CCS #12 (BAND)

ABOUT ME AND MY MONEY
PART I: ABOUT MY HOME

MODULE B: THE JOY OF GOOD FOODS

UNIT AND TITLE	RFD MATERIALS	COMMERCIAL MATERIALS
Introduction	<ul style="list-style-type: none"> ● Introduction ● Master Mix ● Instant Non-fat Dry Milk ● Now At Your Library 	<ul style="list-style-type: none"> ● Prepared Mixes Circular 506 (Univ. of Wis. Coop. Ext.) ● Instant Non-fat Dry Milk in Family Meals, B # 522 (Amer. Dry Milk Inst.)
UNIT 1: A Choice, Casserole or Stew	<ul style="list-style-type: none"> ● Introduction ● Bulletin 3B11 The Casserole ● Bulletin 3B12 The Stew 	<ul style="list-style-type: none"> ● Cereals and Pasta in Family Meals H & G Bull. 150, (USDA)
UNIT 2: Supper On The Table On Time	<ul style="list-style-type: none"> ● Supper on the Table on Time 	
UNIT 3: Meals For A Day	<ul style="list-style-type: none"> ● Meals for a Day ● Bulletin 3B32 Nutrition: Vitamins Are Vital to Life ● Bulletin 3B31 Nutrition: Protein in Your Diet ● ME-N-U Game 	<ul style="list-style-type: none"> ● Nutrition: Food at Work For You H & G, Bul. #1 (USDA)
UNIT 4: Wise Planning + Smart Shopping = Good Meals	<ul style="list-style-type: none"> ● Wise Planning + Smart Shopping = Good Meals ● Using Food Ads to Develop Menu Ideas 	<ul style="list-style-type: none"> ● Family Meals on a Budget, Cir. # 633, (Univ. of Wisconsin Ext. Service) ● How to Use USDA Grades in Buying Foods, PA - 708 (USDA)

ABOUT ME AND MY MONEY
PART I: ABOUT MY HOME
MODULE C: BUYING GUIDES

UNIT AND TITLE	RFD MATERIALS	COMM. MATERIALS
<p>UNIT 1: How To Buy Wisely</p>	<ul style="list-style-type: none"> ● Bulletin 3C10 How to Buy Wisely To Stretch Your Dollar ● Bulletin 3C11 Impulse Buying Wrecks Planning ● Bulletin 3C12 Comparison Shopping ● Bulletin 3C13 Sales 	<ul style="list-style-type: none"> ● The Poor Don't Have to Pay More (BAND) ● My Mommy's Smart (BAND) ● The Price Mystery (BAND) ● Be a Good Shopper (USDA) ● Mind Your Money: When You Shop (MMI)
<p>UNIT 2: Smart Food Shopping</p>	<ul style="list-style-type: none"> ● Bulletin 3C20 Get More Good Food For the Money ● Bulletin 3C21 Making a Food Shopping List ● Bulletin 3C22 Hints for Smart Food Shoppers ● Bulletin 3C23 Buying the Basic Foods 	<ul style="list-style-type: none"> ● Meat & Poultry Labeled for You ● Meat & Poultry Wholesome for You ● Save When You Buy Food (BAND) ● Do You Spend Too Much Money on Drugs & Medicine ● 12 Secrets of Smart Food Shop- ping (BAND)
<p>UNIT 3: How to Buy Clothes</p>	<ul style="list-style-type: none"> ● Bulletin 3C30 Introduction Clothing ● Bulletin 3C31 Planning the Clothes You Buy ● Bulletin 3C32 Shopping for Clothes ● Bulletin 3C33 Clothing Labels 	<ul style="list-style-type: none"> ● Buying Clothing For Small Children (U.W.Coop. Ext.) ● Save When You Buy Fabrics (BAND) ● Save When You Buy Cosmetics (BAND) ● Your Money & Clothing Labels ● Measuring and Buying Clothes (U.W. Ext. Serv.)

USDA

USDA

BAND

ABOUT ME AND MY MONEY
PART I: ABOUT MY HOME

MODULE C: BUYING GUIDES (CONTINUED)

UNIT AND TITLE	RFD MATERIALS	COMMERCIAL MATERIALS
<p>UNIT 4: Buying Home Furnishings and Appliances</p>	<ul style="list-style-type: none"> ● Bulletin 3C40 Introduction: Home Furnishings and Appliances ● Bulletin 3C41, Buying Sturdy Furniture ● Bulletin 3C42, Home Furnishings ● Bulletin 3C43 Buying Small Appliances ● Bulletin 3C44 Buying Major Appliances 	<ul style="list-style-type: none"> ● When You Buy a Chair ● When You Buy a Chest ● Save When You Buy Rugs & Carpets ● Save When You Buy Furniture ● The Great Furniture Hunt ● A Safer Car Can Save Your Life ● Buying a Used Car Isn't Easy ● Save When You Buy Appliances ● Save When You Buy A Television (all BAND) ● Buying a Second Hand
<p>UNIT 5: Satisfaction Guaranteed</p>	<ul style="list-style-type: none"> ● Bulletin 3C50 Buying Problems ● Bulletin 3C51 Buyer Beware ● Bulletin 3C52 The Buyer's Protection ● Bulletin 3C53 Services 	<p>Sewing Machine PA 871</p> <ul style="list-style-type: none"> ● Stop - What Are You Signing ● Who is Knocking at Your Door ● Save When you Buy - Appliance Repairs ● Fight back - Don't Let the Gyp Artists Get Away With It ● Appliance Repair - How to Get Your Money's Worth (all BAND) ● Nine Ways To Be Cheated (MSC)

U.W.
Ext.

USDA

ABOUT ME AND MY MONEY
PART I: ABOUT MY HOME

MODULE D: HEALTH, SAFETY AND SANITATION

UNIT AND TITLE	RFD MATERIALS	MATERIALS
<p>INTRODUCTION</p> <p>UNIT 1: Emergency First Aid</p>	<ul style="list-style-type: none"> ● Introduction ● Bulletin 3D11 Help Is Just a Phone Call Away ● Bulletin 3D12 Saving A Life When Breathing Stops ● Bulletin 3D13 What to Do About Bleeding ● Bulletin 3D14 What to Do About Poisoning ● Bulletin 3D15 What to Do About Burns ● Bulletin 3D16 What to Do About Broken Bones ● Bulletin 3D17 What to Do About Shock and Heart Attack 	
<p>UNIT 2: Home First Aid</p>	<ul style="list-style-type: none"> ● Bulletin 3D21 What to Do About Burns, Bites, Cuts and Sprains ● Bulletin 3D22 What to Do About Eye, Ear, Nose and Throat Problems ● Bulletin 3D23 What to Do About Convulsions, Heat- stroke, Diarrhea Frostbite 	

UNIT AND TITLE	REF. MATERIALS	COMM. MATERIALS
UNIT 3: Home Safety Plan	<ul style="list-style-type: none"> ● Bulletin 3D31 Falls Are the Number One Home Accident ● Bulletin 3D32 What You Can Do About Fire ● Bulletin 3D33 Poisons are Everywhere ● Bulletin 3D34 Weather and Danger Warnings 	
UNIT 4: Knowing Signs of Illness	<ul style="list-style-type: none"> ● Bulletin 3D41 Knowing Signs of Illness ● Bulletin 3D42 Preventing Diseases ● Bulletin 3D43 What Are Good Health Habits 	
UNIT 5: Home Sanitation	<ul style="list-style-type: none"> ● Bulletin 3D51 Keeping Yourself & Clothes Clean ● Bulletin 3D52 Keeping Food Safe to Eat ● Storing Perishable Food in the Home, H & G #18 (USDA) ● Bulletin 3D53 Getting Rid of Garbage and Trash ● Bulletin 3D54 Getting Rid of Household Pests 	

ABOUT ME AND MY MONEY
PART I: ABOUT MY HOME

MODULE E: MAKING A HOUSE A HOME

UNIT AND TITLE	RFD MATERIALS	COMMERCIAL MATERIALS
UNIT 1: A Man's Home is His Castle	<ul style="list-style-type: none"> ● Bulletin BE10 Man and His Home 	<ul style="list-style-type: none"> ● Be Informed on Buying a Home Part 1: Should You Buy a Home Part 2: What to Look For Part 3: Buying, Mortgaging and Financing a Home Part 4: (in Unit 3 of this module) Part 5: Long Range Housing Costs (New Reader's Press)
UNIT 2: Taking Care of the Inside		<ul style="list-style-type: none"> ● Housekeeping Directions (Cleanliness Bureau) ● Storage for Cleaning Equipment, MP # 996 ● A Clean House is Important, PA 739 ● Many Hands Make House Work Light, PA 735 ● When To Do House Cleaning Jobs, PA 734 ● Clean Clothes Closets for a Clean House, BA 738 (USDA)
UNIT 3: Taking Care of the Outside		<ul style="list-style-type: none"> ● Part 4: Maintaining Your Home (New Reader's Press) ● 27 Questions for Home Owners Regarding Home Improvements (Better Business Bureau) ● 32 Ideas For Improving Your Home (Scriptographic) ● The Vegetable Garden, Spec. Circ. 117 (UW. Coop. Ext.)

UNIT AND TITLE	RFD MATERIALS	COMMERCIAL MATERIALS
UNIT 4: HOW TO DO-IT-YOURSELF REPAIRS		<ul style="list-style-type: none">● Carpet and Rug Repair RF # 1960 (USDA)● The Stitch That Counts - Save By Repair, Cir. 634 (Univ. of Wis. Ext. Serv)● Tools and Supplies for Use in Household Operation, Maintenance and Repair, SC - 127 (U. W. Extension Service) ● How to Select Paint & Wall Coverings For Your Home (Sears)

ABOUT ME AND MY MONEY
PART 2: ABOUT MY WORK

MODULE A: HOW TO LOOK FOR A JOB

UNIT AND TITLE	REF MATERIALS	COMMERCIAL MATERIALS
UNIT 1: Sources of Jobs		<ul style="list-style-type: none"> • Be Informed on Finding a Job, Series 7, Part 1 thru 5 (New Reader's Press) Part 1: Sources of Jobs
UNIT 2: Letters and Forms		Part 2: Letters and Forms
UNIT 3: Personal Interview		Part 3: Personal Interview
UNIT 4: Important Job Facts		Part 4: Important Job Facts
UNIT 5: Summary For Job Hunters		Part 5: Summary For Job Hunters

ABOUT ME AND MY MONEY
PART 2: ABOUT MY WORK

MODULE B: HOW TO APPLY FOR A JOB

UNIT AND TITLE	RFD MATERIALS	COMMERCIAL MATERIALS
<p><i>Note: Information for this module is included in the material used in Module A.</i></p> <p><i>New materials being developed for Module A and B.</i></p>		

ABOUT ME AND MY MONEY
PART 2: ABOUT MY WORK

MODULE C: HOW TO GET THE MOST FROM MY JOB

UNIT AND TITLE	REF MATERIALS	COMMERCIAL MATERIALS
UNIT 1: My Responsibilities to the Job	<ul style="list-style-type: none"> ● Bulletin 3 (2) C10 Introduction: My Responsibilities to the Job 	
UNIT 2: The Boss's Responsi- bilities to Me	<ul style="list-style-type: none"> ● Bulletin 3(2) C20 Introduction: The Boss's Respon- sibility to Me 	
UNIT 3: Getting Ahead on the Job	<ul style="list-style-type: none"> ● Bulletin 3(2) C30 Introduction: Getting Ahead on the Job 	
UNIT 4: Laws Protecting Workers		<ul style="list-style-type: none"> ● Rights and Duties of Citizens, Book 3 (a) Social Security, Page 7 (b) Unemployment Insurance, Page 21 (c) Workmen's Comp- ensation, Page 30 (d) Disability Insurance, Page 36 (F.E. Richards Pub. Co)

ABOUT ME AND MY COMMUNITY
 MODULE A: ME AND THE PEOPLE

UNIT AND TITLE	RFD MATERIALS	COMMERCIAL MATERIALS
UNIT 1: Of the People, By the People, For the People	<ul style="list-style-type: none"> ● Bulletin 4A10 American: A National Character 	
UNIT 2: The Declaration of Independence		<ul style="list-style-type: none"> ● About the Declaration of Independence
UNIT 3: The Constitution and What It Means		<ul style="list-style-type: none"> ● About the Constitu- tion (Scriptographic) ● About the Bill of Rights (Scriptographic)
UNIT 4: How We Organize to Do Business in America		<ul style="list-style-type: none"> ● About the American Economy (Scriptographic) ● About the U.S. Market System (Scriptographic)

ABOUT ME AND MY COMMUNITY

MODULE B: MY GOVERNMENT: HOW IT WORKS

UNIT AND TITLE	RFD MATERIALS	COMMERCIAL MATERIALS
UNIT 1: In My Community	<ul style="list-style-type: none"> ● In My Community (Local Gov) ● Local Government Intro. Bull. 4B10 ● County Government Bulletin 4B11 ● Village and City Government Bulletin 4B12 ● Dane County 4B13 ● Green County 4B14 ● Iowa County 4B15 ● Lafayette County 4B16 	<ul style="list-style-type: none"> ● Economic Profile Dane County ● Economic Profile Green County ● Economic Profile Iowa County ● Economic Profile Lafayette County (Wis. Div. of State Economic Development)
UNIT 2: In My State	<ul style="list-style-type: none"> ● Bulletin 4B21 50 State Governments 	
UNIT 3: In My Country		<ul style="list-style-type: none"> ● About Government ● About the Executive Branch (Scriptographic) ● About Congress ● About the U.S. Judicial System (Scriptographic)
UNIT 4: In The World		<ul style="list-style-type: none"> ● About World Government (Scriptographic) ● About the United Nations (Scriptographic)

ABOUT ME AND MY COMMUNITY

MODULE C: CITIZENSHIP IS TAKING PART IN DECISIONS

UNIT AND TITLE	RFD MATERIALS	COMMERCIAL MATERIALS
UNIT 1: My Rights as a Citizen		<ul style="list-style-type: none"> ● The Law and You ● Freedom and You (Scriptographic)
UNIT 2: My Responsibilities, As a Citizen		<ul style="list-style-type: none"> ● Why Vote? ● Know Your Legal Rights (Scriptographic)
UNIT 3: Being an Informed Citizen	<ul style="list-style-type: none"> ● Bulletin 4C31 Fact & Opinion ● Bulletin 4C32 Propoganda 	
UNIT 4: Population Pollution Conservation		<ul style="list-style-type: none"> ● Wis. Resource Problem (Wis. Dept. of Natural Resources) ● Guidelines For Citizen Action on Environmental Problems (ENACT) ● Needed: Clean Water ● Needed: Clean Air ● Keep America Clean (Scriptographic) ● Conservation and the Water Cycle (USDA)

ABOUT ME AND MY COMMUNITY

MODULE D: WHERE TO GO, WHO TO SEE, WHAT TO DO

UNIT AND TITLE	REF. MATERIALS	COMMERCIAL MATERIALS
UNIT 1: Welfare and Employment Services	<ul style="list-style-type: none"> ● Bulletin 4D10 Introduction Social and Employment Services (in preparation) 	
UNIT 2: Medical and Health Services	<ul style="list-style-type: none"> ● Bulletin 4D20 (in preparation) 	
UNIT 3: Legal Aid Services	<ul style="list-style-type: none"> ● Bulletin 4D30 (in preparation) 	
UNIT 4: Leisure and Recreational Services	<ul style="list-style-type: none"> ● Bulletin 4D40 (in preparation) 	

BIBLIOGRAPHY OF PUBLISHERS AND SOURCES OF RED CONTENT MATERIALS.....

1. American Dry Milk Institute
130 N. Franklin Street
Chicago, IL 60606
2. Auburn Cooperative Extension
Cooperative Extension Service
Auburn University
Auburn, Alabama 36830
3. BAND^o
Bay Area Neighborhood Development
4801 Central Avenue
Richmond, California 94804
4. Better Business Bureau (BAB)
174 West Wisconsin Avenue
Milwaukee, WI
5. Cleanliness Bureau
Swap and Detergent Association
485 Madison Avenue
New York, N.Y. 10022
6. ENACT
The Conservation Education Assn.
Box 450
Madison, WI 53701
7. Money Management Institute (MMI)
Household Finance Corp.
Prudential Plaza
Chicago, IL 60601
8. F. E. Richards Publishing Co. Inc.
324 First Street
Liverpool, N. Y.
9. Follette Publishing Company
Follette Educ. Opportunity Div.
1010 W. Washington Blvd.
Chicago, IL 60607
10. New Readers Press
1112 1/2 E. Fayette Street
Syracuse, N. Y. 13210
11. Public Affairs Pamphlets (PAP)
381 Park Avenue, South
New York, N.Y. 10016
12. Scriptographic
Channing L. Bete Co., Inc.
45 Federal Street
Greenfield, Mass. 01301
13. Sears
Association Films
512 Burlington Avenue
La Grange, IL 60525
14. Wisconsin Dept. of
Natural Resources
4610 University Avenue
Madison, WI 53705
15. Wis. Dept. of Local Affairs
& Development
Wis. State Div. of Economic
Development
123 W. Washington
Madison, WI 53703
16. University of Wis. Cooperative
Extension Service
(College of Agriculture)
University of Wisconsin
Madison, WI 53706
17. USDA
Superintendent of Documents
Government Printing Office
Washington, D.C. 20402

RFD

"RURAL FAMILY DEVELOPMENT"

ANNOTATED BIBLIOGRAPHY

December, 1970

RFD/WHA-TV

UNIVERSITY EXTENSION
THE UNIVERSITY OF WISCONSIN

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INTRODUCTION

RFD is an experimental rural adult education project utilizing television, individualized home study and personalized home visits. By combining these three elements, RFD proposes to demonstrate a new approach to meeting the educational needs of rural adults in living skills and communication skills.

This bibliography is a record of the instructional materials in the RFD Resource Center. Each entry has been evaluated to determine its usefulness in terms of RFD's objectives. In those cases where the exact range of usability is either explicit or implied in the title, only reading level and depth and quality of treatment are included in the annotation. Readability is divided into four levels: Introductory, Intermediate, Developmental, Advanced--ranging from illiteracy to the level attained by an educated adult.

The materials are divided into five major categories. The first includes materials concerned with communication and computational skills--called parallel track materials because they are intended for simultaneous use with the core materials. Instructional series with a broad scope of subject matter, and miscellaneous individual volumes which do not fit neatly anywhere else are also included in this section. The core materials, concerned with living skills, are divided into four major content centers: "About Me," "About Me and Others," "About Me and My Money," "About Me and My Community."

Within each category, materials are organized in alphabetical order, first by publisher, then by title. All series are listed according to the names of the series. In those cases where individual volumes of a series pertain to different content centers, the volume is listed by its own title under the content center and by the series title in the instructional series category.

Since the RFD Resource Center is constantly expanding its holdings, this bibliography is far from complete. Educators who know of any adult learning materials not included herein are encouraged to contact RFD and let us know about them.

Judith Inksetter
Marjorie Frank

Madison, Wisconsin
December, 1970

PARALLEL TRACK MATERIALS AND INSTRUCTIONAL SERIES

(Communication Skills, Computational Skills)

ADDISON-WESLEY

703 Welch Road
Palo Alto, California 94304

READING DEVELOPMENT KIT "A", "B", "C".
Edwin H. Smith. 1968

Soft cover semi-programmed pamphlets boxed together in kits according to reading levels.

Kit A - 0-4 grade reading level.

Kit B - 5-7 grade reading level.

Kit C - 8-10 grade reading level.

Allows a flexible response to specific disorders of a slow reader. Presents high-interest, low readability selections and drills in pamphlet form. Pamphlets include pre-test questions, a short reading selection on topics of high interest in 5 major subject categories: HEALTH, SAFETY, LAW, SCIENCE, and WORK. Object of selections and post-test drills is to provide several modes of reading skill development so that individual problems can be met in a highly adaptable instructional sequence. Instructor's manual accompanies kit and provides key to application to specific reading skill problems. Kit also includes Reading Development and Inventory and Progress Report Forms.

AERO EDUCATIONAL PRODUCTS

Aero Publishers
329 Aviation Road
Fallbrook, California 92028

MATH PRACTICE SLATE

5 vol. soft-cover semi-programmed text series with magic slates. Teacher's manual. Introductory to intermediate reading level. Traditional approach to arithmetic. Childish format. Difficult for use in independent study.

ALLIED EDUCATION COUNCIL

Distribution Center
P. O. Box 78
Galien, Michigan 49113

MOTT BASIC LANGUAGE SKILLS - PROGRAM - BOOK 160 - SOUND

AND STRUCTURE

Byron Chapman, Louis Schultz. 1968

1 vol. soft-cover, semi-programmed workbook, plus teacher's manual. Intermediate reading level. Intended as a diagnostic tool to review and analyze skills to 4th grade level. Can be used by RFD only in carefully considered special cases.

MOTT BASIC LANGUAGE SKILLS - PROGRAM SERIES 600A - 600B
Byron Chapman-Louis Schultz, 1967

6 vol. soft-cover semi-programmed workbook-text series.
Includes:

Series 600A - workbook
Series 600B - workbook
Series 600A-B - Instructor's Guide and Answer Key
Book # 601
" 602
" 603 Comprehension Series
" 604

MOTT BASIC LANGUAGE SKILLS - PROGRAM SERIES 300A & 300B
Byron Chapman-Louis Schultz (Rev.) 1969

8 vol. soft-cover semi-programmed workbook text series.
Series includes:

Series 300A workbook - Consonant sounds
Series 300B workbook - Vowel sounds
Teacher's guide for series
Book 301
" 302 Comprehension series. Read -
" 303 Understand - Remember
" 304

Comprehension series can be used with basic program workbooks 300A & 300B, or with semi-programmed books 1-6.

Series 300 - Word Bank
Series 300 - Basic Numbers and Money

Introductory reading level. Requires close collaboration and linkage between instructor and trainee, comparable to classroom situation.

MOTT BASIC LANGUAGE SKILLS - PROGRAM SERIES 900A & 900B
Byron Chapman - Louis Schultz, 1967

2 vol. soft-cover semi-programmed workbook series and teacher's guide, answer key. Advanced reading level. Intended for classroom use, but can be used in independent study by very advanced student. Some liaison between teacher and student might be necessary.

MOTT BASIC LANGUAGE SKILLS - SEMI-PROGRAMMED - SERIES 1300-1306 (Red Books)

Byron Chapman-Louis Schultz, 1970

7 vol. soft-cover semi-programmed workbook-text series.
Includes:

Book 1300 - Head Start for Reading
Books 1301 - 1306 - Programmed workbooks

Also includes comprehension series of supplemental volumes and diagnostic Book 16.

Book #301 - Comp. reading level 2
" 302 - " " " 2-3
" 303 - " " " 2-3
" 304 - " " " 3

Overall teacher's manual covers all reading levels of series 1300. Introductory reading level. Combination text workbook designed for independent study. Uses basic skills sequence of regular program. Requires only occasional teacher direction. Adult oriented. Excellent black and white photographs. Series also includes 4 vol. comprehension series, plus teacher's manual for entire series.

MOTT BASIC LANGUAGE SKILLS - SEMI-PROGRAMMED SERIES
Byron Chapman-Louis Schultz, 1970

8 vol. soft-cover semi-programmed workbook-text series.
Series includes:

Book 1307 - Programmed workbook
" 1308 " "
" 9 (1309) - " "
" 10 (1310) - " "

Books 601, 602, 603 and 604 comprehension series suppl. vols. Overall teacher's manual covers all reading levels of series 1300. Intermediate reading level. Combination text-workbook designed for independent study for adults. Uses structural analysis method.

AMERICAN BOOK COMPANY

55 Fifth Avenue
New York, New York 10003

ADULT ADVENTURES IN ARITHMETIC
Clifford Upton, 1965

5 vol. soft cover graded series. Write-in workbooks. Mostly figure problems. Few word problems. Useful for adults with low reading skills, but of limited use as the problems are without a practical context.

WRITING FOR ADULTS
Kettle, 1965

2 vol. soft-cover text series. Includes Manuscript Writing, Creative Writing. Introductory level. Good for adults, but needs much teacher supervision and instruction. Not suitable for independent study.

AMERICAN TELEPHONE & TELEGRAPH

Plant & Operations Manager
195 Broadway, New York, NY 10007

TELETRAINING FOR ENGLISH & SPEECH
A Teacher's Guide

Single unit soft-cover semi-programmed. Includes "Ways of Communicating," "Purposes of Communicating," "Planning a phone call," "Locating Information in the Directory," "Techniques of Telephoning." Role playing included. Can only be used with a teacher. No real text as such.

TELETRAINING FOR BUSINESS STUDIES
A Bell System Aid to Education

Series of small posters giving tips on using the phone for secretaries. Supplementary material for student with specific interest.

BEHAVIORAL RESEARCH LABORATORIES

Box 577
Palo Alto, California 94302

THE AMERICAN HEALTH & SAFETY SERIES
B. Haller Igel & Others, 1966

6 vol. soft-cover programmed text series includes: Body Structure & Function, Prevention of Communicable Disease, First Aid, Nutrition, Personal Health, Safety, plus teacher's manual and text booklet for each volume. Written at 7-8th grade reading level. Designed for classroom use, but could be used for independent study for RFD member with special interests. Programmed format too extended and tedious for RFD use as instructional unit.

CONSUMER MATHEMATICS SERIES
David H. Knowles, 1965

7 vol. soft-cover programmed text series. Plus teacher's manual and test booklet for each volume. Includes: Vocational Opportunities & Lifetime Earning, The Pay Check, The Household Budget, The Wise Buyer, Income Tax, Insurance, Investments. Advanced reading level. Programmed format makes books too tedious. This material is extremely well suited for adults in terms of subject matter and practical application. In order to be of use to the ABE student, the material needs to be sub-divided into smaller volumes that are not so extensive.

INTRODUCTION TO AMERICAN GOVERNMENT, VOL. I & VOL. II
S. B. Rosenhack, 1964

2 vol. soft-cover programmed text series. Teacher's manual & test booklet for each volume. Developmental

reading level. Might be utilized as instructional material for advanced RFD member. Useful in independent study.

JOBS

William Anderson, 1968

Single unit soft-cover programmed text. Plus teacher's manual & Your Job Book supplement. Intermediate reading level. Urban Black frame of reference. A wide ranging treatment of job-seeking, job prospects, job requirements, etc., but the programmed format may prove too tedious. Same topics covered in more concise, crisper fashion in other materials. Might be used as reinforcement in special cases or special situations.

SULLIVAN COMPREHENSION READER

M. W. Sullivan, 9/22/70

8 vol. soft-cover booklet. Introductory reading level. Part of Sullivan Reading Program.

SULLIVAN PROGRAMMED READING

M. W. Sullivan, 1967

24 vol. soft-cover programmed text series. Consists of:

Reading Readiness, Book A, Book B, Book C & D

Series 1, Books 1, 2, 3, 4

" 2, " 5, 6, 7, 8

" 3, " 9, 10, 11, 12

" 4, " 13, 14, 15, 16

" 5, " 17, 18, 19, 20

Accompanied by Reading Placement Examination, Progress Tests for each series, Teacher's Manual for each series, Teacher's Manual for Reading Readiness, Teacher's Enrichment Activities Guide, Behavioral Objectives Achieved by the Sullivan Reading Program, Class Record Book. Introductory reading level. Seems to have universal appeal. Illustrations somewhat childish, but not too noticeable to preclude adult use. Programmed for independent study but help needed for student to get started.

SULLIVAN READERS (3A-8B)

M. W. Sullivan

12 vol. soft-cover reading series. Introductory reading level. Stories are entertaining and appealing to adults. Supplementary reading for new readers.

SULLIVAN READINESS READER

M. W. Sullivan 9/22/70

6 vol. soft-cover reading series. Accompanies Sullivan Reading Readiness Program. Consists of Books A, B, C, D, D1, D2. Somewhat juvenile presentation, but some

adults would not be insulted. Supplementary reading for new readers.

THE U.S. CONSTITUTION
Paul N. McCloskey, Jr., 1964

Single vol. soft-cover programmed text. Plus teacher's manual and test booklet. Advanced reading level. Programmed format allows for independent study. Adult orientation. Useful for limited numbers of RFD audience.

CHANNING L. BETE CO., INC.

45 Federal Street
Greenfield, Massachusetts 01301

SCRIPTOGRAPHIC STUDY UNITS
1964

6 unit brochure series. Advanced reading level. Intended for brush-up and review by high school students. They can be used as independent study units, but they include too much to take in all at once. Series includes: About Grammar; About Punctuation; About Writing; About Public Speaking; About World Religions; How to Study.

CALIFORNIA TEST BUREAU

A Division of McGraw-Hill
Del Monte Research Park
Monterey, California 93940
Local Representative: 913 Williamson Street, Madison, WI 53703

TESTS OF ADULT BASIC EDUCATION
1963

3 vol. soft-cover series of test booklets. Tests are at 3 levels. Tests include:
E (Easy) - Reading, Arithmetic
M (Medium) - Reading, Arithmetic, Language
D (Difficult) - Reading, Arithmetic
Accompanied by Examiner's Manual for each level and Catalog 1970-71. For use when diagnostic tests are necessary or desirable. Not instructional material. For testing purposes only.

CAMBRIDGE BOOK COMPANY

Division of Cowles Communications, Inc.
Bronxville, New York 10708

CAMBRIDGE ADULT BASIC EDUCATION SERIES
1969

8 vol. soft-cover semi-programmed workbook. Series includes: Language Arts Program Reading Book 1, 2, 3, and 4; Arithmetic Book 1, 2, 3, 4. 4-6th Grade reading level. Possible use as instructional material in building communication and computational skills. Possible use in remedial program for slow readers. Not useful for independent study. Workbooks need teacher guidance and control.

COWLES EDUCATIONAL BOOKS, INC.

488 Madison Avenue, South
New York, NY 10003

HONDA: REPAIR & TUNE-UP GUIDE

—Harold T. Glenn

Single unit hard-bound text. Advanced reading level. Trouble-shooting, identification, tuning and maintenance, full system, engine and driveline, running gear, electrical system. Many photographs. Explicit step-by-step instructions. Of limited use, but excellent for the designated purpose.

THOMAS Y. CROWELL, CO., INC.

201 Park Avenue, South
New York, NY 10003

AMERICAN FOLKTALES I & II

Vinal O. Binner, 1969

2 vol. soft cover text series. Written at 3-4th grade level. Useful as supplementary reading for ESL students or new readers. Adult oriented. Exercises after each reading. Useful only for ESL students.

CONTEMPORARY REVIEW EXERCISES

Vinal O. Binner, 1967.

2 vol. soft-cover semi-programmed text series. Review exercises for advanced ESL students. Adult oriented. Not suitable for most RFD members but useful in independent study for those who need ESL work.

CONTEMPORARY SPOKEN ENGLISH

Vinal O. Binner, 1969

5 vol. soft-cover semi-programmed text series. Exercises for ESL students. Adult oriented. Not suitable for most RFD members but useful in independent study for those who need ESL work.

ENGLISH SOUNDS AND THEIR SPELLINGS
Allen, Allen & Schute, 1970

Single unit soft-cover workbook. Developmental reading level. Exercises in remedial spelling. Adult oriented. Also good introduction to phonetics. Usefulness for RFD members limited, but possible.

INTERNATIONAL FOLKTALES I
Vinal O. Binner, 1969

Single unit soft-cover structured reader with exercises. Intermediate reading level. Designed for students of ESL but can be used as supplementary reading for new readers. Subject matter not particularly relevant but might be interesting to some adults.

THE ECONOMY PRESS

1901 North Walnut
P. O. Box 25303
Oklahoma City, Oklahoma 73125

SPELLING GROWTH
Mason, Hudson, 1967

7 vol. soft-cover graded workbook series. Designed for classroom use in elementary school, grades 2-8. Very juvenile in tone. Definitely not intended for adults and not useable by RFD.

EDUCATORS PUBLISHING SERVICE

301 Vassar Street
Cambridge, Massachusetts 02139

READING FOR DOLLARS-SENSE
Wm. Sheldon & Leonard Braam, 1958

Advanced reading level. Self-taught reading improvement. Adult oriented. Practical exercises in the following areas: "Check Your Reading Efficiency," "Develop Flexibility in Reading," "Adapting Flexibility to Various Types of Reading," "Assess Your Reading Rate and Flexibility Improvement." Too advanced for most RFD members, but useful for those whose interests and reading skills allow for it.

ENCYCLOPEDIA BRITANNICA EDUCATIONAL CORPORATION

425 North Michigan Avenue
Chicago, Illinois 60611

THE HUMAN BODY AND ITS FUNCTIONS
General Programmed Teaching Corp., 1966

single unit, soft-cover, programmed text. Color illustrations and charts. Advanced reading level. Too detailed and elaborate for RFD purposes. May be suitable for independent study in special situations.

MATH WORKSHOP,
Wirtz-Botel-Beberman-Sawyer, 1964

6 vol. soft-cover programmed text series. Levels A, B, C, D, E, F. New Math drills and exercises in application of concepts. Useful only for RFD member with special interest in math.

RATIOS & PROPORTIONS
General Programmed Teaching Corp., 1963

single unit soft-cover programmed text. Advanced reading level. Employs new math concepts. Could be used in independent study by RFD member with the proper background, but for the most part the program is somewhat abstract.

WHOLE NUMBERS & NUMERALS
James A. Smith, 1962

2 vol. soft-cover programmed text series. Developmental reading level. Uses new math concepts and approach. Not suitable for RFD.

FIELD EDUCATIONAL PUBLICATIONS, INC.

609 Mission Street
San Francisco, California 94105

THE CHECKERED FLAG SERIES
Henry A. Bamman, R. J. Whitehead, 1969

8 vol. hard-bound text series. Readings about race cars! Vocabulary lists. Includes Wheels, Riddler, Bearcat, Smashup, Flea, Grand Prix, 500, plus teacher's manual. 3rd grade reading level. Written for children who like the excitement and adventure of race cars. The approach is not too juvenile to be used with adults who are interested. Usefulness limited, but possible as supplementary reading.

FOLLETT EDUCATIONAL CORPORATION

1010 West Washington Blvd.
Chicago, Illinois 60607

ACCENT/FAMILY FINANCES SERIES
1968

5 vol. soft-cover text-workbook series. Teacher's guide for each volume. Intermediate reading level. Adult subject matter of practical interest. Format lively. Somewhat directed to urban minority groups, but content transcends the examples. Easy to use without teacher supervision. Series includes: Just Married; On Your Own; Head of Household; Family of Five; Containers; text-workbook and teacher guide for each.

ACCENT/JOB MODELS SERIES
1967-68

2 vol. soft-cover text-workbook series. Each vol. has teacher's manual. Intermediate level. Excellent presentation of background information and readable format on occupations covered. Designed for H.S. adolescents, but could be used for young adults also. Content information highly relevant, but story format limited appeal to older adults.

ACCENT/JOBS SERIES
1967

Single unit soft-cover workbook. Intermediate reading level. Each chapter is a short reading followed by questions and exercises. Adult oriented. Easy to follow. Could be used as instructional unit or supplementary instructional material relating to About Me & My Money content center.

ACCENT/PERSONALITY SERIES

Beatrice F. Dare - Edward J. Wolfe, 1965-66

4 vol. soft-cover workbook-text series. Plus teacher's manual and workbook for each volume. Set includes: Taking Stock, You and Your Needs, You and They, You are Heredity & Environment. Youth oriented. Intermediate reading level. Related to classroom usage. Close teacher-student interaction necessary. Needs extensive adaptation for RFD usage.

ACCENT/THE WORLD OF WORK

Beatrice Dare - Edward J. Wolfe, 1966

4 vol. soft-cover workbook-text series, plus teacher's manual for each volume. Series includes: Getting that Job; Keeping that Job; You and Your Occupation; You and Your Pay. Intermediate reading level. Youth oriented. Too closely connected to a classroom learning-situation for RFD use. Coverage of the relevant coping skills is sketchy.

COMMUNICATIONS 1-2-3

Josephine Bauer, 1966

3 vol. soft-cover semi-programmed workbook series in spiral binder. Teacher instructions in preface to each manual. Series includes: Getting Started, On the Way, & Full Speed Ahead.

Lessons in workbook format with detailed instructions that must be read by the teacher in the initial stages of this program. The student may progress to independent study later, but cannot get started without extensive help from a teacher.

FIGURE IT OUT

Mary C. Wallace, 1965

2 vol. soft-cover semi-programmed workbook series, plus instructor's book for each volume. Intermediate level. Takes up arithmetical skills in simple, direct workbook format. Covers addition through decimals. Problem oriented. Does not apply to practical situations. Can be used with adults and in independent study if student is highly motivated.

READING FOR A PURPOSE

J. B. Adair - Robert L. Curry, 1965

222 pages in a looseleaf binder. Beginning reading level. Designed for intensive classroom literacy instruction based on a careful, accelerated sequential development of specific reading skills. Teacher's manual accompanies lesson series and serves three purposes: 1. Provides scope and sequence statement 2. pedagogical procedures 3. suggested assignments and activities for student. Lesson series aims for development of the skills in this sequence: Left to right progression, auditory and visual discrimination, speaking, listening, alphabet, sensory images, handwriting, cursive and manuscript word recognition via context clues and phonetic analysis.

READING FOR A VIEWPOINT

J. B. Adair - Robert L. Curry, 1966

191 pages in a looseleaf binder. Intermediate and advanced reading levels. Designed for classroom instruction, but can be used in independent study for those interested. Teacher's Manual (78p.) accompanies lesson series and provides 1. a scope and sequence statement of the comprehensive skills covered 2. pedagogical procedures and 3. suggested assignments and activities for students. Lesson series is focused on the historical and social heritage of America and aims for development of these skills in this sequence: speaking, listening,

word recognition through context clues, phonetic analysis, and structural analysis. Vocabulary building, study skills, comprehension skills, dictionary skills, grammar, spelling.

STUDY LESSONS IN GENERAL SCIENCE

Jesse Gross & S. Kopilow, 1968

8 vol. soft-cover text series. Series includes: Introduction to Matter; Living Things; Taking Care of Ourselves; *The Earth and its Neighbors, Work and Energy; The Earth and its Atmosphere, How Life is Maintained. *Might be incorporated into "My Well Being" Module B of "About Me" content center.

STUDY LESSONS IN GENERAL SCIENCE

Jesse Gross & S. Kopilow, 1968

4 vol. soft-cover workbook series plus teacher's guide. Advanced reading level. Useful only for RFD member who may be interested in science.

STUDY LESSONS IN MAP READING

Kenneth Job & Lois Weiser, 1965

single unit soft-cover text plus teacher's guide. Intermediate reading level. Of limited interest to RFD members. Excellent color illustrations.

SYSTEMS FOR SUCCESS

R. Lee Henney, 1965

2 vol. soft-cover graded text series. Plus teacher's manual for each volume. Learning sequence assumes zero literacy at first and progresses sequentially to 8th grade level. Includes phonics charts, word recognition and spelling drills, arithmetic lessons, English writing and reading lessons. Primarily intended for classroom or close teacher supervision. Difficult to adapt for independent study.

TALKING IT OVER

J. B. Adair-Robert L. Curry, 1966.

single unit soft-cover picture book plus instructor's manual. No reading. Pictures depict a variety of situations and scenes. Ideal for conversation stimulation in groups. Not useful for RFD. Individuals cannot use it alone. Pictures could be used as subject matter for writing practice, but instructions in instructor's manual would have to be re-written and included in student's book.

TURNER CAREER GUIDANCE SERIES
Turner-Doyle-Sorkin, 1968

6 volume soft-cover workbook-text series, plus comprehensive teacher's guide. Series includes: Wanting a Job, Training For a Job, Starting a Job, Looking for a Job, Holding a Job, Changing a Job. Intermediate reading level. Urban youth-oriented. Useful only as a resource for RFD. Short readings followed by questions and exercises. Readings form a connected story throughout the 6 volumes.

TURNER-LIVINGSTON COMMUNICATION SERIES
Richard H. Turner, 1965

6 vol. soft-cover text series. Includes: The Television You Watch, The Language You Speak, The Phone Calls You Make, The Newspapers You Read, The Movies You See, The Letters You Write, plus teacher's guide. Intermediate reading level. Urban youth oriented. Inappropriate for direct use by a rural adult audience. Can provide patterns and ideas for the related content areas in RFD curriculum. Exercises unite social skills and reading comprehension, and computational skills whenever possible.

TURNER LIVINGSTON READING SERIES
Richard H. Turner, 1962

6 vol. soft-cover text series. Includes: The Person You Are, The Money You Spend, The Family You Belong To, The Jobs You Get, The friends You Make, The Town You Live In, plus teacher's guide (© 1966 by Jack Abramowitz). Intermediate reading level. Subject matter, settings, style of writing, attitudes, tone, etc. are too closely linked to an urban young adult ethnic minority type of audience to be useful as RFD materials.

FOLLETT VOCATIONAL READING SERIES
Lillian Lerner-Margaret Moller, 1965

6 vol. soft-cover workbook-text series, plus teacher's guide and answer key. Series includes:

1. Delso Sisters - Beauticians
2. Marie Perrone - Practical Nurse
3. Ahita Powers - Office Worker
4. John Léveron - Auto Mechanic
5. The Millers & Willie B. - Butcher, Baker, Chef
6. Helen Greené - Dept. Store Worker

Intermediate reading level. Youth oriented. Suitable for classroom or independent use. Short readings followed by exercises and questions. Readings fit together to form a story.

GIFTED TEACHERS BOOKS, INC.

Box 83

Flössmoor, Illinois 60422

LANGUAGE ARTS PROGRAM

W. Guthrie Piersel, 1969

3 vol. soft-cover semi-programmed workbook series. Includes: Photo-Phonics I; Photo-Phonics II; Photo-Cabulary; Teacher's guide for Photo-Phonics I & II. Introductory reading level. Could be used by some RFD members. Photo-cabulary can be used in independent study for vocabulary building. The others require much teacher-student contact. Excellent black and white photographic illustrations.

PHOTO-MATH (Teacher's guide)

W. G. & D. C. Piersel, 1968

single unit soft-cover workbook with many photographic illustrations. Accompanied by teacher's guide. Introductory level. Close teacher supervision required. Adults can use it but independent study would be difficult except for those who work extremely well by themselves. Most would need help.

GINN & CO.

2550 Hanover Street
Palo Alto, California 94304

HELP YOURSELF TO READ, WRITE & SPELL

W. G. Foesel, 1965

2 vol. soft-cover semi-programmed workbook. Intermediate level. Adult oriented. Easy to use with minimum teacher help.

NEW MATHEMATICS (WRITE IN TEXT)

Perreault, Blennon & Brown

2 vol. soft-cover programmed write-in text series. Developmental level. Useful for those who need and want it, but RFD members not likely to be interested. Subject matter theoretical and abstract. Not useful for completely independent study for those not familiar with New Math concepts.

A PROGRAMMED APPROACH TO WRITING

Gordon, Burgand, Young, 1964

2 vol. soft-cover programmed text series. High school reading level. Useful for independent study for advanced adults.

SPELLING

Horrocks, Evans & Staiger, 1965

7 vol. hard-bound graded text series. Designed for classroom use for grades 2-8. Child-oriented. Not suitable for use by adults.

GLOBE BOOK COMPANY

175 Fifth Avenue
New York, New York 10010

ENGLISH ON THE JOB

Corlin, Christ & Holder, 1970

GLOBE READABLE CLASSICS

Melville, Stevenson, Dumas, Twain, Dickens, 1945,
1948, 1950, 1951, 1941

5 vol. soft cover reading series. Includes: The Count of Monte Cristo; Treasure Island; Moby Dick; The Adventures of Tom Sawyer; A Tale of Two Cities. Abridged and simplified for H.S. level readers. Useful as supplementary reading for those with the necessary interests and reading skills.

OUR AMERICAN LANGUAGE

Hamon & Bromberg

Single unit hard-bound text, plus teacher's manual. Developmental reading level. Written for urban or suburban adolescent or young adult. Not useful for rural adults.

VOCATIONAL ENGLISH

Jochen & Shapiro, 1969

2 vol. hard-bound text series. Plus teacher's guides for each volume. High school reading level. Written for adolescents and young adults. Subject matter useful and practical for urban and non-farm rural adults.

GREGG PUBLISHING COMPANY

Division of McGraw-Hill Book Co.
330 W. 42nd Street
New York, New York 10036

CHARM; FOR THE MODERN WOMAN

Whitcomb/Lang - A Gregg text kit in continuing education.

Text kit with brochures on hair care, make-up, complexion, dieting and exercises. Of little practical use to low-income adult. Limited usefulness for the majority of RFD members.

HARCOURT, BRACE & WORLD

757 Third Avenue
New York, New York 10017

ENGLISH 2200, 2600, 3200
Joseph C. Blumenthal, 1964

3 vol. soft-cover programmed text series, plus teacher manual and test booklet for each volume; 7-12th grade reading level. Useful review for advanced RFD students who want and need it. Could be very helpful in preparing students to pass GED. Can be used easily in independent study but programmed format requires highly motivated student to carry it out.

ENGLISH LESSONS FOR ADULTS
Varnado, Gearing, 1966

Adult-oriented. No strong urban or rural frame of reference. Could be used as ESL but would need close teacher supervision. Not designed for independent study.

STEPS TO BETTER READING
Schramm, Potell, Spache, 1963

3 vol. soft-cover semi-programmed text series. Includes teacher's manual and text booklet for each vol. Developmental reading level. Designed for high school students. Adults could use it but assignment should be made with care.

D. C. HEATH & COMPANY

285 Columbus Avenue
Boston, Massachusetts 02116

AMERICAN ENGLISH SERIES
1965

3 vol. soft-cover text series, plus teacher guides for each vol. Not suitable for RFD usage. ESL for Spanish-speaking children.

PROGRAMMED ENGLISH SKILLS
MIL Associates, 1968

3 vol. soft-cover programmed text series. Includes: Agreement of Subject & Verb, Capitalization, Commas. Advanced reading level. Useful for developmental communication skills for adults with some high school.

HOLT, RINEHART & WINSTON

383 Madison Avenue
New York, New York 10017

BIOLOGICAL SCIENCE ABE - General Lit.
Richard Horbeck - Lloyd K. Johnson, 1967

single unit from Holt's Adult Basic Education series.
Soft-cover. Written at 7-8th grade level. Adult
oriented. The sections on heredity & environment might
be applied to "About Me" content center.

HOLT BASIC EDUCATION - ADVANCED SERIES
1962-66

7 vol. soft-cover text series, has charts, graphs, maps.
Series includes: Biological Science, Earth and Space
Science (Harbeck); Physical Science (Harbeck); English III
(Wachner); Fundamental Mathematics (Grossnickle);
Principles of Geography (Fairchild); You and the Law
(Crabtree). Advanced reading level. Useful as teacher
resource or supplementary reading. Excellent guide to
presentation of material. Format not adaptable to direct
RFD use.

HOLT BASIC EDUCATION - FIRST SERIES
1962-66

6 vol. soft-cover text series, plus one workbook. Series
includes: Learning to Read & Write (Henderson); Life with
the Lucketts (Morris); The Thomases Live Here (Goss);
Get Your Money's Worth; Measure, Cut & Sew; How to Get
Along on the Job (Cooper-Ewing). Introductory reading
level. Useful as teacher resource or supplementary reading.
Excellent guide to presentation of material. Format not
adaptable to direct RFD use.

HOLT BASIC EDUCATION - INTERMEDIATE SERIES
1962-66

7 soft-cover text series. Has graphs, charts, and maps.
Series includes: American History (Crothers); Arithmetic
(Brice); Basic Dictionary of American English; Impressions
of the U.S. (Hollander); English II (Weinhold); Introduc-
tion to Geography (Israel); Science (Pomeroy).
Intermediate reading level. Useful as teacher resource or
supplementary reading. Excellent guide to presentation of
material. Format not adaptable to direct RFD use.

HOLT IMPACT SERIES - LEVEL I
1968

4 vol. soft-cover text series. Includes: I've Got a Name (Brooks-Trout); At Your Own Risk (Trout-Pierson) Cities (Stull); Larger than Life (Stull). Intermediate reading level. Urban minority group oriented. Splendid selection of readings geared to this specific performance level. Frame of reference not too dominant. Can be used for rural adult audience.

HOLT IMPACT SERIES - LEVEL II
1968

4 vol. soft-cover reading selections. Set includes: Conflict (Trout-Flanigan); Sightlines (Moore-Flanigan); Search for America (Brooks); Unknown Worlds (Trout). Advanced reading level. Urban minority group oriented. Splendid selection of readings geared to this specific performance level. Frame of reference not too dominant. Can be used for rural adult audience.

TROUBLE-SHOOTING MATHEMATICS SKILLS

Allen Bernstein-David Wells, 1969

Single unit hard-bound text. Intermediate reading level. Expert review and survey treatment of basic math operations. Good back-up.

WORD WEALTH

Ward S. Miller, 1967

single unit soft-cover text. Advanced reading level. Intended to help increase vocabulary of high school or college student. Not suitable for most RFD members.

HOUGHTON-MIFFLIN PUBLISHING COMPANY

110 Tremont Street,
Boston, Massachusetts 02107

MODERN MATHEMATICS FOR ACHIEVEMENT

Courses 1, 2; Marian Cliffe Herrick, 1966

16 vol. soft-cover programmed text series. Includes:
Course I - The Set of Whole Numbers; Combining Whole Numbers; Numbers Relationships; Understanding Subtraction; Understanding Multiplication; Understanding Division;
The Set of Positive Rational Numbers; Applying Number Ideas.
Course II - Operations with Numbers; Systems of Numeration Exploring Rational Numbers; Learning about Geometry;

Applying Ideas of Geometry; Equations and Inequalities;
Thinking about Numbers; Using Statistics & Graphs.
Accompanied by Progress Tests. Intermediate to develop-
mental level. Needs close teacher-student contact or
student who works well alone. New Math approach.

PARAGRAPH DEVELOPMENT
Malcolm Moore, 1969

Single unit soft-cover workbook. Advanced reading level.
Could be very useful for advanced student wishing to
improve his writing skills. Can be used in completely
independent study. Adult orientation.

PATTERNS IN MATHEMATICS
Edmonds, Graham, Linn, 1970

Single unit hard-bound semi-programmed text. Has annotated
teacher's edition and progress tests. Advanced reading
level. Written for high school students in classroom
situation. Highly motivated adult could use in independent
study, but most RFD members not likely to possess adequate
skills and motivation to use it alone.

PROGRAMMED UNITS IN MATHEMATICS
Ewell Thomas Denmark, Jr., 1966

4 vol. soft-cover programmed text series. Set includes:
Basic Work Problems; Basic Mixture Problems; Basic Motion
Problems; Teacher's guide; Percentage (plus teacher's guide).
Begins at developmental level. Too advanced for basic
education students. Can be used in independent study for
advanced students. Adult in content and tone.

TROUBLESHOOTER - A PROGRAM IN BASIC ENGLISH SKILLS
Patricia Ann Benner, 1969

7 vol. soft-cover semi-programmed text series. Includes:
Spelling Skill; Spelling Action; Word Attack; Word Mastery;
Sentence Strength; Punctuation Power; English Achievement.
Starts at intermediate level. Adult oriented. Simple
vocabulary. Useful for those interested in improving their
English writing skills. Can be used in independent study.

MCCGRAW-HILL BOOK COMPANY

Manchester Road
Manchester, Missouri 63011

IVANHOE
Sir Walter Scott

Single unit soft-cover fictional reading material. Abridged

CHARLES E. MERRILL PUBLISHING COMPANY

1300 Alum Creek Drive
Columbus, Ohio 43209

BUILDING LANGUAGE POWER SERIES
Gostwirth & Plover, 1967

6 vol. soft-cover semi-programmed workbook series, plus teacher's edition for each volume. Contents:

Blueprints	Structures
Patterns	Frameworks
Models	Portals

Advanced reading level. Written for urban or suburban middle-class adolescents or young adults. Not well suited to rural adult audience.

MERRILL LINGUISTIC READERS
Fries-Wilson-Rudolph

6 vol. skills book. 6 vol. readers and teachers edition soft-cover workbook series. Introductory reading level. Strictly oriented to juvenile audience. Too noticeably juvenile to adapt to adult use.

MERRILL LINGUISTIC READERS - Refresher Program
Fries-Wilson-Rudolph, 1966

4 vol. hard-bound text series. Books A-D. Introductory reading level. Much too juvenile in treatment and technique for RFD use.

NEW READERS PRESS

Box 131
Syracuse, New York 13210

BE INFORMED
(Laubach) Maxine Philips, 1970

Series of 4 page pamphlets on the following subjects:
"Mental Retardation," "Newspaper," "Finding a Job,"
"Renting a House," "Meeting Future Housing Needs,"
"Social Security," "Pensions & Insurance," "Buying a House," "Owning an Auto," "Buying an Auto," "Texas,"
"Banking." Adult oriented. Written at 4-6th grade reading level. Could be used intact in RFD content centers. Short readings followed by exercises. Very good black and white illustrations. Various parts relevant to urban or rural audience.

BE INFORMED READING THE NEWSPAPER
Laubach

soft-cover pamphlet. Reading selection followed by exercises. Intermediate reading level. Designed for adults.

Subject and content applicable only in specific instances.
Very good for the purpose indicated in the title.

NEW STREAMLINED ENGLISH SERIES

Laubach, Kirk & Laubach, 1969

5 vol. soft-cover semi-programmed reading series. Beginning reading level. Child oriented. Exercises built in with reading material.

THE NEW STREAMLINED ENGLISH SERIES

Frank Laubach & Eliz. Kirk, 1969

3 vol. soft-cover reading series. Series includes: City Living; In the Valley; Opening Doors; New Ways; People and Places. Intermediate reading levels. Short and simple stories on a variety of topics. Exercises for comprehension at the back of each book. Adult supplementary reading.

NOBLE & NOBLE PUBLISHERS

67 Irving Place
New York, New York 10003

A CHOICE OF WEAPONS

Gordon Parks, 1970

Single unit, soft-cover. Adult reading. Abridged and rewritten for new readers. Story of the life of a photographer for Life Magazine. A story about the struggles of a black man. Strong urban black orientation. Useful as supplementary reading, but of limited appeal among RFD members.

FAIL SAFE

Eugene Burdick, 5/69

Single unit, soft-cover. Novel. Abridged and rewritten for new readers. Adult subject matter. Useful as supplementary reading.

HOW TO BECOME A U.S. CITIZEN

Angelica Cass

Single unit soft-cover booklet. Includes a copy of the Constitution, Declaration of Independence, vocabulary lists, question-answer exercises, instructions. Very good for the purpose expressed in the title. Of limited use to RFD.

I ALWAYS WANTED TO BE SOMEBODY
Althea Gibson

Introductory reading level. Quite interesting reading for anyone. Could be used as supplementary reading. Abridged and rewritten for new readers.

KAREN
Marie Killilea, 5/69

Single unit soft cover. Nonfiction. Intermediate reading level. Supplementary reading. Abridged and simplified from the original. Sentimental story about a tiny premature baby with cerebral palsy.

NOBLE'S ADULT BASIC EDUCATION SERIES
1962

6 vol. soft-cover text series. Series includes: Live and Learn - Angelica W. Cass; From Words to Stories - M. L. Buyton, M.E. Kielty; Write Your Own Letters, Rosenfeld & Cass; Everyday English & Basic Work List for Adults - Cass; Your Family & Your Job, Angelica W. Cass; Write it Down, Angelica W. Cass. Introductory to intermediate reading levels. Basic vocabulary, simple reading selections. Exercise workbook for handwriting drill. Models and exercise drills for writing personal and business letters in simple English. For the most part, approach is patronizing and stilted. Material is oriented to adults but condescending in tone. Exception: Write Your Own Letters - Excellent for the purpose.

OPERATION ALPHABET, Parts 1 & 2
Robert H. Coates, Ed. - 1967

3 vol. soft cover workbook series, plus 2 teacher's manuals. Part I contains 100 lessons; part 2 vol. 1, contains 40 lessons; part II, vol. 2, has 50 lessons. Introductory reading level. Part I covers elementary reading materials. Part II covers higher skills levels. Designed for classroom use to accompany a TV instructional series on basic literacy training. Juvenile in tone and approach.

TIMES 4

single unit soft-cover anthology of short stories. Science fiction. Developmental level. Stories abridged and rewritten. Supplementary reading for adults who like this type of escape literature.

A TREE GROWS IN BROOKLYN

Betty Smith

Single unit soft-cover adult novel. Developmental reading level. Abridged and rewritten for appropriate reading level. Supplementary reading. Story about a girl struggling to rise from poverty in Brooklyn. Action takes place 1900-1916.. Dated but timely.

OXFORD BOOK COMPANY

222 Fifth Avenue
New York, New York 10003

AMERICAN ENGLISH
Alesi-Pantell, 1962

2 vol. soft-cover text series. Useful in teaching ESL to adults. Limited use for RFD.

PRENTICE-HALL PUBLISHING COMPANY

Englewood Cliffs, New Jersey 17632

BE A BETTER READER.
Nela Banton Smith

5 vol. soft-cover semi-programmed text series includes: Pre. Books A, B, & C; Book I, Book II. Elementary school text. Not suitable for adults.

MAN IN ACTION SERIES
Vincent & Carol Presno, 1967

2 vol. soft-cover picture book series. Includes: Introductory reading level. Mainly pictures with minimal copy. Useful for beginners. Very good color pictures.

THINKING AND WRITING
Faymond Fournier, 1969

4 vol. soft-cover semi-programmed text series. Has 4 levels: A, B, C, D. Includes: Words & Sentences; Classification & Order; Description; Beginning Explanation. Child oriented. Teaches reading & writing. Large pictures. Big spaces. Not useful for adults.

READERS DIGEST SERVICE, INC.

Educational Division
Pleasantville, New York 10570

READER'S DIGEST ADULT READERS (12)
1965

12 soft-cover booklets containing stories and exercises for new readers. Introductory reading level. Supplementary reading. Adapted from Reader's Digest.

READER'S DIGEST ADVANCED READING SKILLBUILDER
1958

4 vol. soft-cover reading series. Developmental reading level. Supplementary reading. Useful for reading practice. Stories and articles adapted from Reader's Digest.

HELP YOURSELF IMPROVE YOUR READING
G. B. Stearns, 1963

2 vol. soft-cover reading selections. Developmental reading level. Useful as supplementary reading for a wide range of interests.

READER'S DIGEST NEW READING SKILLBUILDER
1966-68

14 vol. soft-cover reading series. 6 introductory reading level. Supplementary reading for adults. Stories and articles rewritten and adapted from Reader's Digest.

READER'S DIGEST READINGS
1964

6 vol. soft-cover reading series. 6 intermediate reading levels. Supplementary reading practice. Wide interest range for adults. Stories and articles adapted and rewritten from Reader's Digest.

READER'S DIGEST READING SKILL BUILDERS
1958-63

14 vol. soft-cover reading levels. Supplementary reading practice for adults. Stories and articles rewritten and adapted from Reader's Digest.

READER'S DIGEST SCIENCE READERS
(Prepared by Franklyn M. Branley), 1963

4 vol. soft-cover reading series. Includes: Blue Book, Green Book, Red Book, Orange Book. Intermediate reading level. Supplementary reading practice. Good for those interested in science.

REGENTS PUBLISHING COMPANY

Division of Simon & Schuster
45 East 17th Street
New York, New York 10003

ENGLISH AS A FOREIGN LANGUAGE SERIES

Robert J. Dixon, 1959; 1950, 1962, 1953, 1951, 1950

6 vol. soft-cover graded text series. Consists of: Beginning Lessons in English; Second Book in English; Easy Reading Selections in English; Everyday Dialogues in English; Essential Idioms in English; Modern Short Stories in English. Especially written for adults. ESL. Can be used as instructional material for ESL students, but would need close teacher supervision. Not designed for independent study. Written on an introductory reading skills level, but suitable for adults. The advanced reading selections could be used for any new reader.

INSTITUTE OF MODERN LANGUAGE SERIES

Eugene Hall

3 vol. soft-cover semi-programmed text series. Includes: The Food We Eat; Making Government Work For You; How Government Works. Intermediate reading level. Large print, easy language. Few illustrations.

FRANK E. RICHARDS PUBLISHING COMPANY

215 Church Street
Phoenix, New York 13135

ARITHMETIC THAT WE NEED

Thomas Mooney, 1969

1 vol. workbook with teacher's manual. Contains story problems and figure problems. Story problems child-oriented. Not suitable for RFD audience.

ENGLISH THAT WE NEED

Helen Preve, 1965

2 vol. soft-cover workbook series. Intermediate reading level. Child or adolescent oriented. Difficult to relate to adult needs and experiences.

GETTING ALONG SERIES OF SKILLS

Thomas J. Mooney, 1963

5 vol. soft-cover semi-programmed text series. Includes:

After School is Out; Al Looks For a Job; A Job at Last; Money in the Pocket; From Tires to Teeth. Intermediate reading level. An integrated program of reading and math. Young adult orientation.

SCHOLASTIC BOOK SERVICES

50 West 44th Street
New York, New York 10036

ACROSS AND DOWN

Lawrence B. Charry - (from Scope-Word Skills), 1967

Single unit, soft-cover collection of cross-word puzzles. Intermediate reading level. Useful in teaching vocabulary and spelling to those who like to work with crossword puzzles. Designed with high school students in mind, but some adults might like it.

JOBS IN YOUR FUTURE

Miriam Lee (from Scope/Job Skills I), 1970

Single unit soft-cover workbook. Developmental reading level. Designed for high school age student. Format juvenile. Tone somewhat condescending. Not useful for most adults.

SELF-TEACHING ARITHMETIC BOOKS (1-6)

John W. Studebaker, 1962

6 vol. hard-bound semi-programmed text series. Accompanied by teacher's manual and diagnostic tests. Each volume contains a magic slate. The pages have windows through which the student can write his answers to the problems on the slate or on a sheet of paper. Designed for use in elementary school classrooms. Very childish tone and format. Not suitable for adults or independent study. Introductory to intermediate reading level.

WIDE WORLD

1969

Single unit soft-cover workbook. Contains reading selections and exercises for comprehension with each selection. Oriented toward urban high school student. Reading selections about people of various ethnic groups. Advanced reading level. Useful for independent study. Might appeal to some adults.

SILVER BURDETT

460 South Northwest Highway
Park Ridge, Illinois 60668

BUILDING YOUR LANGUAGE POWER

Frank C. Laubach - Wm. C. Wolf

6 vol. soft-cover programmed text series with 1 teacher's guide. Progresses slowly, then rapidly, through 3 reading levels. Can be used as a teacher resource or directly as instructional material. Primarily designed for basic communication instruction for adults. Books 3-6 for intermediate and advanced reading level might be utilized for branching independent study students into a programmed communication skills sequence.

CALL THEM HEROES

Board of Education, N. Y. City

4 vol. soft-cover series of stories. Written at 7th grade reading level. Useful for supplementary reading. Short stories about people of various ethnic backgrounds who "made it" in one way or another. Subjects are mainly from various minority groups.

SIMON & SCHUSTER, INC.

509 Madison Avenue
New York, New York 10022

BUILDING ENGLISH SENTENCES

Eugene J. Hall, 1969

4 vol. soft-cover workbook series. Advanced ESL using transformational approach. Not useful for most of RFD audience, but could be used in certain circumstances although highly unlikely that those would be present among RFD members.

L. W. SINGER CO.

A Division of Random House

The Random Building
201 E. 50th Street
New York, New York 10022

ENGLISH WRITING PATTERNS:

Helen E. & Carl A. Lefeuve, 1968

Single unit soft-cover semi-programmed workbook. Intermediate grade reading level. Designed primarily for classroom useage with oral participation. Limited usefulness for home study.

STECK-VAUGHN

P. O. Box 2038
Austin, Texas 79767

BASIC ESSENTIALS OF MATHEMATICS

James T. Shea, 1965

2 vol. soft-cover workbook series. Strictly arithmetic figure problems. Could be used for drill but not recommended for independent use. Problems not applied to practical situations. Only useful for highly motivated adult or highly structured classroom situation.

ENGLISH ESSENTIALS

Jewel Varnado, 1964

2 vol. soft-cover semi-programmed workbook. Developmental reading level. Mainly grammar exercises. Little practical application. Good review for those who need it.

GEOGRAPHY WORKTEXTS SERIES

Hoffman, Bowden, Kennamer, 1965

4 vol. soft-cover workbook series. Includes: Life Near and Far (96 pp. 0-3 grade level); Life in Different Lands (112 pp. -4); Life in the Americas (144 pp. -5); Life in Lands Overseas (165 pp. -6). Intermediate reading level. Prepared for school classroom use and too obviously juvenile in presentation. Each unit presents geographical concepts and facts at progressively higher levels of complexity. Stress is on types of relationships found between the earth and man and vice versa.

HEALTH SERIES

R. Townsend & K. Townsend

5 vol. soft-cover semi-programmed workbook text series. Set includes: Exploring Health; Building a Healthy Body; Steps to Health; Health for Every Day. Reading selections followed by exercises. Language difficult & technical. Reading level too advanced for most RFD members. Could be supplementary reading for those whose interests and skills warrant its use.

I WANT TO READ & WRITE

Harley Smith, Ida Wilbert, 1965

Single unit soft-cover semi-programmed workbook. Introductory reading level. Useful as a workbook for those just learning reading and writing. Adult oriented. Need extensive teacher supervision. Independent study impossible except in later stages.

NEW ADVENTURES IN READING
Ullin, Leavell & Beddy, 1966

2 vol. soft-cover semi-programmed text series. Intermediate reading level. Reading selections and exercises. Teaching reading skills and grammar. Juvenile orientation.

NEW ADVENTURES IN READING
Allen Leavell, et. al.

2 vol. soft-cover semi-programmed text series. Intermediate reading level. Stories followed by skill-building exercises. Childish in tone.

READING ESSENTIALS SERIES - MASTERY IN READING
Leavell, Wheeler & Wheeler

2 vol. soft-cover semi-programmed text series. Intermediate reading level. Adventure type stories followed by several pages of exercises for reading improvement. Supplementary reading.

PROGRESS IN READING
Leavell & Gardner

2 vol. soft-cover semi-programmed workbook series. Developmental reading level. Traditional workbook format. Orientation tends toward adult. Independent study possible.

WORKING WITH NUMBERS
James T. Shea, 1956

8 vol. soft-cover semi-programmed text series, plus teacher's manual and test sheets. Supplementary math practice. Pure arithmetic without a context. Not useful for most RFD members, but could be of use to some with special interests and skills.

SYRACUSE UNIVERSITY PRESS

P. O. Box 8, University Station
Syracuse, New York 13210

YOU READ, BUT HOW WELL
W'm. Sheldon & Leonard Braam, 1959

Single unit soft-cover semi-programmed text. Developmental reading level. Teacher resource. Supplementary reading. Can be used for independent study. Self testing. Student checks his efficiency in various subject areas including general material, historical, technical and philosophical.

TEACHER'S COLLEGE PRESS

Bureau of Publications
Columbia University
1234 Amsterdam Avenue
New York, New York 10027

READING EXERCISES

Gates, Arthur & Celeste Comegys, 1963

13 vol. soft-cover reading series. Written on 3 levels - Elementary, Intermediate, Advanced. Supplementary reading-practice, plus exercises to improve reading skills. Lower levels not suitable for adults. Advanced levels more adult oriented. Useful for independent study.

UNITED STATES ARMED FORCES INSTITUTE

2318 South Park Street
Madison, Wisconsin 53713

ARITHMETIC FOR EVERYDAY LIFE SERIES

Milton W. Beckman, 1956

6 vol. soft-cover graded text and workbook. Written at intermediate reading level. Designed for military use. Could be used for remedial arithmetic skills training.

BASIC ARITHMETIC BOOK 1 A034 text & workbook

" " BOOK 2 A035 " "

1947

2 vol. soft-cover. Military oriented. Exercises useful for drill. 7-8th grade level.

DEVELOPMENTAL READING SERIES (3 vols.)

Josephine Bauer, 1968

3 vol. soft-cover, graded workbook series. Includes: "On Your Mark"; "Set!"; "Go!". Designed for military use, but not excessively military oriented. Similar to Communications series by the same author. Can serve as a guide to developing instructional units at beginner's skills level.

ENGLISH AS A COMMUNICATION SKILL

Josephine Bauer, 1963

2 vol. textbook and exercise set. 5 parts to each set, graded, soft-cover. Military-oriented, but could be used for non-military students as well. Not useful as direct instructional material, but as a teacher resource. Can give teacher a pattern for remedial instruction in grammar and usage for those who need and want it.

PRACTICAL ENGLISH USAGE I
John Phillipson, 1958

2 vol. soft-cover text series. Intended for independent study of grammar and usage at high school level. Designed for military use, but useable for some RFD members.

U.S.A.F.I. READERS
Edgar Dole, 1964

3 vol. soft-cover text series. Intermediate reading level. Military oriented. Stories dated, moralistic and propagandistic. Not useful for RFD audience except perhaps those who have been in the military and liked it.

WEBSTER DIVISION
McGraw-Hill Book Co.

8171 Redwood Highway
Novato, California 94947

CONQUESTS IN READING
Kottmeyer-Ware, 1962

Single unit soft-cover workbook. Also has teacher's edition. Remedial reading instruction developed for slow readers. Useful as reading exercises for new readers also.

DR. SPELLO
Wm. Kottmeyer, 1968

Single unit, soft-cover, semi-programmed workbook. Introductory reading level. Spelling drill for slow or new readers. Designed for children. Not suitable for adult use.

EVERY READER SERIES
1968

20 soft-cover reading series. Includes: To Have and To Hold - Mary Johnston; Simon Bolivar - Nina Baker; Ben Hur - Lewis Wallace; The Count of Monte Cristo - Alexander Dumas; On Jungle Trails - Frank Buck; Men of Iron - Howard Pyle; The Flamingo Feather - Kirk Munroe; Greek & Roman Myths; Wild Animals I Have Known - Ernest T. Seton; The Call of the Wild - Jack London; King Arthur and His Knights; The Gold Bug et.al. - Edgar Allen Poe; Cases of Sherlock Holmes - Arthur C. Doyle; The Trojan War; Robin Hood Stories; Bob, Son of Battle - Alfred Ollivant; Indian Paint - Glenn Balch; A Tale of Two Cities - Charles Dickens; Juarez - Nina Baker. Intermediate reading level. Excellent choice of classic and popular fiction titles for adaptation to this

reading level. Supplementary reading. Adult. Independent study.

OPPORTUNITY KNOCKS SERIES
1969

6 vol. soft-cover text series. Includes: The Job you Want; About Him; About Her; You Said It; You Pay for It; It's Up to You, plus teacher guide. Intermediate reading level. Supplementary reading. Oriented to adolescent or young adult reader. Useful for instruction in social skills and communication.

PROGRAMMED MATH
Sullivan Associates

8 vol. soft-cover programmed text series. Includes: Basic Addition; Advanced Addition; Subtraction; Multiplication; Division; Fractions; Decimals; Measurements. Accompanied by Work Problem Book for each volume, teacher's manual and placement examination book for the series. Very good program. Designed for completely independent study. Student needs help getting started, but continues alone.

PROGRAMMED READING FOR ADULTS
Cynthia D. Buchanan & Sullivan Associates, 1968

8 vol. soft-cover programmed text series. Includes: The Letters of the Alphabet; The Sounds of the Letters; From Words to Sentences; Sentence Reading; Paragraph Reading; Consecutive Paragraphs; Content Analysis; Functional Reading; Book 1 Teacher's Manual; Book 2 Teacher's Manual; Book 3-12 Teacher's Manual. Intermediate grade level. Program allows for completely independent study. Beginning levels require close liaison with teacher.

READING SHELF I
1968

10 vol. soft-cover reading series. Series includes: Anything Can Happen; The Knife; Requiem for a Heavyweight; Marty/Printer's Measure; The Call of the Wild; Ramblers, Gamblers & Lovers; Stories by E.A. Poe; Stories by Jesse Stuart; The Year the Yankees Lost the Pennant; Ax. Intermediate reading level. Excellent controlled vocabulary and careful adaptation of popular titles. Supplementary reading for adults in independent study.

READING SHELF II
1968

10 vol. soft-cover reading series. Intermediate reading level. Excellent controlled vocabulary and careful adaptation of popular titles. Supplementary reading for adults in independent study. Series includes: Negro Doctor;

The Off-Islanders; How to Win Friends & Influence People;
Art; Nigger; Dark Sea Running; Funny Bone; My Own Back-
yard; Follow the Free Wind; Look to the River.

STEP UP YOUR READING
Jim Olson

5 vol. soft-cover graded text series. Books A-E, plus teacher's manual. Up to 5th grade reading level. Adult oriented. Urban Black frame of reference. Can be used selectively for rural audience.

WHAT JOB FOR ME SERIES

18 vol. soft-cover text series. Includes: Charlie the Repairman; John, the Second Best Cook in Town; Pete, the Service Station Attendant; Nick the Writer; Joe, the Retail Salesman; Judy, the Waitress; Frank, the Vending Machine Repairman; Betty and her Typewriter; Burt, the Policeman; Ginny, the Office Assistant; Cool it, Man (Refrig.); Keep it Clean (Laundry-Dry Cleaning); Carmen the Beautician; Tom, the Merchant Seaman; Phil, the File Clerk; Sandy, the Lineman; Jim, the Draftsman; Ned, the Taxicab Driver. Intermediate reading level. Ideal supplementary reading for young adults to provide background information for each occupation. Some titles will be interesting for older adults as well. Frame of reference generally urban, but could be used for non-farm rural as well.

ALBERT WHITMAN & COMPANY

560 West Lake Street
Chicago, Illinois 60606

THE UNITED STATES BOOKS
Bernadine Bailey, 1964

Multiple volume hard-bound text series. RFD has: Michigan; Illinois; Wisconsin; Ohio; Minnesota. Intermediate reading level. Supplementary reading. Short history of the state. Description of main cities, attractions. Well-written. A little dry.

ABOUT ME

AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS
1201 16th Street, N. W.
Washington, D. C. 20036

IMPACT

Forrest Conner & Robert Lace 1964

Single unit soft cover booklet that could be used as instructional material or supplementary reading for the advanced ABE student. Booklet records verbally and pictorially the problems we face and the diversity of culture.

CHANNING L. BETE COMPANY, INC.
45 Federal Street
Greenfield, Massachusetts 01301

HOW TO UNDERSTAND YOURSELF...AND OTHERS
Scriptographic Publication 1969

15-page pamphlet. Adult oriented but the reading level is too high to use as instructional material except for the highly advanced student.

YOUR BEST YEARS: HOW TO PLAN FOR RETIREMENT
Scriptographic Publication 1967

15-page pamphlet. Developmental reading level. Includes hints for planning a happy retirement. Oriented to the more or less middle class adult.

BETTER BUSINESS BUREAU
405 Lexington Avenue
New York, New York 10017

FACTS YOU SHOULD KNOW ABOUT HOME STUDY SCHOOLS
Educational Division

Pamphlet series for supplementary reading or teacher reference. Presents personal and vocational advantages of home-study programs as well as points out fraudulent practices in the field.

CALIFORNIA STATE DEPARTMENT OF EDUCATION
Sacramento, California 95814

DRUG ABUSE
Angela Kittenger, Patricia J. Hill 1967

Single unit soft cover supplementary text. Reading level is developmental level or higher. Subject matter might be of interest to adults. All drugs from marijuana to heroin are covered.

FOLLETT EDUCATION CORPORATION
1010 West Washington Blvd.
Chicago, Illinois 60607

ACCENT/PERSONALITY SERIES

Beatrice F. Darc, Edward J. Wolfe 1965-66

4-vol. soft cover semi-programed series. Includes: Taking Stock; You and Your Needs; You and They; You are Heredity and Environment, plus teacher's manual for the series. Workbook format. Includes exercises for skill development.

GREGG PUBLISHING COMPANY

A Division of McGraw-Hill Book Company
330 W. 42 Street
New York, New York 10036

ABOUT HER

(Margaret E. Andrews 1968

Soft cover structured series written on an intermediate reading level. Written for the adult female. Includes making a good image, what an employer looks for, controlling emotions and improving intelligence. Also includes questions and word study after each chapter. Format would be acceptable to adults.

HOW TO IMPROVE YOUR PERSONALITY

Ray Newton, Helen Green 1963

Hard bound semi-programed text series. Includes: Importance of Personality and You; Beginning Program of Personality Improvement; and Understanding Human Behavior. Objectively written. Not condescending. Adult-oriented.

PERSONALITY & HUMAN RELATIONS

Adam Sferra, Mary Wright & Louise Rice 1961

Semi-programed single unit soft cover text for an advanced ABE student or for use as a teacher resource. Includes personality, speech emotional conflict and adjustment. Also includes section on improving reading skills and successful studying.

CHARLES E. MERRILL PUBLISHING COMPANY

1300 Alum Creek Drive
Columbus, Ohio 43209

MERRILL MAINSTREAM BOOKS. 1968

5-vol. soft cover text series written at the developmental reading level. Orientation is mainly adolescent. Series includes: In New Directions; Against the Odds; They Were First; Courage Under Fire; People Like You. Stories and selections about different people. Aim is to guide the reader into analyzing and evaluating himself. Teacher's manual is included.

METROPOLITAN LIFE INSURANCE COMPANY
Health & Welfare Division
1 Madison Avenue
New York, New York 10010

THE MENOPAUSE: 1964

Single unit pamphlet for teacher reference. Offers plain and simple explanation of the life cycle. May only be used by highly advanced student.

NOBLE & NOBLE PUBLISHERS
67 Irving Place
New York, New York 10003

WRITE YOUR OWN LETTERS
Jeannette Rosenfeld, Angelica Cass 1950

Single unit soft cover booklet. Intermediate reading level. Includes instructions on filling out everyday forms as well as writing social and business letters.

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

ABOUT YOU
Marjorie Cosgrove, Gary Josey 1952

Soft cover semi-programed single unit booklet. Intermediate reading level. Information on personality, changing and growing. Orientation toward teenagers.

UNDERSTANDING YOURSELF
William C. Menninger 1948

Soft cover single unit text. Developmental reading level. Concepts of interest to and valid for adults. However, the orientation is toward teenagers.

UNITED STATES GOVERNMENT
DEPARTMENT OF HEALTH, EDUCATION & WELFARE

Order from: Superintendent of Documents
U. S. Government Printing Office
Washington, D. C. 20402

FARM PEOPLE & SOCIAL SECURITY
Social Security Administration 1958

28-page pamphlet. Developmental reading level. Rural adult oriented. Gives information on how social security works for farmers. Too advanced for independent study.

RECENT IMPROVEMENTS IN SOCIAL SECURITY DISABILITY
INSURANCE 1968

Pamphlet. Includes information on the change in the new Social Security law in regard to benefits for disabled workers and their dependents. Too highly advanced for independent study except for good readers.

SOCIAL SECURITY BENEFITS. 1970

Single unit pamphlet written at the developmental reading level. Includes such topics as how to estimate the amount of social security one will get, when the maximum benefits are payable, and medicare. Language is sophisticated and compact. Not for independent study.

YOUR SOCIAL SECURITY. 1963

Single unit soft cover. Teacher resource or supplementary reading for the highly advanced ABE student. Publication includes graphs and charts. Language in this booklet is very sophisticated, dealing with payments receiveable, work covered under the Social Security Act and provisions for working after payment.

UNITED STATES GOVERNMENT
DEPARTMENT OF LABOR

Order from: Superintendent of Documents
U. S. Government Printing Office
Washington, D. C. 20402

SCHOOL OR ELSE
Bureau of Employment Security
Manpower Administration 1965

Single unit pamphlet written at the developmental reading level. Youth oriented. Gives reasons for staying in school. Might be useful to some parents of teenagers.

UNIVERSITY OF MINNESOTA
University Extension
Order from: Bulletin Room
3 Coffey Hall
University of Minnesota
St. Paul, Minnesota 55101

HAIR STYLING AND CARE
Athelene H. Scheid

Series of 8-page pamphlets for supplementary reading. Intermediate reading level. Hair care & hair styling, only marginally related to the ABE student.

UNIVERSITY OF WISCONSIN
University Extension
Order from: Bulletin Room
College of Agricultural and Life Sciences
The University of Wisconsin
Madison, Wisconsin 53706

YOUR PROPERTY. PLAN ITS TRANSFER
J. H. Beuscher, Louise Young 1951

Single unit soft cover booklet. Rural adult oriented. Case study method employed in teaching the ways of owning property and its transfer. Organization and charts included are fairly complex. Not for independent study.

ABOUT MF AND OTHERS

ADULT ARMCHAIR EDUCATION PROGRAM
A Branch of Opportunifies Industrialization Center, Inc.
1404-Ridge Avenue
Philadelphia, Pennsylvania 19130

AMERICAN MINORITIES & TEACHER MANUAL -
Howard, Ronald W., 10/69

Soft cover, semi-programmed text series written at intermediate grade level. Short histories of migration of famous people from all types of ethnic background includes built in comprehension exercises (too lengthy for reading exercise.)

AUBURN UNIVERSITY COOPERATIVE EXTENSION SERVICE
Auburn, Alabama 36830

ADOLESCENCE
Fite, Barbara A., 1966

Single unit pamphlet for teacher resource or advanced student. Discusses attitudes, problems and anxieties of teenagers. Information included is based on a research study. Oriented toward parents.

THE IN-BETWEEN YEARS (Circular HE-5Y)

Single unit pamphlet for teacher resource describes normal development of children ages 9-13. Reading level too high for average ABE student.

UNDERSTAND FOR YOUTH & ADULTS (Circular HE-55)
Fite, Barbara A., 1968

Single unit soft-cover pamphlet for teacher reference or supplementary reading. Discusses difference in guiding principles as seen by adult and youth. Developmental reading level.

BENEFIT PRESS
10030 W. Roosevelt Road
Westchester, Illinois 60153

HOW IMMIGRANTS CONTRIBUTED TO OUR CULTURE
Stanek, Muriel, 1970

Hard bound text series for advanced supplementary reading. Developmental reading level. Includes history of emigration and immigrants in the United States. Attempts to create appreciation for all cultures in the United States.

CHANNING L. BETE CO., INC.
45 Federal Street
Greenfield, Massachusetts 01301

COURTESY COSTS NOTHING - Scriptographic Publication

Single unit scriptographic booklet written for instructional purposes. Includes tips on how courtesy will help a person "go far" socially and vocationally. Limited interest range. Written in intermediate grade level.

PEOPLE & NATIONS

Single unit pamphlet for teacher resource or advanced supplementary reading. Consists largely of statistical information in scriptographic format.

YOUR CHILD ENTERING SCHOOL - Scriptographic Publication, 1964

Single unit soft-cover booklet. Scriptographic format. Includes advice to mothers about child's first entrance into school. Low income mothers may not find this booklet relevant to their own circumstances.

THOMAS Y. CROWELL PUBLISHING COMPANY
201 Park Avenue South
New York, New York 10003

AMERICAN FOLKTALES/I
Binner, Vinal O., 1966

Single unit supplementary reading and teacher resource publication. Intermediate grade level. Designed as a structured reader for classroom use. Could be used independently.

DELL PUBLISHING COMPANY
750 Third Avenue
New York, New York 10017

HOW TO SELL YOURSELF TO OTHERS
Wheeler, Elmer, 1967

Single unit paperback book for teacher resource. Includes information on keeping friends, listening, getting along. Not Adult Basic Education material.

EQUITABLE LIFE ASSURANCE
Office of Community Services and Health Education
1285 Avenue of the Americas
New York, New York 10019

VACATIONING - Medical Department.

Single unit, 48-page pamphlet for supplementary reading (for the advanced ABE student) or teacher reference. Written at the Developmental level, this publication includes suggestions for planning and organizing vacations to make them good, relaxing experiences. Not oriented to low income ABE student.

FOLLETT EDUCATION CORPORATION
1010 West Washington Blvd.
Chicago, Illinois 60607

YOU AND YOUR NEEDS

Dare, Beatrice & Wolfe, Edward, 1966

Single unit, soft-covered semi-programmed text written at introductory level. Includes information on body needs, needs for attention, need to achieve. Also includes probing exercise geared to self-analysis.

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

WHEN YOU MARRY

Duvall, Evelyn & Hill, Reuben, 1967

Single unit hard-bound text for teacher reference. Includes information on money matters in marriage, conflicts, and what holds a marriage together. Oriented largely to newlyweds.

HOLT, RINEHART & WINSTON
385 Madison Avenue
New York, New York 10017

IMPRESSIONS OF THE U.S.

Hollander, Sophie Smith, 1964

Single unit, soft cover publication. Developmental reading level. Written as an English and a Second Language reader. Consists of letters written by foreign visitors to the United States. Could be useful for teaching about other cultures.

NOBLE AND NOBLE PUBLISHERS
67 Irving Place
New York, New York 10003

RAMON OF PUERTO RICO

Kohan, Frances H. & Well, Truda T., 1964

Single unit hard-bound text for supplementary reading. Intended for classroom use, not independent study. Ethnically oriented.

J. C. PENNEY CO., INC.
Educational & Consumer Relations
1301 Avenue of the Americas
New York, New York 10019

AWARENESS - INSIGHT INTO PEOPLE

Audio-visual kit. Teacher resource. Record and film strips. Kit deals with stereotyping and empathy. Activity sheets accompany each of the three themes.

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

FAMILY LIFE
Prevo, Helen, 1967

Soft cover text series for supplementary reading. Oriented to the young adult. Publication centers around a story about a young couple living on a low income. However, language does not reflect this. Workbook included.

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

YOUR ATTITUDE IS SHOWING
Chapman, Elwood N., 1964

Single unit soft cover instructional material or supplementary reading. Intermediate to developmental reading level. Mixture of story-telling and didactic generalities drawn from stories.

UNDERSTANDING HOSTILITY IN CHILDREN
Escalona, Syble

Single unit soft cover text. Written on intermediate level, it can be used both as teacher reference and instructional manual. Includes information on child development and child psychology.

SILVER BURDETT
460 South Northwest Highway
Park Ridge, Illinois 60668

FAMILIES & THEIR NEEDS
Andersen, Edna A., 1966

Hard bound text series. Written on a very elementary level. Although this publication is for children, the visual and verbal treatment of the family would be highly acceptable to adults. Includes information on how families live in all cultures.

UNITED STATES GOVERNMENT-DEPARTMENT OF HEALTH, EDUCATION
& WELFARE

Order from: Superintendent of Documents
U. S. Government Printing Office
Washington, D. C. 20402

YOUR CHILD FROM 6 TO 12
(Children's Bureau Publication #324-1966)
Social & Rehabilitation Service, 1966

Single unit pamphlet for teacher resource. Discusses the child as an individual. The child in the family and home, school and neighborhood. Also includes a section on physical and emotional problems. Reading level is high for ABE.

YOUR CHILD FROM 1 TO 6
(Children's Bureau, 1962)

Single unit pamphlet for teacher resource or an advanced ABE student. Includes child psychology and guidance for young children.

ADULTS HELP YOUTH FACE THE FUTURE
Wilkinson, Viola, 1968

Single unit pamphlet written at Intermediate grade level. Subject matter is treated in a general manner and could be used for background reading or supplementary reading.

AGES'N STAGES OF PERSONALITY GROWTH & DEVELOPMENT
(Circular HE 53)
Fite, Barbara, 1967

Pamphlet. Teacher resource. Reviews the stages of development from childhood to maturity. Oriented to parents raising children. Developmental reading level.

YOUR CHILD'S PERSONALITY
(Circular 568)
Wilkinson, Viola, 1970

Single unit pamphlet for teacher resource. Developmental reading level. Includes information on what types of factors affect a child's personality.

YOUR CHANGING FAMILY
(Circular 60F)

Single unit pamphlet written at Developmental level. Includes information on the changes families go through from marriage to old age.

A LOOK AT CHILDREN, 6 TO 12
Hunt, Viola, 1955

Single unit 6-page pamphlet for teacher resource or supplementary reading. Offers description of characteristics of children ages 6-12. Very general in nature.

UNDERSTANDING CHILDREN 1 TO 6
(Circular 645)
Wilkinson, Viola, 1968

Single unit booklet of 11 pages. Advanced supplementary reading or teacher resource. Reviews the stages of child development and attempts to establish norms of behavior for each age level.

WESTERN PUBLISHING COMPANY
1220 Mound Avenue
Racine, Wisconsin 53404

WHAT A MIRACLE YOU ARE
BOYS GIRLS (2 titles)
Bernhagen, Lillian F., 1968

Single unit pamphlet written at developmental level. Simplified sex education manual for teenagers. Might be usable as a parent's guide.

ABOUT ME AND MY MONEY

ADDISON-WESLEY

703 Welch Road
Palo Alto, California 94304

HOW TO GET A JOB
Educational Design, inc., for
the National Association of Manufacturers

Soft cover semi-programed text kit includes:
How to get a job manual--semi-programed workbook
covering 26 tasks to be performed in job-seeking;
Role play book--guide to job interview with
role playing situations.
Job Cards--complete description of 46 job titles.
Kit also includes separate teachers manual and
role play book.
Intended primarily as a self-instructional
course for the high school dropout in urban
areas. Developmental reading level. Could
be used as independent study material for certain
RFD members.

ADULT ARMCHAIR EDUCATION PROGRAM
A Branch of Opportunities Industrialization
Center, Inc.

1404 Ridge Avenue
Philadelphia, Pennsylvania 19130

CONSUMER AWARENESS
Ronald W. Howard 1969

Soft cover semi-programed text plus teacher's manual.
Developmental reading level. Has sections on "Bogus Salesmanship",
"Frauds", "Credit Contracts", "Wise Buying". Shows some of the
pitfalls for the consumer. Has built-in thought-comprehension
questions. Recommended for use with teacher but can be used in-
dependently by good readers.

ADULT BASIC EDUCATION COUNCIL FOR
SPANISH SPEAKING MILWAUKEE

538 W. National
Milwaukee, Wisconsin 53212

BIG BUY: CONSUMER EDUCATION
Helene Aqua, and Helen Budish 1967

Mimeographed sheets. Unpublished. Group of consumer math
problems. Sequential. Oriented toward Spanish-speaking
ABE students but can be used by English speakers as well.

Language very simple and information given very basic.

ALLSTATE INSURANCE COMPANIES

Northbrook Plaza
Northbrook, Illinois

YOUR CHILD'S IN DANGER

Pamphlet. Advanced reading level. Teacher resource or supplementary reading for advanced readers. Information and statistics to convince drivers to use seat belts. Important information for all.

AMERICAN AUTOMOBILE ASSOCIATION

1712 G. St. N. W.
Washington, D. C. 20006

AAA SAFE DRIVING INFORMATION

Pamphlet series includes: "Your Child and Traffic"; "Parents Can Be Serious Traffic Hazards"; "Rules for Safe Walking"; "Rules for Safe Driving"; "Parents! Safeguard your Child"; "Bicycling is Great Fun"; "Seat Belts Save Lives only if Used"; "One Good Turn...Deserves Another"; "Defensive Driving Techniques"; "Pointers for Pleasant and Safe Driving"; "How to Go on Ice & Snow"; "Getting the Most out of Freeway Driving".

Developmental reading level. Suggestions for safe driving and prevention of car accidents. Useful information.

THE AMERICAN BANKERS ASSOCIATION

90 Park Avenue
New York, New York 10016

USING YOUR MONEY WISELY 1967

35-page booklet. Developmental reading level. Useful as teacher resource or in supplementary reading. Written for adult education. Has questions and answers. Discusses salary, banks and their various services, credit and borrowing. Contains sections on vocabulary. Can be used independently by a member with good reading skills.

AMERICAN CANCER SOCIETY

219 E. 42 Street
New York, New York 10017

Local Representative
2505 Winnebago
Madison, Wisconsin 53704

AMERICAN CANCER SOCIETY INFORMATION PAMPHLETS
Dane County Unit

Series of pamphlets which cover virtually every kind of cancer. Advanced reading level. Teacher resource. Background information on causes, treatment, and kinds of cancer. Many of the pamphlets are designed to keep young people from starting to smoke.

AMERICAN DAIRY ASSOCIATION

20 North Wacker Drive
Chicago, Illinois 60606

A SAMPLER OF MODERN SOUR CREAM RECIPES

Soft-cover booklet. Intermediate reading level. Recipes using sour cream. Cleverly done. Limited usefulness but could be of incidental interest to some.

HOW YOUR BODY USES FOOD
Albert Piltz

26-page booklet. Intermediate reading level. Teacher resource. Written for juvenile readers and illustrated accordingly. Not suitable for direct use by adults.

SWAPPIN' GOOD RECIPES FEATURING COTTAGE CHEESE

* Short booklet of recipes using cottage cheese. Very useful supplementary material. Well done.

AMERICAN DENTAL ASSOCIATION

211 E. Chicago Avenue
Chicago, Illinois 60611

HAVE MISSING TEETH REPLACED 1964

8-page pamphlet. Developmental reading level. Teacher resource or supplementary material for better readers. Subject expressed in title might be useful to some members.

AMERICAN DRY MILK INSTITUTE

130 N. Franklin Street
Chicago, Illinois 60606

INSTANT NONFAT DRY MILK IN A VARIETY OF
DAILY FOODS

10 recipes in 3"x5" leaflet. Very useful recipes for those who want to economize on milk.

INSTANT NONFAT DRY MILK IN FAMILY MEALS
Bulletin No. 522

16-page pamphlet. Recipes and suggestions for using nonfat dry milk. Very helpful. Fits in with RFD's TV presentation on dry milk.

INSTANT NONFAT DRY MILK IN HOMEMADE BREAD AND ROLLS
Bulletin No. 521

11-page pamphlet with recipes. Useful money-saving recipes. Also good for weight-watchers.

AMERICAN HEART ASSOCIATION

44 East 23 Street
New York, New York 10010

Local Representative:

Wisconsin Heart Association
205 Highland Avenue
Milwaukee, Wisconsin 53203

AMERICAN HEART ASSOCIATION PAMPHLETS 1964-1969

Series of small pamphlets on a variety of subjects concerning heart disease. Developmental reading level. Teacher resource or supplementary information for those interested and able to read it.

AMERICAN MEDICAL ASSOCIATION

535 N. Dearborn St.
Chicago, Illinois 60610

FIRST AID MANUAL
Rev. Ed. 1967

Pamphlet. Developmental reading level. Supplementary reading for better readers. Good information. Step-by-step explanations. Useful as a reference.

PROTECTING YOUR HOME FROM UNLABELED POSIONS

6-page pamphlet. Developmental reading level. Teacher resource or supplementary reading for advanced readers. Identifies kinds of poisons to watch out for around your home. Emphasizes proper storage and labeling of poisons.

SEAT BELTS SAVE LIVES

Pamphlet. Advanced reading level. Teacher resource or supplementary reading for advanced readers. Information and statistics to convince drivers to use seat belts. Important information for all.

AMERICAN NATIONAL RED CROSS

National Headquarters
2025 E Street N. W.
Washington, D. C. 20006

STANDARD FIRST AID COURSE--MULTIMEDIA SYSTEM

4-vol. soft cover workbook series. Developmental reading level. Teacher resource or supplementary material for good readers. Gives very good complete first aid information. Question-answer format may be too boring for some. (Produced in collaboration with American Telephone and Telegraph Company.)

AMERICAN PETROLEUM INSTITUTE

1271 Avenue of the Americas
New York, New York 10020

CAREER INFORMATION--GOING PLACES IN OIL 1963

23-page pamphlet. Advanced reading level. Teacher resource or supplementary reading for advanced readers. Tells of jobs in oil field. Most of the jobs require high school or college degrees.

AMES COMPANY--DIVISION OF MILES LABORATORIES

Elkhart, Indiana 46514

MR. HYPO IS MY FRIEND 1968

31-page booklet. Intermediate reading level. Aimed at children who are diabetics. Acquaints them with injections and urine tests. Much too childish for general use, but a parent of a diabetic child could use it.

AUBURN UNIVERSITY

University Extension
Auburn, Alabama 36830

CREDIT INFORMATION PAMPHLETS

8-unit pamphlet series. Includes the following titles: "How to figure the true annual rate of interest"; "Buying on time"; "How to figure the dollar cost of credit"; "Your contract when using credit"; "What is credit? Do's and don't's of credit"; "Reasons for and against credit"; "Should you use credit?"

Intermediate reading level. Clear, well done, easily understood. Math clearly presented. Recommended for independent study.

MANAGING YOUR MONEY (Circular HE-22)

12-page pamphlet. Intermediate reading level. Shows how to organize a spending plan so you know where your money went. Also suggests sources to get help or information about spending. Useful information. Large type. Can be used independently and directly with most RFD members.

YOUR FAMILY RECORDS

Elizabeth L. Bryan

Pamphlet. Intermediate reading level. Explains how to get important papers in order and easily accessible. Also gives tips on how to keep an easily accessible documentation of the important facts of these records. Language simple, instructive. Designed for independent use. Tips valid for everyone.

AUTO INDUSTRIES HIGHWAY SAFETY COMMITTEE, INC.
(Now: Highway Users Federation for Safety and Mobility)

300 Ring Building
Washington, D. C. 20854

MULTIPLY YOUR SAFETY

Pamphlet. Advanced reading level. Teacher resource or supplementary reading for advanced readers. Information and statistics to convince drivers to use seat belts. Important information for all.

SEAT BELTS ARE "CIRCLES OF SAFETY"

Pamphlet. Advanced reading level. Teacher resource or supplementary reading for advanced readers. Information and statistics to convince drivers to use seat belts. Important information for all.

BAND (Bay Area Neighborhood Development)

3009 16th Street
Room 225
San Francisco, California 94103

APPLIANCE REPAIR. HOW TO GET YOUR MONEY'S WORTH 1966

4-page pamphlet. Comic book format. Introductory reading level. Tips on how to protect oneself in case of appliance failure, how to save money on repairs, where to turn if a victim of fraud.

BUYING A USED CAR ISN'T EASY 1966

8-page pamphlet. Introductory reading level. Comic book format. Tips on buying a used car. What to watch out for. Very well done, practical. Independent use.

CONSUMER COUNSELING SERIES

4-page pamphlet series. Titles include: "SAVE WHEN YOU BUY"; "Appliance Repairs"; "Retail Credit"; "Cosmetics"; "Fabrics"; "Life & Health Insurance"; "A television"; "Drugs and Medicine"; "A Used Car"; "Rugs & Carpets"; "Furniture"; "Clothing"; "Food"; "Appliances"; "A safer car can save your life"; "Where oh Where does your Money Go?"

Intermediate reading level. Comic book format. Clever, interesting, important information. Designed for independent use.

CONSUMER COUNSELING SERIES

Series of 4-page pamphlets with the following titles:
"Don't let credit trap you"; "A small loan"; "Financial counseling and Credit Unions"; "The poor don't have to pay more"; "The Garnishee process"; "The Small Claims Court"; "One step short of bankruptcy"; "Too many debts?" Credit Unions and Collection Agencies"; "What do Credit Bureaus do?" Helping People Budget; "Interviewing Consumers about Problems"; "Attitudes that Affect Financial Problems"; "Financial Counseling and Credit Unions"; "Credit Unions help People".

Intermediate reading level. Excellent for RFD purposes. Ideal for independent study. Designed purposefully for adults. Can be used for Rural, Urban, or Ethnic Minority audience.

CREDITORS AND COLLECTION AGENCIES 1966

4-page pamphlet. Comic-book format. Introductory Reading level. Contains information about what the individual can do about garnishment of his wages. Well done, interesting, readable.

DO YOU SPEND TOO MUCH MONEY ON DRUGS & MEDICINES 1966

4-page pamphlet. Intermediate reading level. Good to use as instructional material. Suggests ways to save money by buying generic rather than brand name drugs. Warns about comparing prices and using and storing drugs and medicines safely.

FIGHT BACK. DON'T LET THE GYP ARTISTS GET AWAY WITH IT. 1967

4-page pamphlet. Introductory reading level. Comic Book Format. Cleverly done and clear information on how to keep from being cheated. Where to go with a complaint.

THE GREAT FURNITURE HUNT 1966

4-page pamphlet. Introductory reading level. Comic book format. Useful tips on buying furniture. Can be used independently. Very helpful for anyone who is interested.

KEEP YOUR EYES OPEN WHEN YOU BUY A TV 1966

4-page pamphlet. Introductory reading level. Comic book format. Independent use. Good tips on comparing brands and prices, how to save money, how to judge quality. Cleverly done.

MONEY FOR RENT 1966

4-page pamphlet. Comic-book format. Concept of borrowing money

is portrayed very well. On last page is a chart of what 3/4% a month on unpaid balance really means. Adult orientation. Designed for new readers.

MY MOMMY'S SMART 1967

4-page pamphlet. Beginning reading level. Comic-book format. Well done tips on smart shopping. Adult. Independent use.

THE PRICE MYSTERY 1966

4-page pamphlet. Comic-book format. Easy reading. Has information on comparative shopping, find the best value, finding best place for a loan. Useful information. Adult orientation but format might be too childish for some.

STOP! WHAT ARE YOU SIGNING?

4-page pamphlet. Comic-book format. Introductory reading level. Useful as instructional material. Shows dangers of signing something you don't understand. Very well done.

12 SECRETS OF SMART FOOD BUYING 1966

4-page pamphlet. Introductory reading level. Includes tips not usually found in pamphlets. Very useful for every shopper. Independent use.

WHAT'S SO GOOD ABOUT A CREDIT UNION? 1966

4-page pamphlet. Introductory reading level. Comic-book format. Explains what a credit union is, how it works, why it is good. PR for a particular credit union in San Francisco. Factual information good. Format allows for independent use by beginners.

WHO IS KNOCKING AT YOUR DOOR? 1966

4-page pamphlet. Comic-book format. Introductory reading level. Cleverly done representation of how to protect against door-to-door salesmen. Independent study.

BEHAVIORAL RESEARCH LABORATORIES

Box 577
Palo Alto, California 94302

THE AMERICAN HEALTH AND SAFETY SERIES. 1968

6-vol. soft cover programmed text series. Includes: Personal

Health; Safety; First Aid; Nutrition; Body Structure and Function; Prevention of Communicable Diseases.

Advanced reading level. Good instructional material for advanced independent study. Programed format too tedious for general use.

JOBS

William Anderson

Soft-cover programed text. Intermediate reading level. Can be used as instructional material or supplementary reading. Programed format too tedious for general distribution but could be useful in certain instances. Orientation toward urban black. Informational content very good. Highly entertaining as well as informative.

PREVOCATIONAL SERIES

Soft-cover text series. Includes: Finding and Holding a Job, Basic Measurements--Understanding Fractions, Business Math--problems in percentage decimals and fractions.

Developmental Reading level. Could be used directly as instructional material for those with the necessary reading skills.

BENEFIC PRESS

10030 W. Roosevelt Road
Westchester, Illinois 60153

HOW MONEY AND CREDIT HELP US
Elmer R. Kane

1966

Hard bound text. Developmental reading level. Written for children but information is valuable for adults too. Explains theory of money and credit. Good information on how money actually works.

CHARLES A. BENNETT COMPANY, INC.

809 West Detweiller Drive
Peoria, Illinois 61614

OPPORTUNITIES IN CLOTHING

Irene McDermott, Jeanne Norris 1968

Hard bound semi-programed text. Intermediate reading level. Teacher resource or supplementary reading. Useful for those who want to sew for a living or for those who want to sew for themselves.

CHANNING L. BETE COMPANY, INC.

45 Federal Street
Greenfield, Massachusetts 01301

THE ABC'S OF CHILD SAFETY

Scriptographic Publication 1970

15-page pamphlet. Intermediate reading level. Good list of how to prevent child accidents in and around the home. Easy to read. Independent use.

THE ABC'S OF CREDIT

Scriptographic Publication 1969

15 page pamphlet. Intermediate reading level. Supplementary reading. Review Format. Concise information on credit.

THE ABC'S OF HOME FINANCING

Scriptographic Publication 1961

16 page pamphlet. Intermediate reading level. Review Format. Information accurate but not up to date.

THE ABC'S OF LIFE INSURANCE

Scriptographic Publication 1969

15-page pamphlet. Developmental reading level. Review format. Useful, concise information on life insurance. Teacher resource or supplementary reading for good readers.

THE ABC'S OF OFFICE SAFETY

Scriptographic Publication 1969

15-page pamphlet. Intermediate reading level. Review type format. Good reminder of common hazards around an office. Adult. Independent use. Limited to those who work in offices.

THE ABC'S OF ON THE JOB SAFETY

Scriptographic Publication 1969

15-page pamphlet. Intermediate reading level. Review type format. Tells dangers common to some jobs. Adult. Independent study.

THE ABC'S OF PEDESTRIAN SAFETY
Scriptographic Publication 1970

15-page pamphlet. Intermediate reading level. Supplementary material for independent study on safety for drivers and pedestrians.

THE ABC'S OF PHYSICAL THERAPY
Scriptographic Publication 1970

15-page pamphlet. Developmental reading level. Review type format. Tells about physical therapists and their job. Good for a limited interest range.

ABC'S OF SCHOOL SAFETY
Scriptographic Publication 1969

15-page pamphlet. Intermediate reading level. Review type format. Child-oriented. Some parents may want to have this for their children.

THE ABC'S OF WATER SAFETY
Scriptographic Publication 1970

15-page pamphlet. Intermediate reading level. Supplementary reading for independent use. Useful information on water safety.

ABOUT BABY SITTING
Scriptographic Publication 1969

15-page pamphlet. Intermediate reading level. Supplementary material for independent use. Important information for both parents and baby-sitters. Lists possible problems and accidents.

ABOUT FINANCIAL STATEMENTS
Scriptographic Publication 1963

Soft-cover booklet. Intermediate reading level. Includes graphs and charts. Geared toward corporate financial statements--assets, liabilities, etc. Could be used for farm families. Teacher necessary to interpret material.

ABOUT MONEY AND BANKING
Scriptographic Publication 1964

Pamphlet with graphs and charts. Intermediate reading level. Covers history of money and banking, services of a bank, inflation, and concepts of supply and demand. Useful for those interested. Can be used in independent study.

ABOUT MOO AND ME
Scriptographic Publication 1969

15-page pamphlet. Intermediate reading level. Review type format. Designed for independent use. Tells of the value of milk to the body.

APPLES AND YOU
Scriptographic Publication

15-page pamphlet. Developmental reading level. Review type format. Contains much practical information on kinds of apples and apple products and their food value. Designed for independent use. Some members might need help.

THE CARLESS SMOKER
Scriptographic Publication 1969

15-page booklet. Intermediate reading level. A warning to be careful with matches and cigarettes to prevent fires.

DRUGS AND YOU
Scriptographic Publication 1969

15-page pamphlet. Intermediate reading level. Review type format. Deals with the effects of drugs on the body. Useful as supplementary reading. Can be used directly by student without a teacher.

THE EGG AND YOU
Scriptographic Publication 1966

15-page pamphlet. Intermediate reading level. Review type format. Information on value, use and preparation of eggs.

FIRE!
Scriptographic Publication 1970

15-page pamphlet. Intermediate reading level. Review type format. Supplementary reading on ways to protect your home from fire.

FOR SAFETY'S SAKE--KNOW YOUR ROADS
Scriptographic Publication 1969

15-page pamphlet. Intermediate reading level. Supplementary information useful for all drivers. Good review of the dangers when driving on various kinds of roads.

HOLD EVERYTHING

Scriptographic Publication 1969

15-page pamphlet. Intermediate reading level. Good review of reasons to wear seat belts. Gives statistics on accidents. Good for all drivers and passengers. Can be used directly and without a teacher.

HOME FIRE PREVENTION CHECK LIST

Scriptographic Publication 1968

15-page pamphlet. Intermediate reading level. Good as direct instructional material. Can be used in independent study. Good for reference. Easy to read.

"HOSPITAL-ESE" (OR) HOW TO SPEAK HOSPITAL LANGUAGE

Scriptographic Publication 1970

15-page pamphlet. Intermediate reading level. Review type format. May be useful to someone about to enter the hospital. Would give an idea of what to expect. For direct independent use.

HOW DO YOU RATE AS AN ACCIDENT RISK?

Scriptographic Publication 1970

15-page pamphlet. Intermediate reading level. Review type format. Can be used in direct independent study. Content supplementary.

HOW TO BUY A HOME

Scriptographic Publication 1958

15-page pamphlet. Intermediate reading level. Coverage of problem and organization of the discussion are quite good. Could be used directly by anyone who is interested or able to buy a home.

HOW TO SAVE MONEY

Scriptographic Publications 1970

15-page pamphlet. Intermediate reading level. Review format. Useful information on this subject. Can be used independently.

HOW TO SKI SAFELY

Scriptographic Publication 1969

15-page pamphlet. Advanced reading level. Contains review of safety rules for skiers. Subject matter not of prime importance to RFD audience. Useful for those who ski.

JOIN THE SCHOOL BUS SAFETY TEAM
Scriptographic Publication 1970

15-page pamphlet. Intermediate reading level. Supplementary material. Geared toward children. Some parents might want to give this information to their school-age children.

MILK AND YOU
Scriptographic Publication 1970

15-page pamphlet. Intermediate reading level. Review type format. Good information on the value of milk. Could be used with no adaptation. Designed for independent study.

MOTORCYCLING AND YOU
Scriptographic Publication 1969

15-page pamphlet. Intermediate reading level. Can be used directly but interest range limited.

OOOOW AND YOU
Scriptographic Publication 1969

15-page pamphlet. Intermediate reading level. Supplementary reading. Can be used independently. Good check list of possible danger spots in the home. Should be useful to everyone.

THE ORANGE AND YOU
Scriptographic Publication 1968

15-page pamphlet. Intermediate reading level. Review type format. Tells about oranges--how they grow, their use and food value. Designed for independent use.

POISON AND YOU
Scriptographic Publication 1970

15-page pamphlet. Intermediate reading level. Review type format. Can be used directly for independent study. Information about poisons everyone should know.

SAFETY CHECKS FOR SKIN & SCUBA DIVING
Scriptographic Publication 1963

15-page pamphlet. Developmental reading level. Supplementary reading for those interested and capable of reading it.

SOCIAL SECURITY AND YOU
Scriptographic Publication 1970

15-page pamphlet. Review format. Developmental reading level. Informational content good but fairly complex. Student would probably need help interpreting it.

32 WAYS YOU CAN PREVENT FALLING ACCIDENTS
Scriptographic Publication 1969

15-page pamphlet. Intermediate reading level. Review type format. Good list of potentially dangerous conditions. Useful as independent study material.

32 IDEAS FOR IMPROVING YOUR HOME
Scriptographic Publication 1969

15-page pamphlet. Intermediate reading level. Supplementary reading. Can be used directly and independently. A checklist of home improvement ideas. Good format.

TO KEEP--OR NOT TO KEEP IT?
Scriptographic Publication 1967

15-page pamphlet. Intermediate reading level. Supplementary reading. Hints for deciding whether to keep the things accumulating around the house. Could be useful to some. Can be used independently.

WHAT EVERYONE SHOULD KNOW ABOUT ALCOHOLISM
Scriptographic Publication 1970

15-page pamphlet. Intermediate reading level. Supplementary reading for those interested. Information on alcoholism, what it is, how to recognize it, treat it, etc.

WHAT EVERYONE SHOULD KNOW ABOUT BICYCLES
FOR FUN & FOR SAFETY
Scriptographic Publication 1970

15-page pamphlet. Intermediate reading level. Supplementary reading for those interested. Gives advice on proper use of bicycles. Many adults may find this more useful for their children than for themselves.

WHAT EVERYONE SHOULD KNOW ABOUT BOATING SAFETY
Scriptographic Publication 1969

15-page pamphlet. Intermediate reading level. Supplementary reading for those interested. Useful for anyone who uses a boat.

WHAT EVERYONE SHOULD KNOW ABOUT CHECKING ACCOUNTS
Scriptographic Publication 1970

15-page pamphlet. Intermediate reading level. Review type format. Useful information on checking accounts and how to write checks. Independent study instructional material for adults.

WHAT EVERYONE SHOULD KNOW ABOUT ELECTRIC SAFETY
Scriptographic Publication 1970

15-page pamphlet. Intermediate reading level. Supplementary reading. Important information for all who use electricity. Can be used independently.

WHAT EVERYONE SHOULD KNOW ABOUT GETTING A JOB
Scriptographic Publication 1969

16 page pamphlet. Developmental reading level. Designed similar to RFD instructional bulletins but readability level may be too high because of extended vocabulary and concept formation.

WHAT EVERYONE SHOULD KNOW ABOUT HOSPITALS
Scriptographic Publication 1970

15-page pamphlet. Intermediate reading level. Good format. Might be of interest to someone about to enter a hospital. Tries to de-emphasize expense.

WHAT EVERYONE SHOULD KNOW ABOUT HUNTING SAFETY
Scriptographic Publication 1969

15-page pamphlet. Developmental reading level. Supplementary reading for hunters. Limited interest range.

WHAT EVERYONE SHOULD KNOW ABOUT MENTAL HEALTH
Scriptographic Publication 1970

15-page pamphlet. Developmental reading level. Good discussion of types of mental disturbances & their treatment. Review type format. Reading level a bit high for most. Could be of interest to some.

WHAT EVERYONE SHOULD KNOW ABOUT NATURAL GAS SAFETY
Scriptographic Publication 1970

15-page pamphlet. Intermediate reading level. Supplementary reading. Useful information for all who use natural gas. Can be used independently.

WHAT EVERYONE SHOULD KNOW ABOUT PHYSICIANS
Scriptographic Publication 1968

15-page pamphlet. Intermediate reading level. Supplementary reading. Review type format. Tells what a doctor does during a physical exam. Might be useful to some. Can be used independently.

WHAT EVERYONE SHOULD KNOW ABOUT V. D.
Scriptographic Publication 1970

15-page pamphlet. Intermediate reading level. Can be used independently. Good format. Important information for everybody. Should be assigned with extreme caution.

WHO'S WHO IN A HOSPITAL
Scriptographic Publication 1970

15-page pamphlet. Developmental reading level. Supplementary reading for those interested. Lists & explains hospital employees. Might be useful to someone about to enter a hospital or interested in getting hospital work.

YOU AND SAFETY!
Scriptographic Publication 1970

15-page pamphlet. Intermediate reading level. Supplementary reading for all who are interested in safety. General review.

YOU AND YOUR BANK
Scriptographic Publication 1968

15-page pamphlet. Intermediate reading level. Review type format. Useful information on services offered by banks. Supplementary reading. Designed for independent study.

YOU AND YOUR CAR
Scriptographic Publication 1969

15-page pamphlet. Intermediate reading level. Supplementary reading for all who have cars. Very good information for drivers. Reviews some of the rules. Emphasizes avoiding accidents.

YOU CAN'T TAKE IT WITH YOU
Scriptographic Publication 1970

15-page pamphlet. Review type format. Intermediate reading level. Very good, complete information on details and advantages of having a will. Designed for independent use. Ok for those interested.

YOUR NEXT ACCIDENT--AND HOW TO AVOID IT
Scriptographic Publication 1970

15-page pamphlet. Intermediate reading level. Supplementary reading. Good review for all drivers. Short, but touches many important areas without being overbearing.

BETTER BUSINESS BUREAU

Association of Better Business Bureaus, Inc.
405 Lexington Avenue
New York, New York 10017

SELF REGULATION IN ACTION...STORY OF THE
BETTER BUSINESS BUREAUS 1912-1962
Ralph Lee Smith 1961

28 page booklet. Advanced reading level. Mostly BBB patting
itself on the back. Good PR but not useful for teaching any-
thing.

FUNERAL INFORMATION PAMPHLETS

Pamphlet series includes: The pre-arrangement and pre-financing
of funerals; Questions you should ask about cemetery lot promotions;
Facts every family should know about funerals and interments.

Developmental reading level. Gives information on contracts for
pre-arranged funerals. Possible misunderstandings, some fraudulent
practices. Helpful information for anyone interested.

CONSUMER'S BUYING GUIDE; HOW TO GET YOUR MONEY'S WORTH
A Benjamin Company Rutledge Book 1969

Soft-cover text. Advanced reading level. Recommended as a
teacher resource or independent study material for advanced
readers. Covers buying hints for many kinds of goods and
tells how to use the Better Business Bureau.

CENTRAL AIR CONDITIONING
Air-conditioning and Refrigeration Institute

16-page pamphlet. Advanced reading level. Tells about central
air conditioning--what it is, what it does, how to select it.
Language complicated. Useful for those who want to buy air-
conditioning.

FACTS YOU SHOULD KNOW ABOUT ACCIDENT AND HEALTH INSURANCE
Educational Division 1962

16-page pamphlet. Advanced reading level. Gives information
on accident and health insurance. Kinds of policies, limitations,
etc. Useful information but reading level too high for RFD
purposes.

FACTS YOU SHOULD KNOW ABOUT BORROWING
Educational Division

16-page pamphlet. Advanced reading level. Discusses kinds of loans, lending sources, computation of interest rate. Emphasized practices to avoid. Useful as teacher resource. Not directly useable because of high reading level.

FACTS YOU SHOULD KNOW ABOUT BUYING AND SERVICING
NEW OR USED CARS
Educational Division 1967

16-page pamphlet. Advanced reading level. Teacher resource or instructional material for advanced reader. Good review of things to look out for when buying cars. Useful information.

FACTS YOU SHOULD KNOW ABOUT BUYING OR BUILDING A HOME
Educational Division 1964

16-page pamphlet. Advanced reading level. Teacher resource or instructional material for advanced member. Good summary of things to check before buying a home. Good information for those who are directly concerned.

FACTS YOU SHOULD KNOW ABOUT COMMERCIAL BANKS AND TRUST COMPANIES
Educational Division 1954

16-page pamphlet. Advanced reading level. Describes services of commercial banks and trust companies. Useful for people interested in knowing what a bank does or in investing money. Reading level too high for most RFD members.

FACTS YOU SHOULD KNOW ABOUT EARNING MONEY AT HOME SCHEMES
Educational Division 1967

16-page pamphlet. Advanced reading level. Good information on frauds involving part-time work in the home. Gives ideas of things to watch out for when answering ads. Very useful information for consumer protection but reading level is too high for general use.

FACTS YOU SHOULD KNOW ABOUT HEALTH QUACKERY
Educational Division

16-page pamphlet. Developmental reading level. Teacher resource or supplementary reading for better readers. Warns against misuse of non-prescription drugs. Advises that many illnesses require a doctor's care.

FACTS YOU SHOULD KNOW ABOUT HOME APPLIANCES
Educational Division

16-page pamphlet. Advanced reading level. Useful information on this subject. Could be a teacher resource or instructional material for advanced readers.

FACTS YOU SHOULD KNOW ABOUT HOME FIRE PROTECTION
Educational Division 1964

16-page pamphlet. Developmental reading level. Teacher resource or supplementary reading for better readers. Covers kinds of fire, fire hazards, fire extinguishers and fire insurance.

FACTS YOU SHOULD KNOW ABOUT HOME INSULATION
Educational Division

16-page pamphlet. Advanced reading level. Supplementary reading for advanced readers. Discusses problems of insulation. Does not tell how to fix them.

FACTS YOU SHOULD KNOW ABOUT LIFE INSURANCE
Educational Division 1965

16-page pamphlet. Advanced reading level. Information on kinds of life insurance and their uses. Useful information. Reading level too high for direct general distribution.

FACTS YOU SHOULD KNOW ABOUT SAVINGS
Educational Division 1966

16-page pamphlet. Advanced reading level. Covers the value of saving, where to save, interest, the dangers of speculation and fraud. Useful information. Reading level too high for general distribution.

FACTS YOU SHOULD KNOW ABOUT SCHEMES
Educational Division 1964

16-page pamphlet. Advanced reading level. Describes the most prevalent schemes to defraud buyers. Extremely useful information but content by no means complete. Very good as far as it goes. Teacher resource or instructional material for advanced readers.

FACTS YOU SHOULD KNOW ABOUT SECURITIES
Educational Division

16-page pamphlet. Advanced reading level. Gives information on stocks, bonds, royalties, and other securities--their use and regulation. Useful information. Reading level too high for general distribution.

FACTS YOU SHOULD KNOW ABOUT YOUR CREDIT
Educational Division 1966

16-page pamphlet. Advanced reading level. Gives basic information on credit use but language is too difficult for general distribution.

ROOM AIR CONDITIONERS

National Electrical Manufacturers Association 1963

11-page pamphlet. Developmental reading level. Discusses choosing and installing a room air conditioner. Could be useful in specific cases. Peripheral subject matter.

COLOR TV.

The Electronic Industries Association

6-page pamphlet. Advanced reading level. Gives advice on purchase, installation and servicing of color TV sets. Might be of limited interest value.

FM STERO...WHAT IT IS...HOW IT WORKS

Electronics Industries Association

6-page pamphlet. Advanced reading level. Teacher resource. Explains what an FM stereo is, how it works, and how to keep it operating. Limited interest range.

WHAT YOU SHOULD KNOW ABOUT ALL CHANNEL TV VHF - UHF

Federal Communications Commission.

Electronics Industries Assn.

8-page pamphlet. Developmental reading level. Discusses what VHF and UHF are, why they are used and the amount of equipment required for each. Might be of interest to some. Not central to RFD.

REAL ESTATE PROMOTIONS

Safeguard Series # 13

4-page pamphlet. Developmental reading level. Suggests things to consider and questions to ask when buying land to avoid frauds and mistakes. Useful for a limited audience.

BIRK & COMPANY

3 West 57th Street
New York, New York 10019

THIS SYMBOL MAY SAVE A LIFE

1967

16-page pamphlet. Developmental reading level. Teacher resource or supplementary reading for advanced readers. Advocates proper identification of all persons with serious diseases requiring medication in order to prevent delay or mistakes in case of emergency. Identification cards and symbols are available. Useful for those to whom it applies.

CELANESE FIBERS MARKETING COMPANY

Teacher's Library, Inc.
Consumer Education Department
522 5th Avenue
New York, New York 10036

CLOTHING CUES FOR YOUNG MEN

Audio-visual kit includes filmstrip and record. Designed for classroom or group use. Message involves importance of good grooming and neat appearance and ways of selecting "sensible" clothing. 16 page booklet, "Appearance makes a difference" is also available for quantity distribution from publisher.

CLOTHING FOR CONTEMPORARY LIVING: A TEACHER'S RESOURCE BOOK
1968

48 page booklet. Advanced reading level. Good discussion of fibers, trade names, labeling, planning before buying.

FIVE CLUES TO A WINNING WARDROBE

Audio-visual kit includes filmstrip and record, teacher's manual. Resource booklet and student leaflet available but not supplied in kit. Could be a teacher resource for interested student. Kit intended to promote good grooming habits and intelligent wardrobe planning in young women.

TEXTILES FOR TODAY
1967

Audio-visual kit includes color filmstrip and record. Teacher's guide. Pamphlet for teacher reference. Student booklets available from publisher. Designed for classroom or group use. Teacher could use it on home visit but not very likely.

CHASE MANHATTAN BANK

1 Chase Manhattan Plaza
New York, New York 10005

CHECKING ACCOUNT HANDBOOK

Advanced reading level. Pamphlet contains information on how to make deposits, stop payments, certify checks, endorse checks, write checks, reconcile check book. Language too sophisticated for ABE. Highly technical. Not for independent study.

CO-ED/FORECAST MAGAZINE

50 West 44th Street
New York, New York 10036

FAMILY LIFE SERIES

4-vol. soft cover text series. Titles include:
"Clothing--How to Buy Clothing & Accessories"
"Home Furnishings"
"Foods"
"Dollar Sense"

Developmental reading level. Designed for classroom or group use in high schools. Written for adolescents. Could be used for young adults.

CORN PRODUCTS COMPANY

Medical Department
717 5th Avenue
New York, New York 10022

HOW TO KEEP FIT & ENJOY IT
Warren R. Guild, 1967

23-page booklet. Developmental reading level. Teacher resource or instructional material for advanced readers. Offers suggestions for planning a wise, balanced, healthy fitness program for adults. Emphasizes dangers of over exertion.

CORNELL UNIVERSITY

Home Economics Extension
Ithaca, New York 14850

BE A BETTER SHOPPER - SUPERMARKETS
Heinz B. Biesdorf, Mary E. Burris, 1968

47-page booklet. Advanced reading level. Specific detailed look at the fine points of shopping. Written for the well-educated adult. Might need some adaptation for ABE.

SHOPPERS' HANDBOOK
Madeline C. Blum, Jean McLean, 1969

29-page booklet. Advanced reading level. Covers labeling, fabric facts and clothing care. Too advanced for ABE. Teacher resource possibility.

COWARD-McCANN, INC.

200 Madison Avenue
New York, New York 10016

THE STORY OF YOUR BONES
Edith Weart, 1966

Hard bound text. Intermediate reading level. Supplementary reading for anyone who is interested. Interestingly written. Simple language. Terms defined.

THE STORY OF YOUR RESPIRATORY SYSTEM
Edith Weart, 1964

Single unit hard bound text. Intermediate reading level. Instruction or supplementary material for anybody who is interested. Suitable for independent use. Well-written, all vocabulary terms well-explained.

COWLES EDUCATIONAL BOOKS, INC.

488 Madison Avenue
New York, New York 10017

SCORE-HIGH EXAM BOOKS
Editors of Educational Division, 1968

Soft-cover semi-programmed text series. Supplementary material for those interested. Tells how to pass exam for various occupations. RFD has the following ones: State Trooper, Armed Forces, Patrolman, Fireman, U.S. Post Office, Office Worker, Mail Handler, Clerk, Practical Nurse. Includes questions that may appear on exams.

DAIRY COUNCIL OF DETROIT

704 New Center Building
Detroit, Michigan 48202

BREAKFAST IN HASTE

Pamphlet. Contains suggested menus for a quick breakfast. Useful. No instructional material included.

DANE COUNTY ALCOHOLISM INFORMATION & REFERRAL CENTER

Room 313 D.
City-County Building
210 Monona Avenue
Madison, Wisconsin 53709

ALCOHOLISM INFORMATION & REFERRAL CENTER

2 pamphlets. Titles include: "A Program to Increase Public Understanding of Alcoholism;" "Is There Room for Ethyl?" Developmental reading level. Teacher resource or supplementary reading for advanced reader. Important information in certain instances.

JOHN DAY COMPANY

200 Madison Avenue
New York, New York 10016

REASONS WHY SERIES
Irving & Ruth Adler, 1962

2-vol. text series. Includes: Your Eyes: How They Work; Your Ears: How They Work. Intermediate reading level. Simple language. Easy to understand. Vocabulary explained. Good for independent use.

DEXTER & WESTBROOK, LTD.

111 South Centre Avenue
Rockville Center, Long Island, New York 11571

THE WORLD OF CLOTHING - PICTO-CABULARY SERIES
Richard A. Boning, 1968

Boxed cards with pictures and vocabulary about clothing. Flash cards. Could be used independently but better with a teacher.

THE WORLD OF FOOD - PICTO-CABULARY SERIES
Richard A. Boning, 1968

Boxed series of pictures with vocabulary. Designed for classroom instruction for near illiterates or for use in ESL classes. Picture identification and verbal description of 125 varieties of foodstuffs. Vocabulary building plus food recognition. Series could be used by home visitor or in special groups. Might be useful for independent study.

THE WORLD OF SHELTER - PICTO-CABULARY SERIES
Richard A. Boning, 1968

125 flash card kit. Introductory reading level. For special vocabulary building or item identification. Can be used independently or with teacher help.

EQUITABLE LIFE ASSURANCE

Office of Community Services and Health Education
1285 Avenue of the Americas
New York, New York 10019

OVER UNDER WEIGHT
1965

Pamphlet. Advanced reading level. Teacher resource and supplementary reading for advanced readers who are interested. Offers suggestions on reaching and maintaining proper weight through proper eating habits and exercise.

FAMILY CIRCLE MAGAZINE

Book Department
488 Madison Avenue
New York, New York 10022

FOOD SHOPPING TIPS THAT MAKE CENTS
1966

Pamphlet. Developmental reading level. Deals with reading ads in newspapers. Budget saving hints, reading labels and selecting different kinds of food.

HEARON PUBLISHERS, INC.

2165 Park Boulevard
Palo Alto, California 94306

GETTING A JOB
Florence Randall, 1966

Soft cover text. Intermediate reading level. Excellent terse presentation but too distinctly urban black in its frame of reference. Could not be adapted to a rural white or mixed audience.

FEDERAL RESERVE BANK OF NEW YORK

33 Liberty
New York, New York 10005

MONEY: MASTER OR SERVANT?
1963

Soft cover text. Developmental reading level. Contains units on: "Money's jobs"; "Problems of balance"; "Price of reserves"; "Federal Reserve Earnings"; "Where do reserve dollars come from?" Small print. Complex sentences. Some students might have vocabulary problems as well as conceptual problems. Good illustrations. Could be used as teacher resource.

J.G. FERGUSON PUBLISHING COMPANY

6 North Michigan Avenue
Chicago, Illinois 60602

YOU AND YOUR JOB
Paul and Jane Moynihan, and Giles A. Daeger, 1969

5-unit booklet series. Titles include: A. What is it? B. Where is it? C. How to Get it. D. How to Keep it. E. Where do you go from here? plus teacher's guide. Instructor's manual emphasizes use of booklets in a classroom situation. Intended for classroom use. Informational content good but orientation definitely urban. Would be useful for rural people seeking jobs in the city.

FINNEY COMPANY

3350 Gorham Avenue
Minneapolis, Minnesota 55426

HELP YOURSELF TO A JOB
Yvette Dogin, 1965

3-part soft cover text series includes: Why Work - Labor, Trade Unions, Etc.; Kinds of Jobs; Social Insurance and Taxes. High School orientation. Intermediate reading level. Could be adapted to RFD audience,

FLORIDA CITRUS COMMISSION

P.O. Box 148
Lakeland, Florida 33801

SKIN CARE FOR TEEN-AGERS

8-page pamphlet. Developmental reading level. Aimed at teenagers.
Might be useful for parents to give their teenagers.

FLORIDA STATE BOARD OF HEALTH

Division of Nutrition
Box 210
Jacksonville, Florida 32201

BUY MORE FOR LESS MONEY

4-page pamphlet. Useful suggestions on how to save money on groceries.
Developmental reading level. Can be used independently by good readers.

FOLLETT EDUCATION CORPORATION

1010 West Washington Boulevard
Chicago, Illinois 60607

ACCENT/FAMILY FINANCES
1968

5-vol. soft cover text series plus teacher's manual. Includes:
Family of Five; On Your Own; Just Married; Head of Household;
Containers.

ACCENT/THE WORLD OF WORK

Beatrice F. Dare, Edward J. Wolfe, 1966

4-vol. soft cover text series includes: Getting that Job; Keeping that Job; You and your Occupation; You and your Pay. Plus exercise book and instructor's book for each volume. Intermediate reading level. Too closely connected to a classroom learning setting. Coverage of coping skills is inadequate.

CONTAINERS - HOW TO COMPARE THE PRICES OF THEIR CONTENTS
(From ACCENT/FAMILY FINANCES series), 1968

Soft cover booklet. Intermediate reading level. Can be used with or without a teacher. Contains some math. Covers buying in quantity, weights and measures, figuring cost per oz. Very useful pull-out wheel for figuring cost per oz. Contains table of equivalents.

FAMILY OF FIVE (From ACCENT/FAMILY LIVING series)

Soft cover, semi-programmed text. Intermediate reading level. Rural non-farm frame of reference. Deals with getting a second income for a family. Some math included. Can be used independently. Workbook format.

HALL OCCUPATIONAL ORIENTATION INVENTORY
L.G. Hall 1968

Test forms, guides and brochures. Packet includes: "Patents Informational Brochure"; "General Information Sheet"; "Counselor's Manual"; "Interpretive Folder"; "Inventory"; Answer sheets. Useful for diagnosis of problems if RFD member shows occupational uncertainties. Designed mostly for high school and classroom use.

HEAD OF HOUSEHOLD
(from ACCENT/FAMILY FINANCE series) 1968

Soft cover semi-programed text. Intermediate reading level. Includes budget information. How to figure out expenses. Entails some math. How to figure tax deductions. Contains examples of 1040 form, wage and tax statement, employes withholding exemption certificate. Income tax form. Somewhat youth oriented but could be used for adults.

INSURING YOUR LIFE, INCOME, PROPERTY
Herbert Bohlman, Edna Bohlman 1968

Soft cover, semi-programed text. Advanced reading level. Information on life insurance, pensions, annuities, and social security. Would need fairly well informed teacher to present this material. Not for independent study.

INVESTING YOUR SAVINGS
Herbert Bohlman, Edna Bohlman 1968

Soft cover text. Advanced reading level. Excellent discussion of savings and insurance. Good background information. Teacher resource. Instructional material for student with good reading skills. Easy to understand.

KNOWING HOW TO BUDGET AND BUY
Herbert Bohlman, Edna Bohlman 1968

Soft cover text. Advanced reading level. On budgeting, where to save on your budget. On investments. Workbook with exercises. Good for advanced student to use in independent study. Cannot be used directly with new readers.

THE MONEY YOU SPEND
Richard Turner 1962

Soft cover text with charts. Workbook format. Intermediate reading level. Contains stories followed by exercises with some math built in. Emphasis on money predicaments of a family. Somewhat middle class oriented. Also directed toward high school youth. Useful for some young adults.

PAYCHECK
(from ACCENT/JOBS series) 1967

Soft cover workbook plus teacher's manual. Intermediate reading level. Somewhat urban orientation, but not predominant enough to preclude its use. Can be used with or without a teacher. Has information on interpreting a paycheck, understanding and computing payroll deductions. Ideal for use as instructional material.

SOCIAL INSURANCE

Herbert Bohlman and Edna Bohlman 1968

Soft cover semi-programed text. Developmental reading level. Useful as a teacher resource, instructional material, supplementary reading for better readers. Information on social security--who is covered, old age and survivors insurance, disability insurance, hospital and medical insurance, workmen's compensation, unemployment compensation. Not well suited for independent study. Would need well trained teacher. Some math required in figuring benefits.

UNDERSTANDING CONSUMER CREDIT

Herbert Bohlman, Edna Bohlman 1968

Soft-cover semi-programed text. Advanced reading level. Useful as teacher resource, instructional material. Contains information on what is credit, good reasons for borrowing, cost of borrowing, borrowing with and without collateral, things to watch out for, government regulations. Straightforward approach. Some math involved. Short stories interjected for variance. Not suitable for independent study.

YOU AND YOUR PAY

Beatrice Dare, Edward Wolfe 1967

Soft cover semi-programed text. Introductory reading level. Instructional material useful only with a teacher. Contains information on getting, spending, and increasing pay. Stresses writing and reading skills.

YOU AND YOUR OCCUPATION

Beatrice Dare, Edward Wolfe

Single unit, soft cover semi-programed text. Introductory reading level. Can be used as instructional material. Should be used with aid of a teacher but could be used independently by some.

GENERAL MOTORS CORPORATION

Educational Division

Detroit, Michigan 48202

ABC'S OF HAND TOOLS

1945

47-page booklet. Intermediate reading level. Instructional material. Handy for all who like to work with tools.

HOW THE WHEELS REVOLVE

1967

Pamphlet. Developmental reading level. Simple explanation of what makes a car run. Useful for all car owners who have no knowledge of automobile mechanics.

WE DRIVERS

Rev. Ed. 1969

44-page booklet. Developmental reading level. Teacher resource or supplementary reading. Good discussion of safety in driving. Useful information. Can be used as independent study material for those with advanced reading skills.

GOOD READING RACK SERVICE, INC.

505 Eighth Avenue
New York, New York 10018

THE ABC'S OF PERSONAL ECONOMICS

Herold C. Hunt

15-page pamphlet (one of a series). Developmental reading level. Nicely written general material on money management. Includes some of the theory behind the practice. Useful as independent study material for those with the necessary reading skills.

HOLT, RINEHART & WINSTON

383 Madison Avenue
New York, New York 10017

HOW TO GET ALONG ON THE JOB

William M. Cooper, Vivian C. Ewing 1966

(from HOLT BASIC EDUCATION--FIRST SERIES)

Soft cover booklet. Intermediate reading level. Sections might be applied or rewritten or could be used as supporting material. Each chapter deals with a separate job situation or problem. These are stated mainly in behavioral terms and from interpersonal relationship standpoint. Short story format with introductory statement setting the theme and discussion questions following the story.

MEASURE, CUT AND SEW

Johnetta Starks 1966

(from HOLT BASIC EDUCATION--FIRST SERIES)

Soft cover text. Intermediate reading level. Very good sketches. Extremely useful information for all who sew or want to learn how. Easy to read and understand. Designed for independent use.

HOUSEHOLD FINANCE CORPORATION--MONEY MANAGEMENT INSTITUTE

Prudential Plaza
Chicago, Illinois 60601

MIND YOUR MONEY...WHEN YOU SHOP

1968

16-page pamphlet. Developmental reading level. Suggests looking around.

and planning before buying to get the best deal.

MIND YOUR MONEY...WHEN YOU SPEND
1968

16-page pamphlet. Developmental reading level. Useful as teacher resource, instructional material or supplementary reading for good readers. Advocates planning before spending and suggests ways to do it. Informational content good.

MIND YOUR MONEY...WHEN YOU USE CREDIT
1963

16-page pamphlet. Developmental reading level. Useful as a teacher resource, instructional material or supplementary reading for good readers. Lists things to consider before using credit. Contains a glossary of useful terms. Informational content helpful.

MONEY MANAGEMENT LIBRARY

Series of 12 pamphlets. Titles include: "Your Budget"; "Children's Spending"; "For Young Moderns"; "Your Food Dollar"; "Your Clothing Dollar"; "Your Housing Dollar"; "Your Home Furnishings Dollar"; "Your Equipment Dollar"; "Your Shopping Dollar"; "Your Automobile Dollar"; "Your Health and Recreation Dollar"; "Your Savings and Investment Dollar." Advanced reading level. Useful as teacher resource. Fairly complete coverage of entire household money management field.

INSTITUTE OF LIFE INSURANCE

Educational Division
277 Park Avenue
New York, New York 10017

MAKING THE MOST OF YOUR MONEY
1969

Soft cover booklet. Intermediate reading level. Information on buying used cars, stretching dollars at the supermarket, credit. Story form. Questions and word review at end of each unit. Good for independent use by adults.

IOWA STATE UNIVERSITY

Agricultural and Home Economics Experiment Station
Press Building
Ames, Iowa 50012

FAMILY FINANCIAL SECURITY
Special Report 36, North Central Regional Research Publication
No. 131. 1964

35-page booklet. Advanced reading level. Research report on financial security of farmers. Most useful as a teacher resource. Too complex and technical for most RFD members.

JOHN HANCOCK MUTUAL LIFE INSURANCE COMPANY

200 Berkeley Street
Boston, Massachusetts 02117

PAIN...A SIGNAL
1955

13-page pamphlet. Developmental reading level. Teacher resource and supplementary material for advanced readers. Discusses various pains and their possible meanings in laymen's terms.

JOHNSON'S WAX COMPANY

714 Enterprise Drive
Chicago, Illinois 60521

HOW TO MAKE HOUSECLEANING EASIER
Lucile Bush

4-page pamphlet. Developmental reading level. Supplementary reading. Question-answer format concerning the best way to wash this or that. Simply written. Should be no vocabulary problem. Small print. Can be used independently if the member reads well.

HOW TO TREAT CARPET PROBLEMS, SPOTS & STAINS

2-page leaflet. Developmental reading level. Small print. Extensive chart on stain removal. Fairly complex. Informational content good but not very well handled.

SAFETY TIPS FOR HOUSECLEANING TIME
Lucile Bush 1962

4-page pamphlet. Intermediate reading level. Instructional and supplementary material. Cartoon type illustrations. Somewhat didactic tone. Useful tips for homemakers.

KANSAS STATE COLLEGE

Extension Service
Manhattan, Kansas 66502

CLOTHES DRYERS
Ethel Self

6-page pamphlet. Advanced reading level. Discusses types of clothes dryers, location, venting, use. Might be useful in specific cases.

DISHWASHERS
Ethel Self

6-page pamphlet. Advanced reading level. Discusses types of washers, problems and demands of using them. Limited interest range.

FREEZERS

Ethel Self

6-page pamphlet. Advanced reading level. Discusses types and sizes of freezers, problems of operating, etc. Not of general interest but could be useful to some.

VACUUM CLEANERS

Ethel Self

6-page pamphlet. Advanced reading level. Discusses types, parts, gives buying tips. Rather old. Teacher resource possibly.

LITTLE, BROWN & COMPANY

34 Beacon Street
Boston, Massachusetts, 02116

WHAT MAKES TV WORK?

Scott Corget 1965

Hard Bound book. Intermediate reading level. Could supplement unit on appliance buying. Good for adults. Independent study.

MACMILLAN COMPANY

60 Fifth Avenue
New York, New York 10022

BANKING

English Language Services

Soft cover semi-programed text with charts and graphs. Advanced reading level. Useful for those interested and able to read it. Goes into some detail about various kinds of banks, checking accounts, loans, Federal Reserve System, government controls. Each chapter has an informational dialogue followed by vocabulary explanations and check-up exercises.

MCGRAW-HILL BOOK COMPANY

Manchester Road
Manchester, Missouri 63011

CONSUMER ECONOMICS

Fred Wilhelms, Ramon Hermerl and Herbert Jelley

Hard bound semi-programed text. Contains graphs and charts. Intermediate reading level. Contains information on budgeting and financial planning, saving investment, credit, installment buying, insurance, etc. Very good as a teacher resource or supplementary reading for interested students. Straightforward presentation. Simple, step-by-step explanations.

GENERAL BUSINESS FOR EVERYDAY LIVING

Ray Price, Vernon Musselman, and Edwin Weeks 1960

Hard bound text with workbook. Contains graphs and charts. Intermediate reading level. Chapter headings include: "You as Consumer and Producer"; "Money and Banks"; "Using Money Wisely"; "Making Effective Use of Credit"; "Savings and Investment"; "Protection through Insurance." Teaches graph and chart reading. Interestingly written.

GENERAL BUSINESS FOR EVERYDAY LIFE

Ray Price, Vernon Musselman, and Edwin Weeks 1960

Hard bound text. Intermediate reading level. High school orientation evident. Tells about what you should know about occupations, finding and applying for a job, succeeding in your career. Not very suitable for RFD audience.

METROPOLITAN LIFE INSURANCE COMPANY

Health and Welfare Division
1 Madison Avenue
New York, New York 10010

ALCOHOLISM

1967

8-page pamphlet. Developmental reading level. Teacher resource. Tells what alcoholism is and how it is treated. Could be information of importance to some.

GUIDE TO GOOD DRIVING

1957

11-page pamphlet. Developmental reading level. Teacher resource or supplementary material for advanced reading level. Suggests some steps to take to be a better driver. Same subject covered more thoroughly in other materials.

YOUR FAMILY'S SAFETY

1957

11-page pamphlet. Developmental reading level. Teacher resource or supplementary reading for those who read well. Suggests that the better use of time, space & traffic might prevent many home accidents. Could be very useful.

NICHIGAN STATE UNIVERSITY PRESS

Box 550
East Lansing, Michigan 48823

ADS ADD UP

Soft cover text. Advanced reading level. A detailed look at food advertising. Contains slide presentation. Good for illustrating advertising in

but can be useful for advanced readers.

THE PRICE PUZZLE

One-hour slide presentation. Cartoon portrayal. Detailed analysis of why food prices are what they are--taking inflation into consideration. Fairly sophisticated presentation. Slides illustrate well. Not for independent use. Useful only in classroom or group presentations.

WRAPS & PACKS FOR FOOD

Soft cover book. Developmental reading level. Detailed account of food packaging with slides for illustration. Best for classroom use. Not for independent study.

MONTCLAIR STATE COLLEGE

Adult Education Resource Center
Upper Montclair, New Jersey 07343

FOOD FOR YOUR FAMILY: THE CHOICE IS YOURS!

19-page pamphlet. Intermediate reading level. Written for ABE. Tells about food value, good buys, labeling and food stamps. Could be used without revision.

FOOD FOR YOUR MONEY

Ray J. Ast

Pamphlet. Intermediate reading level. Useful as instructional material or supplementary reading. Can be used without a teacher.

HAPPINESS IS-NO MORE MEASLES!

(A Charlie Brown Peanuts Cartoon)

Charles M. Schulz

United Features Syndicate 1967

8-page pamphlet. Intermediate reading level. Cartoon format. Charming presentation. Easily read.

MEASLES ERADICATION 1967

Background Reading for Group Leaders 1968

2-pages mimeographed. Advanced reading level. Teacher resource. Too advanced for direct use.

WILLIAM MORROW & COMPANY, INC.

425 Park Avenue South
New York, New York 10016

THINGS AROUND THE HOUSE

Herbert S. Zim 1954

Good diagrams of doorbells, electric lights, stove, refrigerator, furnace, toilet, faucet. Excellent for people who want to know how things work.

NAPSAE--NATIONAL ASSOCIATION FOR PUBLIC SCHOOL ADULT EDUCATION

1201 16th Street, N. W.
Washington, D. C. 20036

CONSUMER EDUCATION UNIT OF "TEACHING SOCIAL LIVING SKILLS"

New York State Department of Education

Audio-visual kit includes: Teacher's manual, "Consumer Education" lesson plans text and workbook, filmstrip and tape recording on "Getting Credit," teacher guide for filmstrip use and script, teacher guide for transparency masters and text on "Shopping for Money," set of 25 blank disc records for student use. Designed for classroom or group use. Could be used as teacher training material or special groups. Workbooks would be used independently by some members who may be interested.

HEALTH & NUTRITION UNIT OF "TEACHING SOCIAL LIVING SKILLS"

New York State Department of Education 1968

Audio-visual kit includes 2 filmstrips, 2 audio tapes, phonograph record, transparency masters, teacher's manuals and lesson workbook. Designed for classroom or group instruction. High school orientation.

NATIONAL BOARD OF FIRE UNDERWRITERS
(Now: American Insurance Association)

110 William Street
New York, New York 10038

THE WRONGS & THE WRIGHTS

4-page pamphlet. Intermediate reading level. Instructional material for independent study. Uses illustrations of two families to show how a house should and should not be kept up to prevent fires.

NATIONAL CANNERS ASSOCIATION

1133 20th Street, N. W.
Washington, D. C. 20036

CANNED FOOD

2-unit pamphlet series. Titles include: "Focus on Canned Foods," "Know your Canned Foods." Intermediate reading level. Discusses nutritive values in canned foods. Gives a week's meal plan. Small print, many illustrations. Narrative style Not economy oriented.

FOCUS ON CANNED FOOD
Consumer Services

Pamphlet. Intermediate reading level. Useful information on canned foods. Could be used equally profitably by students alone or with teachers.

NATIONAL COMMITTEE FOR EDUCATION IN FAMILY FINANCE
(Now: Council for Family Financial Education)

Twin Towers
Silver Springs, Maryland 20910

FAMILY FINANCE GLOSSARY

22-page brochure. Advanced reading level. Provides useful set of definitions to apply to terms. Useful vocabulary.

NATIONAL CONSUMER FINANCE ASSOCIATION

1000 16th Street N. W.
Washington, D. C. 20036

CONSUMER CREDIT AND YOU--THE CONSUMER FINANCE STORY
1960

15-page pamphlet. Developmental reading level. Tells what credit is and how to use it wisely. What to ask when borrowing. Somewhat advanced for some but useful for those with the required reading skills.

TEACHER'S KIT ON CONSUMER FINANCE
Carl F. Hawver 1969

Single unit soft cover text. Advanced reading level. Useful as a teacher resource. Not suitable for any but the most advanced students. Contains much information on credit.

NATIONAL DAIRY COUNCIL

1511 K Street, N. W.
Washington, D. C. 20005

CAN WE EAT WELL FOR LESS?
1969

Pamphlet. Intermediate reading level. Money-saving tips on food buying. Very well done. Good for fast reference. Simple to use and understand.

MILK INFORMATION SHEET
1968

4-page pamphlet. Intermediate reading level. Interesting. Independent use. Not essential since the same information is covered in other materials.

TODAY'S DAIRY FOODS
1969

Pamphlet. Information about various dairy products, their food value, common questions and answers. Interesting but not essential. Information given is peripheral.

NATIONAL FIRE PROTECTION ASSOCIATION

60 Batterymarch Street
Boston, Massachusetts 02110

IN CASE OF FIRE...HAVE YOU MADE YOUR ESCAPE PLAN?

8-page pamphlet. Developmental reading level. Teacher resource or supplementary reading. Emphasizes the need for planning fire escape routes in homes and public buildings. Important information.

NATIONAL MULTIPLE SCLEROSIS SOCIETY

257 Park Avenue South
New York, New York 10010

Local Representative: 338 W. Wilson, Madison, Wisconsin 53703

MULTIPLE SCLEROSIS FACTS
1968

6-page pamphlet. Developmental reading level. Teacher resource. Factual information. Well-handled.

NATIONAL SAFETY COUNCIL

425 North Michigan Avenue
Chicago, Illinois 60611

FLOORS IN THE HOME
1968

4-page pamphlet. Intermediate reading level. Information on avoiding falls, making floors safe, using wax, tile floors, rugs & carpeting. Rather dryly written. Mainly tips on keeping floors safe. Might be useful as supplementary material.

NATIONAL STANDARD CHECK LIST FOR TEACHING HOME SAFETY
Sub-committee of the Joint Safety Committee,
American Vocational Association.

Single unit soft cover text. Developmental reading level. Teacher resource. Series of questions to be answered by circling a letter. Deals with sewing, ironing, washing clothes, cooking, storage, etc.

NATIONAL SOCIETY FOR THE PREVENTION OF BLINDNESS

79 Madison Avenue
New York, New York 10016

Local Representative: 312 East Wisconsin Avenue, Milwaukee, Wisconsin 53202

SIGNS OF EYE TROUBLE IN CHILDREN

2-page leaflet. Advanced reading level. Teacher resource and supplementary reading for advanced readers. Lists signs and behavior that may indicate eye trouble in a child. Defines terms. Could be very useful information to some parents.

NATIONAL TUBERCULOSIS ASSOCIATION

1740 Broadway
New York, New York 10019

Local Representative: P. O. Box 424, Milwaukee, Wisconsin 53201

HOW TO KILL TB GERMS

6-page pamphlet. Developmental reading level. Teacher resource. Tells how to control TB germs in the home. Could be very important to some.

INFORMATION PAMPHLETS

Series of pamphlets on various aspects of TB and other respiratory disorders. Advanced reading level. Useful for anyone who is interested.

TB: THE FACTS

6-page pamphlet. Developmental reading level. Teacher resource or supplementary reading. Very brief introduction to TB. Might be useful for those who are interested or curious.

NEA RAD, INC.

440 E. Las Olas
Fort Lauderdale, Florida 33301

BUYING AND CARE OF CARS
1968

Pamphlet. Intermediate reading level. Supplement to RFD module on Buying Guides.

FOOD FOR YOU

20-page booklet. Intermediate reading level. Supplement to smart food shopping unit. Useful for those members who need, qualify for, but do not know about surplus food commodities.

FOOD SHOPPING

Soft cover book. Intermediate reading level. Not suitable as instructional material. Not as good as other materials on the same subject.

PREPARING COMMODITY FOODS

38-page booklet. Intermediate reading level. Designed as instructional unit. Very useful for those members who may be receiving surplus foods.

NEW READERS PRESS

Box 131
Syracuse, New York 13210

BE INFORMED ON OWNING AN AUTO

Series of five 8-page leaflets. Titles include: "Licensing and Insuring a Car"; "Maintaining Your Car"; "Operating your Car"; "Drive a Safe Car"; "Be a Safe Driver." Intermediate reading level. Gives information on owning, maintaining and using a car wisely. Each unit has 4 pages of informational material and 4 pages of exercises. Good illustrations. Designed for independent use by ABE students.

CAN YOU GIVE FIRST AID?

Frances M. Bontrager 1969

32-page booklet. Developmental reading level. Possible teacher resource. Independent study for advanced readers. Good general first aid instructions with some very good illustrations.

WHY YOU NEED INSURANCE

George Gillespie and George Wanyee 1966

24-page pamphlet. Intermediate reading level. Discusses insurance through the adventures of one man. Covers fire, car, health and life insurance. More PR than factual. Easy to use without a teacher.

THE WORLD OF WORK

Kay Koschnick 1969

Single unit, soft cover text. Intermediate reading level. Can be used as instructional material. Covers where the jobs are, choosing a job, looking for a job, tests, agencies, ads, applying, interview, first day, paycheck, unions. Includes discussion questions. Adult format. Good illustrations. Easy to use in independent study.

NOBLE & NOBLE PUBLISHERS

67 Irving Place
New York, New York 10003

YOUR FAMILY AND YOUR JOB
Angelica Cass 1966

Hard bound text. Introductory reading level. Classroom orientation.

WE WANT YOU

Mary G. Turner 1969

Soft cover booklet. Intermediate reading level. Good self-analysis guide. Youth and young-adult orientation.

OHIO CONSUMER LOAN ASSOCIATION

79 E. State Street
Columbus, Ohio 43215

THE MIRACLES OF CREDIT,
Robert Bartels

Pamphlet. Advanced reading level. Useful as teacher resource. Gives information on credit through following a family of immigrants as they learn about its uses. Set up like lessons. Very favorable toward using credit. PR for loan association.

OSCAR MAYER COMPANY, INC.

910 Mayer Avenue
Madison, Wisconsin 53704

KITCHEN WITH A VIEW
Ellen Edwards

Soft-cover booklet with recipes. Promotional material for Oscar Mayer meats. Contains some useful recipes for stretching meat.

PACK AND TOTE FOODS
Ellen Edwards

8-page leaflet. Recipes using Oscar-Mayer packaged meats. PR material. Some of the recipes could be useful.

SAUSAGE AND SMOKED MEATS
Ellen Edwards

Soft-cover booklet. Reference Manual about the various types of sausages. PR for Oscar-Mayer. Some of the information could be useful.

OXFORD BOOK COMPANY

222 Fifth Avenue
New York, New York 10003

HOW TO BE A WISE CONSUMER
Angelica Cass 1967

Soft cover booklet. Introductory reading level. Good tips on buying goods and services. Interesting. Recommended as independent study material.

YOU AND YOUR JOB AND CHANGE
Green, Marshall, Young, Young, 1968

Single unit soft cover text. Intermediate reading level. Instructional material. Very good approach to self analysis in

terms of likes and dislikes, personality, as well as getting a job. Cartoon-like illustrations but very adult.

PACIFIC NORTHWEST COOPERATIVE EXTENSION PUBLICATIONS

University of Oregon
Eugene, Oregon 97403

BE A BETTER BUYER OF BLEACHES 1965

6-page pamphlet. Developmental reading level. Tells what bleaches will do--by trade name. Tells how and how not to use them. Language may be a bit complex for some.

BE A BETTER BUYER OF LAUNDRY AIDS

Bernice Strawn 1965

6-page pamphlet. Developmental reading level. Tells of how to use various laundry aids and what they do. Language may be a bit complex for some new readers.

BE A BETTER BUYER OF STARCHES 1965

6-page pamphlet. Developmental reading level. Gives types of starches by trade names, suggestions for best results. Language a bit complex for some new readers.

FOOD FACTS VS. FADS

Mary C. Duncomb and others 1963

Pamphlet. Intermediate reading level. Useful for those who cook and plan meals. Sound advice on nutritional value of foods. Supplementary material on food buying instructions.

J.C. PENNEY COMPANY, INC.

Educational and Consumer Relations
1301 Avenue of the Americas
New York, New York 10019

COLOR CONCEPTS I. LOOKING FOR COLOR

Audio-visual material. Kit includes record, chart, and film strips. Useful for home visitor or group teaching. Not suitable for self-instruction.

CONSUMER BUYING GUIDES 1969

4-page brochure series. Titles include: Selecting fabrics for garments; Shoes for the family; Small appliances; Automatic washers.

Text is written at a rather advanced reading level. Clearly organized. Heavily illustrated with photographs and diagrams. Could be used to reinforce the topic at points indicated by the titles.

HOME ECONOMIST IN BUSINESS
(from IT'S AN EXCITING CAREER series) 1969

Audio-visual kit includes film strip and record.
Designed for classroom use and oriented toward high school home economics students. Not very relevant to RFD. Could be useful to someone who is thinking about a career in home economics.

HOMES ARE FOR PEOPLE

Audio-visual kit contains 3 film strips, record, narration booklet, teacher's guide. Designed for classroom or group use. Not very suitable for RFD. Cannot be used independently.

TLC FOR TEXTILES

Audio-visual kit includes film strip and record. No teacher's guide. Specialized instruction in buying and use of textiles and fabrics. Classroom or group oriented. Not for independent use.

UNDERSTANDING TODAY'S TEXTILES

Soft cover brochure. Developmental reading level. Teacher resource or supplementary material to reinforce instructional unit.

PENNSYLVANIA DEPARTMENT OF HEALTH
Division of Nutrition
Box 90
Harrisburg, Pennsylvania 17120

COUNTING YOUR CALORIES 1967

10-page pamphlet. Gives caloric value of food by type of food and size of serving. Useful for weight watchers.

ENJOY FOOD AND HEALTH IN THE LATER YEARS

4-page pamphlet. Contains eating suggestions for the aged. Could be selectively useful. Might be a teacher resource.

P IS FOR PROTEIN

4-page pamphlet. Teacher resource or direct instructional material. Tells how much protein is required daily. Gives the size serving from various foods required to fill the need. Useless without back-up materials.

PITMAN PUBLISHING COMPANY

6 East 43 Street
New York, New York 10017

THE CONSUMER IN THE MARKETPLACE
Levy, Feldman & Sasserath 1970

Hard-bound text. Advanced reading level. Provides comprehensive discussion of consumption practices and advice on consumer behavior. Teacher resource. Independent study for advanced readers.

PUBLIC AFFAIRS COMMITTEE, INC.

381 Park Avenue South
New York, New York 10013

BUYER, BE WARY! (Public Affairs Pamphlet #382)
Sidney Margolius 1968

28-page booklet. Discusses problems in making a wise selection when buying food, clothes, drugs, etc. Useful information-- especially the list of rating quality standards given in the back.

A GUIDE TO CONSUMER CREDIT
(Public Affairs Pamphlet No. 348)
Sidney Margolius

20-page booklet. Advanced reading level. Fairly detailed discussion of credit uses, of places giving credit, on limits of credit use. Useful information but reading level too high for general distribution.

HOW TO FINANCE YOUR HOME
(Public Affairs Pamphlet No. 360)
Sidney Margolius 1964

20-page pamphlet. Advanced reading level. Discusses things to look for when buying a home and the possible ways to finance it. Useful information for those interested. Reading level too high except for advanced members.

HOW TO STRETCH YOUR MONEY
Sidney Margolius 1960 (#302)

28-page pamphlet. Developmental reading level. Readable and interestingly written. Supplementary material for this reading level. A bit complicated for the beginning bugeter--too many ideas thrown in at once, but good for follow-up.

INVESTING FOR INCOME AND SECURITY
Public Affairs Pamphlet No. 317A)
Maxwell S. Stewart 1961

20-page pamphlet. Advanced reading level. Discusses different forms of investments, their risks and benefits. Could be of interest to some. Can be used independently only by advanced reader.

WHEN YOU GAMBLE--YOU RISK MORE THAN YOUR MONEY
Gordon H. Cole and Sidney Margolius 1964

Soft-cover booklet. Intermediate reading level. Supplementary reading for a limited audience. Warns against gambling. Gives personal accounts of tragedies on account of gambling. Contains test to find out if one is a compulsive gambler. Pros and cons of legalized gambling. Alarmist and moralizing tone. Easy to

read. Could be useful in very specific circumstances, but should be assigned with very careful consideration.

RANDOM HOUSE PUBLISHING COMPANY

457 Madison Avenue
New York, New York 10022

ALL ABOUT THE HUMAN MIND
Robert Goldenson

Hard bound book. Intermediate reading level instructional or supplementary material for independent study use. Complex concepts very well explained. Simple language.

REGENTS PUBLISHING COMPANY

Division of Simon & Schuster
45 East 17th Street
New York, New York 10003

THE FOOD WE EAT; A READING IMPROVEMENT TEXT FOR ADULTS
Eugene J. Hall for the Institute of Modern Languages 1969

Soft cover workbook with exercises. Intermediate reading level. Could be used as instructional material. Does not need a teacher.

RICE COUNCIL

P.O. Box 22802
Houston, Texas 77027

LOW COST RICE RECIPES

8-page pamphlet. Includes short discussion on use and storage of rice. Contains 13 recipes. Useful for those who like rice.

FRANK E. RICHARDS

215 Church Street
Phoenix, New York 13135

FOUNDATIONS OF CITIZENSHIP
Bernard Shawn 1966

Soft cover text. Contains units on the following: "Jobs for you and how to get them;" "How to Hold a job;" "Taxes," "Withholding and Social Security;" "Spending and saving income;" "Savings and insurance;" "Recreation and use of leisure time."
Simple language structures. Contains some math. Mainly narrative style. Intermediate reading level.

GETTING READY FOR PAYDAY

Margaret W. Hudson, Anne A. Weaver, 1963

3-vol. soft cover text series. Includes: Part I-Checking Accounts; Part II-Savings Accounts; Part III-Planning Ahead.

Introductory reading level. Simple instructions in management geared to the new reader. Workbook format. Useful for independent study.

THE HAPPY HOUSEKEEPERS

Helen Prevo 1964

Soft cover booklet. Intermediate reading level. Instructional material possible. Narrative of two girls with housekeeping jobs. Language stilted. Situation somewhat contrived.

I WANT A JOB

Margaret Hudson and Ann Weaver 1964

Single unit soft cover semi-programmed text. Intermediate reading level. Contains helpful information on getting a job, social security card, applying, interview, work permit, keeping the job. Some reading includes reproductions of actual forms in all appropriate situations. Written in the first person. Can be used as direct independent study instructional material.

JOBS FROM "A" TO "Z"

Yvette Dogin 1969

Soft-cover booklet. Introductory reading level. Beginning reader using the alphabet to name jobs. Might be useful to some as instructional material.

ON THE JOB

Margaret Hudson and Ann Weaver 1965

Single unit soft cover, semi-programmed text. Intermediate reading level. Written in the first person. Somewhat childish but can be used with some members in independent study.

USING MONEY SERIES

John D. Wool 1968

4-vol. soft cover semi-programmed text series. Titles include: Counting My Money; Making My Money Count; Buying Power; Earning, Spending and Saving.

Intermediate Reading level. Text is built heavily around developing math skills more than instructing on the topics in the titles. Practical applied mathematics instruction. Independent study. Adult in tone.

RURAL INSURANCE COMPANIES.

7010 Mineral Point Road
Madison, Wisconsin 53711

FARM BUREAU ASSOCIATE MEMBERSHIP

6-page advertising pamphlet. Advanced reading level. Advertising tells benefits of joining Farm Bureau. Not a teaching device but could serve as an example for a student interested in insurance.

FAMILY LEADER AUTOMOBILE POLICY

4-page advertising brochure. Intermediate reading level. Advertisement for rural mutual insurance and what it offers. Not for teaching but could be used as exemplary material with interested student.

HOW WILL YOU PAY HOSPITAL-SURGICAL BILLS?

Advertising leaflet. Insurance advertising-not a teaching device. Useful as an example or illustration.

SCIENCE RESEARCH ASSOCIATES, INC.

259 East Erie Street
Chicago, Illinois 60611

THE JOB AHEAD

H. Fraser, B. Greenberger, R. Klee, C. Kazmayer, et. al.
1963

Single unit hard bound text. Intermediate reading level. Supplementary reading. Tips on getting and keeping and progressing on a job in story form. Lends itself to discussion for getting inferences from what one reads and understanding the implicit. For this it would require a teacher or discussion leader. Orientation is not childish but directed more toward young adults and adolescents.

SEARS-ROEBUCK

Consumer Information
Dept. 703 Public Relations
Chicago, Illinois 60607

HOW TO SELECT FURNITURE

14-page pamphlet. Advanced reading level. Teacher resource or supplementary material for specific interest. Discusses kinds & construction of furniture. Suggests things to look for when buying.

THE SOAP AND DETERGENT ASSOCIATION

Cleanliness Bureau
485 Madison Avenue
New York, New York 10022

GET READY FOR PAYDAY

16-page pamphlet. Intermediate reading level. Distinctly oriented to urban young male. Expresses platitudes in too obvious and strenuous a manner. Subject matter covers personal grooming and health habits. Not very well handled.

HOUSEKEEPING DIRECTIONS. A SIMPLIFIED GUIDE

62-PAGE BOOKLET. Developmental reading level. Could be used intact as an instructional unit. Written carefully. Format uses graphic illustrations. Short sentences and correlated paragraphs plus many boxes and indentations to stress concepts. 26 separate housecleaning operations presented in 3-4 page topical units. Most useful for teenage girls and young housewives just setting up housekeeping. Experienced housewives might be insulted by the simplified tone.

SOUTH-WESTERN PUBLISHING COMPANY

5101 Madison Road
Cincinnati, Ohio 45227

BUSINESS BEHAVIOR

Allen R. Russon 1964

Single unit hard bound text. Intermediate reading level. Information on growing on the job and success. 90% personality. The "U" in human relations...problem solving in human relations. Also personality as comprised of clothes, grooming and health as well as the power of words--telephone personality. Written for a layman, not in psychologist terms, however is very straightforward and mostly directive. Would be helpful guide. Probing thought questions after each chapter.

CONSUMER ECONOMIC PROBLEMS BUYING GUIDES

W. Wilson and Elvin Eyster 1966

Soft cover text with workbook and teachers manual. Intermediate reading level. Useful as a teacher resource or instructional material. Information on food, clothing, fabrics, home appliances, cars, furniture, floor covering, health services, drugs. Handy tips of all kinds.

HOW TO FIND AND APPLY FOR A JOB

Helen Keely and R. G. Walters 1960

Intermediate reading level. Factual, rather blandly written booklet. Could be used as a supplement.

YOU AND YOUR JOB

Walter and Ethel Blackledge and Helen Keely 1967

Single unit, soft-cover semi-programmed text. Developmental reading level. Teacher resource or instructional material for good readers. Intermediate

SPANISH CENTER

524 West National
Milwaukee, Wisconsin 53212

BUYING CLOTHING
1967

7-page brochure. Designed for Spanish-speaking ABE students. Very basic. Information on labels, fabrics, synthetic and natural fibers. Outline for larger unit. Useful information. Can be used with new readers.

STECK-VAUGHN

P.O. Box 2028
Austin, Texas 79767

THE CARE WE GIVE OUR CLOTHES
Margaret J. Hanson 1966

Soft-cover text. Intermediate reading level. Includes information on all aspects of clothing care. Written simply. Illustrated clearly. Recommended for general use.

HEALTH FOR HAPPINESS
R. F. Whaley 1966

Single unit soft cover text. Intermediate reading level. Clear presentation and general coverage make this a good supplementary reading resource on this subject.

HOW TO GET A JOB AND KEEP IT
Dorothy Y. Goble

Single unit, soft-cover text. Intermediate reading level. Well written and organized focus on problems of job seeking. Can be used directly and independently as instructional material.

A. JOB FOR YOU
Phyllis Dubnick 1967

Soft-cover text. Intermediate reading level. Useful as instructional material or supplementary reading. Background or excerpts for content unit. Can be used directly by RFD member. Does not need teacher help.

NEW FABRICS, NEW CLOTHES, AND YOU
Grace A. Butman 1966

Soft-cover booklet. Intermediate reading level. Excellent presentation of this level on purchase and maintenance of women's clothing. Supplementary reading and instructional material for independent use.

WE ARE WHAT WE EAT
Spitze - Rotz 1966

Soft cover book. Introductory reading level. Basic nutrition and food buying information prepared for new readers. Adult. Independent use.



YOU AND YOUR MONEY
Dorothy Y. Goble 1967

Hard bound text. Introductory reading level. Easy to use without a teacher. Useful information on money management. Can be used as a supporting reader to reinforce other materials.

SUPER MARKET INSTITUTE

200 East Ontario Street
Chicago, Illinois 60611

FREEZING AND HANDLING OF MEATS IN THE HOME
American Meat Institute 1957

6-page pamphlet. Advanced reading level. Tells how to prepare meat for freezing, how long to keep frozen, how to thaw. Useful information if member is interested. Reading level too high to use for ABE students.

TEXAS A & M UNIVERSITY

Agricultural Extension Service
College Station, Texas 77840

USING CONSUMER CREDIT
Wanda Meyer and Elsie Short

11-page pamphlet. Advanced reading level. Gives kind and uses of credit. How to decide whether to buy on credit. Some definition of terms. Independent use for advanced student. New readers would need help.

TEXAS EDUCATION AGENCY

Division of Homemaking Education
Austin, Texas 78711

A SIMPLIFIED GUIDE FOR HOUSE CLEANING
1965

Soft cover booklet. Developmental reading level. Teacher resource for lower reading levels. Can be used directly for better readers. Good format. Useful hints.

THE TRAVELER'S INSURANCE COMPANY

811 E. Wisconsin Ave.
Milwaukee, Wisconsin 53202

ALCOHOLOCAUST: THE TRAVELERS 1969 BOOK OF STREET & HIGHWAY ACCIDENT DATA
1969

29-page booklet. Developmental reading level. Statistics and cartoons.

UNDERWRITERS LABORATORIES, INC.

207 East Ohio Street
Chicago, Illinois 60611

TESTING FOR PUBLIC SAFETY
1969

32-page booklet. Advanced reading level. Teacher resource.
Background information for teachers. Not for direct instructional
use.

UNITED AUTO WORKERS

8000 East Jefferson
Detroit, Michigan 48217

WHAT YOU SHOULD KNOW ABOUT YOUR WORLD OF WORK BENEFITS

Soft-cover brochure. Includes graphs and charts.
Developmental reading level. Written expressly for UAW
employees. Factual information about fringe benefits.
No pictures or story line. Not a workbook, no exercises.
Could be used as exemplary material about union.

UNITED STATES GOVERNMENT

CIVIL SERVICE COMMISSION

Order from:

Superintendent of Documents
United States Government Printing Office
Washington, D.C. 20402

THINKING ABOUT YOUR FIRST JOB?

1964

Pamphlet. Intermediate reading level. Geared toward high
school students. Not very suitable for adults. Informational
content very useful for anyone who is interested or qualified
for a Civil Service job. Would require revision for general
distribution.

UNITED STATES GOVERNMENT

DEPARTMENT OF AGRICULTURE

Order from:

Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402

AN AMERICAN-TYPE-CHEESE--HOW TO MAKE IT FOR HOME USE
(Farmer's Bulletin No. 2075)
H. E. Walter, Agricultural Research Service, 1962

9-page pamphlet. Advanced reading level. Informational content good. Reading level too high for most members to use without a teacher.

APPLES IN APPEALING WAYS
(Home & Garden Bulletin No. 161)
Human Nutrition Research Division, Agricultural Research Service, 1969

16-page pamphlet. Covers selection, storage, and use of apples. Practical. Easy to use recipes.

BAKING FOR PEOPLE WITH FOOD ALLERGIES
(Home and Garden Bulletin No. 147)
1968

12-page pamphlet. Contains recipes for baking without wheat, eggs or milk. Useful for families with allergies.

THE BELTSVILLE KITCHEN--WORKROOM WITH ENERGY-SAVING FEATURES
(Home and Garden Bulletin No. 60)
Mildred S. Howard, Lenore Sater Thye, Genevieve K. Tayloe
Agricultural Research Service

13-page pamphlet. Advanced reading level. Aimed at the elderly and handicapped. Well worked out plan for efficient kitchen use. Instructional material for some. Some of the ideas are good for general use.

BUYING WOMEN'S COATS AND SUITS
(Home and Garden Bulletin No. 31)
Clarice Scott
Agricultural Research Service, 1954

23-page booklet. Advanced reading level. Discusses fit, fabric, appearance. Supplementary material for special interest situation.

CARPET AND RUG REPAIR
(Farmer's Bulletin No. 1960)
Bess V. Morrison, Irma Ekstrom, 1944

16-page pamphlet. Developmental reading level. Teacher resource or supplementary material for better readers. Tells how to repair rugs & carpets. Could help some save money.

CONSERVING THE NUTRITIVE VALUES IN FOODS
(Home and Garden Bulletin No. 90)
Consumer and Food Economics Research Division
Agricultural Research Service

16-page pamphlet. Developmental reading level. Covers the nutritional value, preparation and storage of various foods. Useful information. Independent use for those with advanced reading skills.

DESIGNS FOR LOW-COST WOOD HOMES
L. O. Anderson, Harold F. Zornig
Forest Service, 1969

28-page pamphlet. Developmental reading level. Teacher resource or supplementary reading for better readers. Has some good designs that are worthwhile. Contains 11 designs for rural homes. Could be very useful for some RFD members.

DRY BEANS, PEAS, LENTILS--MODERN COOKERY
Human Nutrition Research Division
Institute of Home Economics, 1957

24-page pamphlet. Easy to read. Useful information on preparation of these foods. Good for planning low-cost meals.

EAT A GOOD BREAKFAST TO START A GOOD DAY
Leaflet No. 268

8-page pamphlet. Developmental reading level. Gives reasons for eating a good breakfast and offers suggestions on what a good breakfast would be. Ok as background or supplementary material. Cannot be used without back-up material.

FACTS FOR PROSPECTIVE FARMERS
Kenneth M. Myers

Pamphlet. Advanced reading level. Rural orientation. Teacher resource or supplementary reading for special interest. Background information on farming as an economic enterprise. Treatment too complex to be suitable for most of RFD members.

FAMILY FARE--A GUIDE TO GOOD NUTRITION
(Home and Garden Bulletin #1)

80-page booklet. Developmental reading level. Can be teacher resource or instructional material. A good guide to meal planning. Contains some useful recipes.

FIREPLACES AND CHIMNEYS

(Farmer's Bulletin No. 1889)

Archie A. Biggs

Agricultural Engineering Research Division

Agricultural Research Service, 1968

24-page pamphlet. Advanced reading level. Usefulness limited to those interested in constructing and cleaning chimneys and fireplaces.

FITTING COATS AND SUITS

(Home and Garden Bulletin No. 11)

1963

24-page booklet. Advanced reading level. Tells how coats and suits should fit. Good for seamstresses, tailors and alterers, or those who like to do their own sewing. Photo illustrations out of date.

FOOD FOR FAMILIES WITH SCHOOL CHILDREN

(Home and Garden Bulletin No. 13)

Consumer and Food Economics Research Division

Agricultural Research Service, 1963

24-page pamphlet. Developmental reading level. Good discussion of food values, storage, planning, economy. Good background for planning family meals. Reading level somewhat high but could be adapted or used with a teacher.

FOOD FOR FITNESS; A DAILY FOOD GUIDE

(Leaflet No. 424) 1967

8-side leaflet. Tells about daily food requirements, possible sources, and serving sizes. Supplementary.

FOOD FOR US ALL

Yearbook of Agriculture, 1969

Hard bound yearbook. Developmental reading level. Useful information about various kinds of food. Basic food needs, good eating habits, food planning at different cost levels. Nutritive values. Useful as teacher resource or supplementary material for better readers.

FOOD GUIDE FOR OLDER FOLKS

(Home and Garden Bulletin No. 17)

Consumer and Food Economics Research Division

Agricultural Research Service, 1969

16-page pamphlet. Advanced reading level. Most useful as teacher resource. Suitable only for older members with advanced reading skills.

FOOD USE INFORMATION

Consumer and Marketing Service

Series of single sheets on food use. Topics include: canned and chopped meat; poultry; fish; eggs; peanut butter; dry beans; dry split peas; dry milk; cheese; fruits and vegetables with Vitamin A; fruits and vegetables with Vitamin C; breads and cereals; rice; corn meal.

Very simple and very basic. Introductory reading level. Recipes on one side. Information on why food is good. Extremely elementary.

THE FOOD WE EAT

(Miscellaneous Publication No. 870)
1963

16-page pamphlet. Advanced reading level. A review of the advances in food production and research and how it affects the consumer and the food he eats. Teacher resource. Supplementary reading for good readers.

FREEZING COMBINATION MAIN DISHES

(Home and Garden Bulletin No. 40)
Human Nutrition Research Division
Agricultural Research Service, 1967

19-page pamphlet. Advanced reading level. Gives suggestions for freezing main dishes. Also has recipes for large portions. Usefulness limited to those who have home freezers.

FREEZING MEAT AND FISH IN THE HOME

(Home and Garden Bulletin No. 98)
1963

24-page booklet. Advanced reading level. Gives general freezing procedures--wrapping, storing, thawing. Methods for cutting and boning meat, dressing fish. Also gives meat and fish yields. Independent use for those with advanced reading skills.

GETTING ENOUGH MILK

(Home and Garden Bulletin No. 57)
1965

24-page booklet. Discusses the value of milk in the diet and gives recipes for using milk. Supplementary reading for those with advanced reading skills.

GROWING FLOWERING ANNUALS

Henry M. Cathey
Agricultural Research Service, 1967

16-page pamphlet. Advanced reading level. Supplementary material for advanced reader. Useful for gardeners.

GROWING FLOWERING PERENNIALS

Henry M. Cathey
Agricultural Research Service, 1968

32-page booklet. Advanced reading level. Useful for supplementary material for those interested in gardening.

HELPING FAMILIES MANAGE THEIR FINANCES

Soft-cover booklet. Contains graphs, charts, tables. Developmental reading level. Includes family financial management, choosing goals, making a family spending plan, comparing requirements and resources. Estimating funds available, estimating expenditures, interest rates. Cost of consumer credit. Written on a sophisticated level. Would need some teacher help. Detailed. Factual.

HOME AND GARDEN BULLETINS

Human Nutrition Research Division
Agricultural Research Service

Series of 9 pamphlets. Titles include: Beef and Veal in Family Meals; Cheese in Family Meals; Eggs in Family Meals; Fruits in Family Meals; Lamb in Family Meals; Pork in Family Meals; Vegetables in Family Meals; Milk in Family Meals.

Series deals with selecting, storing and using various foods. Includes useful recipes.

HOME CANNING OF FRUITS AND VEGETABLES

(Home and Garden Bulletin No. 8)
Human Nutrition Research Division
Agricultural Research Service, Rev. 1969.

31-page booklet. Advanced reading level. Covers methods and materials used in canning. Well done, but not for ABE. Teacher resource or supplementary for advanced student.

HOME CANNING OF MEAT AND POULTRY

(Home and Garden Bulletin No. 106)
Human Nutrition Research Division
Agricultural Research Service, 1967

24-page booklet. Tells methods and materials necessary. Gives directions for specific meats and poultry. Limited in scope. Teacher resource or supplementary material for good readers.

HOME FREEZING OF FRUITS AND VEGETABLES
(Home and Garden Bulletin No. 10)
Human Nutritional Research Division
Agricultural Research Service, Rev. 1969

48-page booklet. Advanced reading level. Gives materials and methods for freezing these foods. Teacher resource or supplementary reading for advanced readers.

HOME FREEZING OF POULTRY
(Home and Garden Bulletin No. 70)
Human Nutritional Research Division
Agricultural Research Service, 1967

24-page booklet. Gives directions for freezing and storing. Also contains recipes. Useful as a teacher resource or supplementary material for advanced readers.

HOME LAUNDERING: THE EQUIPMENT AND THE JOB
(Home and Garden Bulletin No. 101)
Katherine Taube
Agricultural Research Service, Rev. May, 1965

23-page booklet. Advanced reading level. Not ABE material. Good coverage of the subject. Possible teacher resource.

HOME PLANTING BY DESIGN
Agricultural Research Service
1969

22-page pamphlet. Advanced reading level. Teacher resource or supplementary material for advanced readers. Excellent color illustrations. Could be useful for those interested in gardening.

HOME PROPAGATION OF ORNAMENTAL TREES AND SHRUBS
(Home and Garden Bulletin #80)
Agricultural Research Service

12-page pamphlet. Advanced reading level. Limited interest range. Could be useful as supplementary material for some members interested in gardening.

HONEY: SOME WAYS TO USE IT
(Home and Garden Bulletin No. 37)
Human Nutrition Research Division
Agricultural Research Service, 1966

16-page pamphlet. Covers kinds, storage, and use of honey, including recipes. Teacher resource or supplementary material for advanced readers.

HOW TO BUY Series

Consumer and Marketing Service
1968

Pamphlet series. Topics include: beef roasts; beef steaks; butter; canned frozen vegetables; cheddar cheese; eggs; fresh fruits; fresh vegetables; instant nonfat dry milk; poultry.

Advanced reading level. Series tells what to look for when buying the various foods. Quality, size, use. Informational content good. Independent study only for advanced readers. Could be a teacher resource.

HOW TO MAKE JELLIES, JAMS AND PRESERVES AT HOME

(Home and Garden Bulletin No. 56)
Human Nutrition Research Division
Agricultural Research Service, 1967

30-page booklet. Advanced reading level. Tells how to make these foods, what to use, gives recipes. Illustrated with photographs. Has question-answer section. Teacher resource or supplementary material for advanced student.

HOW TO TAILOR A WOMAN'S SUIT

(Home & Garden Bulletin No. 20)
1968

24-page booklet. Developmental reading level. Covers all aspects of the subject. Many photos illustrate all points. Very useful for those interested in doing this type of work.

HOW TO USE USDA GRADES IN BUYING FOOD

Consumer and Marketing Service

Pamphlet. Intermediate reading level. Information on what grades mean. Concise, easy to understand, useful.

INDOOR GARDEN FOR DECORATIVE PLANTS

Henry M. Cathey. (Crops Research Division)
Agricultural Research Service

8-page pamphlet. Tells how to build and stock an indoor garden. OK for those who are interested.

KEEPING FOOD SAFE TO EAT

(Home and Garden Bulletin No. 162)
Human Nutrition Research Division
Agricultural Research Service, 1969

12-page pamphlet. Developmental reading level. Supplementary reading. Gives temperatures for storing and cooking food. Information on bacterial growth. Directions for protecting food. List of varieties of food poisoning and their symptoms. Useful.

LAWN DISEASES & HOW TO CONTROL THEM
K. W. Kreitlow, F. U. Juska
Agricultural Research Service, 1967

16-page pamphlet. Developmental reading level. Teacher resource or supplementary material for specific interest.

LOW-INCOME TEACHING KIT ON CLEAN CLOTHES
Home Economics Division
1968

Series of 4-page pamphlets on various aspects of keeping clothes clean. Intermediate reading level. Clear, simple language. Basic concepts. Independent use. Title might put some people off.

LOW-INCOME TEACHING KIT II ON CLOTHING
Home Economics Division
1968

Series of pamphlets on various aspects of buying and making clothing. Intermediate reading level. Simple language, some done in story form. Large print. Adult orientation.

MAKING AND PRESERVING APPLE CIDER
(Farmers Bulletin No. 2125)
James F. Robinson, et.al., 1967

16-page pamphlet. Advanced reading level. Instructions very technical. Could be of use to advanced reader as supplementary information.

MAKING BASEMENTS DRY
(Home & Garden Bulletin No. 115)
Richard H. Rule
Agricultural Engineering Research Division
Agricultural Research Service, 1966

10-page pamphlet. Advanced reading level. Teacher resource. Good information on why basements are damp and how to make them dry.

MAKING COTTAGE CHEESE AT HOME
(Home and Garden Bulletin No. 129)
Eastern Utilization Research and Development Division
Agricultural Research Service, 1967

8-page pamphlet. Advanced reading level. Technical instructions. Useful as teacher resource.

100

MAKING PICKLES AND RELISHES AT HOME
(Home & Garden Bulletin No. 92)
Human Nutrition Research Division
Agricultural Research Service, 1968

32-page booklet. Good introduction to pickling, but may be difficult reading. Useful more as a teacher resource than for general distribution.

MEAT AND POULTRY
(Home and Garden Bulletin #170)
Home and Garden Service, 1969

8-page pamphlet. Developmental reading level. Information on standards, labeling and handling. Includes helpful tips. Easy to read. Simple language. For independent use.

NUTRITION: FOOD AT WORK FOR YOU

15-page booklet. Advanced reading level. Gives information on nutrition and meal planning. Suggestions for smart food buying and storage. Useful for those able to handle the reading.

NUTRITION--UP TO DATE--UP TO YOU
1960

28-page booklet. Developmental reading level. Good as teacher resource, instructional material or supplementary reading for better readers. Contains information on vitamins, minerals, menu-planning and smart buying.

NUTRITIVE VALUE OF FOODS
(Home and Garden Bulletin No. 72)

36-page booklet. Listing of the nutritive values of different foods. Good for reference. Not instructional.

PEANUT AND PEANUT BUTTER RECIPES
(Home and Garden Bulletin No. 36)
Human Nutrition Research Division
Agricultural Research Service, 1966

20-page booklet. Covers food values, storage and use of peanuts. Contains some useful recipes.

PLANNING BATHROOMS FOR TODAY'S HOMES
(Home and Garden Bulletin #99)
Mildred S. Howard, W. Russell Parker
Agricultural Research Service, 1967

18-page pamphlet. Advanced reading level. Teacher resource. Good information for those who plan to remodel their bathroom or build a new home.

PLUMBING FOR THE HOME & FARMSTEAD
(Farmer's Bulletin No. 2213)
1970

20-page booklet. Advanced reading level. Teacher resource. Intended to cover installation of new plumbing. Includes diagrams. Useful information. Shows how plumbing works. Might help save money on plumbers.

POTATOES IN POPULAR WAYS
(Home and Garden Bulletin No. 55)
Human Nutrition Research Division
Agricultural Research Service

22-page booklet. Covers selection, storage, and use of potatoes. Includes some very useful recipes. Good supplementary material.

PROTECTING SHADE TREES DURING HOME CONSTRUCTION
(Home and Garden Bulletin No. 104)
Crops Research Division
Agricultural Research Service, 1964

8-page pamphlet. Rural orientation. Tells what to consider when deciding whether to keep a tree and how to protect it. Interesting.

PRUNING ORNAMENTAL SHRUBS AND VINES
(Home and Garden Bulletin #165)

16-page pamphlet. Developmental reading level. Teacher resource. Supplementary for special interest reading.

RECIPES USING SURPLUS FOODS
Agricultural Marketing Service

Series of recipes on mimeographed sheets. Recipes include: Master Mix, biscuits, coffee cake, bulgar, pinto beans. Very useful for those who receive commodities.

REMOVING STAINS FROM FABRICS; HOME METHOD
(Home and Garden Bulletin No. 62)
Consumer & Food Economics Research Division
Agricultural Research Service, Rev. 1968

32-page booklet. Advanced reading level. Teacher resource. Good discussion of this subject. Could help save on dry-cleaning expenses.

SAFEGUARD YOUR FARM AGAINST FIRE
(Farmer's Bulletin No. 2150)
Ralph R. Boots
Economic Research Service, 1966

12-page pamphlet. Advanced reading level. Teacher resource or instructional material for advanced readers. Good list of fire hazards and prevention for farmers. Should be rewritten at a lower reading level for general distribution.

SAFE USE & STORAGE OF FLAMMABLE LIQUIDS & GASES ON THE FARM
(Farmer's Bulletin 2156)
Merrill S. Timmins
Agricultural Engineering Research Division
Agricultural Research Service, Rev. 1968

12-page pamphlet. Advanced reading level. Teacher resource or instructional material for good readers. Information useful for farmers. Would need to be revised for general use.

SELECTING AND GROWING HOUSE PLANTS
Henry M. Cathey
Agricultural Research Service, 1968

32-page booklet. Developmental reading level. Teacher resource or supplementary material for better teachers. Needs revision for direct instructional use. Good supplement for special interest reading.

SELECTING FERTILIZERS FOR LAWNS AND GARDENS
(Home & Garden Bulletin No. 89)
1965

8-page, 2-fold brochure. Developmental reading level. Teacher resource or supplementary reading for good readers. Needs revision for direct instructional use. Good information for those interested.

SIMPLE PLUMBING REPAIRS FOR THE HOME & FARMSTEAD
(Farmer's Bulletin No. 2202)
Agricultural Engineering Research Division
Agricultural Research Service, 1966

16-page pamphlet. Advanced reading level. Useful as a teaching resource. Reading level too high for direct use. Informational content very useful. Has some very good diagrams.

SIMPLIFIED CLOTHING CONSTRUCTION
(Home and Garden Bulletin No. 59)
Agricultural Research Service, 1967

32-page booklet. Advanced reading level. Gives instructions for simplified sewing techniques, but the instructions are not simplified. Much too complex for ABE use. Teacher resource perhaps.

SMART SHOPPER SERIES
1969

Series of individual sheets on various aspects of food shopping. Intermediate reading level. Adult oriented. Very clear. Apparently parts of this series comes out every month. Anyone can be put on a mailing list to receive the publications. Some members might like to receive it regularly.

SOAPS & DETERGENTS FOR HOME LAUNDERING
(Home and Garden Bulletin No. 139)
Agricultural Research Service, 1967

8-page pamphlet. Developmental reading level. Tells differences between soaps and detergents and how to use them. Might be useful to some.

TOMATOES ON YOUR TABLE
(Leaflet No. 278)
Human Nutrition Research Division
Agricultural Research Service

16-page pamphlet. Covers food value, use, and storage. Contains very good recipes. Good supplementary material.

WASHING MACHINES: SELECTION AND USE
(Home and Garden Bulletin No. 32)
Enid Ross, Katherine Taube, Dorothy Greene
Agricultural Research Service, 1964

22-page booklet. Advanced reading level. Factual discussion of washing machines. General information. Teacher resource.

WATCH YOUR STEP! AVOID FARM ACCIDENTS
(Farmer's Bulletin No. 2101)
1967

24-page booklet. Developmental reading level. Teacher resource or supplementary reading. Very good list of dangers and trouble spots. Useful for farmers. Must be used with teacher help for those without the required reading skills.

WHEN YOU USE CREDIT--FOR THE FAMILY
Division of Home Economics; Federal Extension
1965

12-page pamphlet. Advanced reading level. Discusses when and how to use credit. Contains glossary of relevant words. Shows how to figure out amount of interest. Useful general information. Lacking in details.

WHAT TO DO WHEN YOUR HOME FREEZER STOPS
(Leaflet 321)
Evelyn Spindler
1967

8-page pamphlet. Developmental reading level. Teacher resource or supplementary material for better readers. Useful information for all who have freezers. Good to have as a reference.

UNITED STATES GOVERNMENT

DEPARTMENT OF DEFENSE

Order from:

Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402

IN TIME OF EMERGENCY; A CITIZEN'S HANDBOOK ON NUCLEAR ATTACK,
NATURAL DISASTERS
Office of Civil Defense
1968

Soft cover booklet. Advanced reading level. Teacher resource or supplementary reading. Gives information on setting up and finding shelters in case of attack or disaster. Could be important to some.

UNITED STATES GOVERNMENT

DEPARTMENT OF HEALTH, EDUCATION AND WELFARE

Order from:

Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402

ACCIDENT PREVENTION FOR OLDER AMERICANS HANDLE YOURSELF WITH CARE
(AOA Publication No. 805)
Administration on Aging, 1969

20-page pamphlet. Developmental reading level. Teacher resource or supplementary reading for advanced readers. Lists hazards and precautions for the aged. Good material. Some clever lines.

ADDITIVES IN OUR FOOD
FDA Publication No. 43
1967

6-page pamphlet. Gives information about all the chemicals food producers add to the food. Can be used as it is. No adaptation necessary.

BLINDNESS INFORMATION
Public Health Service

3 pamphlets. Titles include: Facts on Blindness in the United States; It's Smart to Protect Your Sight; Ten Rules of Courtesy to the Blind.

Developmental reading level. Teacher resource. Statistics and information on blindness.

BLOOD AND THE RH FACTOR
(Public Health Service Publication No. 790)
Health Information Series No. 98
Public Health Service, 1966

7-page pamphlet. Developmental reading level. Teacher resource. Discusses blood and its types. Also Rh Factor and the problems related to it.

DIABETES INFORMATION
Public Health Service

Series of pamphlets about diabetes. Includes: Diabetes; Diabetes--Don't Gamble with your Health; Diabetes & You; Finding the Hidden Diabetic; Keith & Ellen Win a New Look on Life!

Developmental reading level. Teacher resource or supplementary information for interested student. Could be useful to someone who wants to find out more about diabetes.

DIET AND ARTHRITIS
(Public Health Service Publication No. 1857)
Public Health Service, 1969

8-page pamphlet. Developmental reading level. Teacher resource or supplementary material for interested student. Relates the requirements of a good diet to the needs of people suffering from arthritis. Useful for those who have or take care of someone with arthritis.

DEPARTMENT OF HEALTH, EDUCATION & WELFARE PAMPHLETS ON DISEASES
Public Health Service, National Institute of Health

Series of 24 pamphlets on various diseases. Useful reference and resource material. Information on diseases--symptoms, treatment, causes.

DRUG INFORMATION PAMPHLETS
National Institute of Mental Health
1969

Pamphlet series includes: LSD--Some Questions & Answers;
Marijuana--Some Questions & Answers; Narcotics--Some Questions & Answers.

Developmental reading level. Teacher resource or supplementary reading for better readers. Answers some common questions about drugs. Could be of interest to some parents.

FACTS ABOUT NUTRITION
(Public Health Service Publication 917)
Public Health Service, 1968

25-page booklet. Developmental reading level. Good information on nutritional requirements and which foods satisfy those requirements. Useful for planning balanced meals.

FLEXIBLE FASHIONS: CLOTHING TIPS AND IDEAS FOR THE WOMAN WITH ARTHRITIS
Public Health Service

28-page booklet. Advanced reading level. Teacher resource or supplementary material for advanced readers. Gives suggestions on how to alter or modify garments to make them easier to put on and more comfortable to wear. Might be of interest to some.

FOOD ADDITIVES - FACTS FOR CONSUMERS
(FDA Publication No. 10)
U.S. Food and Drug Administration 1964

12-page pamphlet. Advanced reading level. Complete information on a very important subject to consumers. Detailed and dry. Would need teacher interpretation in most cases.

FOOD STANDARDS - FACTS FOR CONSUMERS
(FDA Publication No. 8)
U.S. Food and Drug Administration

12-page pamphlet. Developmental reading level. Useful information on standards. Can be used as is by anyone with the required reading skills.

GRADE "A" PASTEURIZED MILK: SAFE AND RELIABLE
Public Health Service
1966

6-page leaflet. Tells how milk producers and shippers are inspected regularly to insure that milk is safe. Intended as reassurance for the consumer, not as a list of regulations for the milk producer. Interesting information.

HEALTH INSURANCE FOR THE AGED
Social Security Administration
1965

Soft-cover booklet. Developmental reading level. Questions and answers regarding insurance are good but need to be rewritten at lower reading level for RFD audience. Can be used as a teacher resource or supplementary material for advanced readers.

HEALTH PROTECTION
Public Health Service
1968

8-page pamphlet. Developmental reading level. Teacher resource or supplementary material for advanced readers. Emphasizes the importance of regular check-ups.

HEARING LOSS HOPE THROUGH RESEARCH
Public Health Service
1968

35-page booklet. Developmental reading level. Teacher resource or supplementary reading for better readers. Discusses kinds of hearing loss, treatment, hearing aids and surgery, speech-reading, and hope offered through research discoveries. Very interesting and fairly complete.

HOME CARE OF THE SICK
Public Health Service
1961

6-page pamphlet. Developmental reading level. Teacher resource or supplementary reading for better readers. Limited interest range. Gives instructions for care of the sick at home. Important for those in that situation.

HOT WEATHER COMFORT
Public Health Service
1962

4-page pamphlet. Developmental reading level. Offers advice on food, dress, and activities to best survive hot weather. Might be useful to some but mainly presents obvious generalities.

HOW SAFE IS OUR FOOD
(Food, Drug Administration Publication No. 41)

11-page pamphlet. Developmental reading level. Teacher resource or direct independent study material. Rather dryly written but has good questions to consider. Correct information on food regulations.

INFANT CARE
Welfare Administration
1966

Series of pamphlets on various aspects of infant care. Advanced reading level. Useful as teacher resource or supplementary material for advanced readers.

READ THE LABEL
(RDS Publication No. 3)
1963

36-page booklet. Developmental reading level. Standard work on general knowledge about labels.

READ THE LABEL OF FOODS, DRUGS, DEVICES, COSMETICS AND
HOUSEHOLD CHEMICALS
Food and Drug Administration
1963

36-page booklet. Advanced reading level. Teacher resource. Gives warning on labeling of food, drugs, etc. Clear, concise information but language structures above ABE level.

SAFE, SANITARY HOME REFUSE STORAGE
Public Health Service
1968

6-page pamphlet. Developmental reading level. Teacher resource or supplementary reading for good readers. Could be very useful information.

SELECTING AUTOMOBILE SAFETY RESTRAINTS FOR SMALL CHILDREN
Public Health Service

Pamphlet. Advanced reading level. Teacher resource or supplementary reading for advanced readers. Information and statistics to convince drivers to use seat belts. Important information for all.

SEPTIC TANK CARE
Public Health Service
1967

6-page pamphlet. Developmental reading level. Teacher resource or supplementary reading for good readers. Tells what to do and how often to do it for proper septic tank care. Very useful information for all those who have septic tanks. Needs revision for direct use.

SIX FOOD EXCHANGE LISTS FOR VARIETY IN MEAL PLANNING
Public Health Service
1969

8-side leaflet. Divides food by type and quantity, then suggests that any food in one list can be substituted for any other in that list. If used correctly, these lists should insure a balanced diet.

SMOKING & HEALTH INFORMATION PAMPHLETS
Public Health Service

Pamphlet series with the following titles: Cigarette Smoking--Chronic Bronchitis & Emphysema; The Facts about Smoking & Health; If You Must Smoke--5 Ways to Reduce the Risks of Smoking; What to Tell Your Parents About Smoking; What We Know About Children & Smoking; Let's Talk About You & Smoking; The Effects of Smoking.

Developmental reading level. Most useful for teenagers and young adults--might keep them from starting to smoke.

SOCIAL SECURITY INFORMATION BROCHURES
Social Security Administration
1968

Informational packet includes: 2 pamphlets--Social Security Information for Young Families; Your Social Security; plus 4 informational charts and posters. Advanced reading level. Background information on OASI benefits and programs and methods of presentation. Information good but complex. Most useful as teacher resource.

STRICTLY FOR TEENAGERS; SOME FACTS ABOUT VENEREAL DISEASE
Public Health Service

Pamphlet. Developmental reading level. Supplementary material.
Should be assigned with caution.

THINKING ABOUT DRINKING
Social & Rehabilitation Service
Public Health Service, 1968

31-page booklet. Developmental reading level. Teacher resource
or supplementary reading for good readers. Could be interesting
to some parents with teenagers. Discusses some common attitudes
towards teenagers and drinking.

UNITED STATES GOVERNMENT

DEPARTMENT OF HOUSING & URBAN DEVELOPMENT

Order from:

Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402

HOUSING FOR LOW-INCOME FAMILIES
Housing Assistance Administration
1967

20-page booklet. Developmental reading level. Teacher
resource. Tells about HUD & local housing authorities.
Urban-oriented. Not relevant to rural audience.

UNITED STATES GOVERNMENT

DEPARTMENT OF THE INTERIOR

Order From:

Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402

FIRST AID--A.U.S. BUREAU OF MINES INSTRUCTIONAL MANUAL
U.S. Bureau of Mines
1953

Single-unit soft cover text. Developmental reading level.
Teacher resource. Authoritative source of specific information
on the subject. Format too tight, text too technical for direct use.

UNITED STATES GOVERNMENT

DEPARTMENT OF LABOR

Order From:

Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402

HANDBOOK FOR YOUNG WORKERS
Bureau of Labor Standards

29-page booklet. Advanced reading level. Teacher resource or supplementary reading for advanced student. Gives information on labor laws, training opportunities. Directed at young workers (i.e. high school age) but may have useful information for some of our students as parents.

HOW TO GET AND HOLD THE RIGHT JOB
Bureau of Employment Security
Manpower Administration

19-page pamphlet. Developmental reading level. Teacher resource or supplementary reading for good readers. Lists things to do to get a job and attitudes to cultivate to keep a job. Useful information. Can be used directly and independently only by those with the necessary reading skills. Others need teacher help.

JOB FOR WHICH A HIGH SCHOOL DIPLOMA IS PREFERRED BUT NOT ESSENTIAL

Pamphlet. Intermediate reading level. Supplementary reading. Lists occupations, qualifications, training and employment opportunities and trends. Pertinent for a younger population. Could be useful in selected instances.

JOB FOR WHICH APPRENTICESHIP TRAINING IS AVAILABLE

Pamphlet. Intermediate reading level. Supplementary reading. Orientation toward younger worker. Might be useful as a reference point.

MANPOWER ADMINISTRATION INFORMATION BROCHURES
1969

Brochure series. RFD has on hand: The Concentrated Employment Program, Youth Opportunity Centers, Cooperative Area Manpower Planning System, The Experimental and Demonstration Program, New Careers.

Reading level varies from Intermediate to Advanced. Could be teacher resource or supplementary material depending on reading level. Provides program 7 occupational development information in response to specific interests.

RURAL YOUTH: WHAT KIND OF WORK WOULD YOU LIKE TO DO?

U.S. Employment Service
Bureau of Employment Security
Manpower Administration, 1967.

8-page pamphlet. Developmental reading level. Rural orientation. Teacher resource or supplementary reading for those with the necessary reading skills. Does need some revision for general distribution to RFD members.

UNITED STATES GOVERNMENT

DEPARTMENT OF THE TREASURY

Order from:

Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402

FARMERS TAX GUIDE
Internal Revenue Service

Soft-cover booklet. Advanced reading level. Very technical and complete guide. Only for advanced student or for teacher reference. Small print. Gives examples and illustrations.

FORM 1040. INSTRUCTIONS--1969
Internal Revenue Service.

Soft-cover booklet. Advanced reading level. Small print. Language technical. Useful as teacher reference and exemplary material.

HIGHLIGHTS OF 1969 CHANGES IN THE TAX LAW
(Publication 553 (1-70))
Internal Revenue Service, 1970

Soft-cover brochure. Advanced reading level. Would need to be rewritten for ABE. Language very technical. Important information.

UNITED STATES GOVERNMENT

FEDERAL TRADE COMMISSION

Order from:

Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402

BARGAIN? FREEZER MEATS; THERE MAY BE A CATCH TO IT!

Pamphlet. Advanced reading level. Very useful information for consumer protection. Tells of some advertising tricks to watch out for. Where to report fraud. Some members would need help to use this pamphlet. Information important to those who have freezers.

FEDERAL TRADE COMMISSION INFORMATION PAMPHLETS

Pamphlet series includes: Here is Your Federal Trade Commission (1969); Rules, Regulations, Statement of General Policy or Interpretation and Exemptions Under the Fair Packaging & Labeling Act (1969); Fight Back! The Ungentle Art of Self Defense; Guides Against Bait Advertising (1959); Unordered Merchandise--Shipper's Obligations and Consumer Rights; Guides Against Deceptive Pricing (1964); Guides Against Deceptive Advertising of Guarantees (1960); Advice for Persons Who Are Considering an Investment in a Franchise Business (1970); Pitfalls to Watch for in Mail Order Insurance Policies (1969); Advice for Amateurs who Expect to Breed Chinchillas for Profit (1969); Freezer Meat & Food Service Plan Trade Practices; Deceptive Offers of Employment; Referral Selling Plans; Chain Distributor Schemes.

Advanced reading level. Information on the FTC, its activities and policies to control certain trade practices. Useful information. Could be a teacher resource or supplementary information for advanced readers.

LOOK FOR THAT LABEL
1968

8-page pamphlet. Developmental reading level. Explains Federal regulations on fur and fabric labeling. Teacher resource. Supplementary material for good readers.

STOP, LOOK, INVESTIGATE. TEAMWORK CAN OFFER PROTECTION FOR THE ELDERLY
1969

12-page pamphlet. Developmental reading level. Details some frauds directed at the elderly. Suggests that careful investigation and opinion of others would be good protection.

UNITED STATES GOVERNMENT

OFFICE OF ECONOMIC OPPORTUNITY

Order from:

Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402

LEADER'S HANDBOOK FOR A NUTRITION & FOOD COURSE PROJECT HEAD START
1967

Soft cover text. Intermediate Reading level. Designed for classroom use in a nutrition education course for parents. Not well suited to independent use.

PROJECT HEAD START FOOD BUYING GUIDE AND RECIPES
Agricultural Research Service & Consumer and
Marketing Service
1965

Soft cover booklet. Developmental reading level. Urban orientation. Prepared as a guide to food procurement and preparation in Head Start Programs. Information useful but material cannot be used directly for a rural ABE audience. Might be good as a teacher resource.

UNITED STATES GOVERNMENT

PRESIDENT'S COMMISSION ON EMPLOYMENT OF THE HANDICAPPED

Order from:

Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402

HOW TO GET A JOB: A HANDY GUIDE FOR JOB SEEKERS
William A. Fraenkel

29-page booklet. Intermediate reading level. Large type. Easy to read. Clearly marked as a product of the commission on employment of the handicapped. Should be assigned with discretion. Supplementary reading for those concerned.

UNIVERSITY OF CALIFORNIA

Agricultural Extension Service
University of California Press
Berkeley, California 94720

FAMILY ACCOUNTS

Mildred Novotny

31-page brochure. Intermediate reading level. Good account of the why and how of record keeping. Recommended for use as instructional material.

UNIVERSITY OF MINNESOTA

Bulletin Room
3 Coffey Hall
University of Minnesota
St. Paul, Minnesota 55101.

FAMILY FOOD

Grace D. Brill, Verna A. Mikesh, and Leona S. Nelson

Series of 6 pamphlets. Titles include: Bread and Cereals; Milk; Fruits and Vegetables; Meat and Meat Foods; Daily Food Guide; Hamburger. Tells value and uses of the food mentioned in the title. Contains some recipes.

HOME STORAGE

Mary L. Muller, Mary F. Lamison, Leona S. Nelson
1966

6-page pamphlet. Developmental reading level. Teacher resource or supplementary reading for those who read well. Large type. Easier to read than bulletins from U. of Wisconsin. Useful hints on home storage.

MAKING WHITE BREAD

Verna Mikesh and Leona S. Nelson

8-page pamphlet. Gives one recipe for bread with variations for rolls and sweet rolls. Simply written. Large type. Very good illustrations. Could be used with no adaptation.

PART-TIME FARMING

University Extension
1959

Booklet with graphs and charts. Developmental reading level. Information on selecting an enterprise or enterprise combination, how much capital is needed, machinery and equipment. Pros and cons of part-time farming. Text book type style and print. Outdated pictures. Factual.

SHOULD YOU BUY ON TIME?

Mary F. Lamison

Short pamphlet. Introductory reading level. Contains information on factors to consider when buying on installment plans, where to buy for less. Simple, clear, entails some math. Good illustrations. Fairly large print.

UNIVERSITY OF MINNESOTA PAMPHLET SERIES

Mary L. Muller, et. al

Pamphlet series includes: Easy Dishwashing; Rid Your House of Rubbish; Cleaning Sink, Tub & Toilet; Better Bedmaking.

Can be used directly as instructional material. Simple language, easy-to-read print. Very basic. Many very good illustrations for new or non-readers.

UNIVERSITY OF MINNESOTA TEXT SERIES

Verna Mikesh, et. al

3-unit pamphlet series. Includes: Cutting up and Cooking Chicken; Broiling; Dry Milk in Every Meal.

Intermediate reading level. Clearly done, fairly large print, direct simple language. Very basic.

UNIVERSITY OF MISSOURI

Extension Division
417 South Fifth Street
Columbia, Missouri 65201

COOKING UTENSILS TO MEET YOUR NEEDS

(Folder 105)

Louise Woodruff & Marilyn W. Caselman
1965

Pamphlet. Developmental reading level. Recommended as a teacher resource or instructional material for advanced members. Contains a chart listing utensils, their size, possible materials and desired features. Also suggests desirable features of various other kinds of utensils.

MATERIALS AND FINISHES FOR HOUSEHOLD EQUIPMENT

(Folder 104)

Marilyn W. Caselman

6-page pamphlet. Developmental reading level. Teacher resource or supplementary material. Gives properties of various materials and finishes for pots, pans, etc. Suggests what to consider when buying. Subject matter somewhat peripheral but could be of interest to some.

SHOULD YOU INCORPORATE YOUR FARM?
Hugo Martz, Frank Miller, et. al
1965

11-page pamphlet. Advanced reading level. More useful as teacher resource or supplementary reading for those interested. Limited range of interest. Information on the corporate structure, pros and cons of farm incorporation, organization problems, etc. Vocabulary very technical but language structures kept simple. Small print. Written for Missouri population. Procedures might be different in Wisconsin.

UNIVERSITY OF WISCONSIN

University Extension
Bulletin Room
College of Agricultural and Life Sciences
University of Wisconsin
Madison, Wisconsin 53706

ASPARAGUS IN WISCONSIN
J. Schoenemann, O. B. Combs
1966

8-page pamphlet. Developmental reading level. Instructional & supplementary material for those with advanced reading skills. Good information about a limited interest subject.

BUYING CLOTHES FOR SMALL CHILDREN
(Special Circular 133)
Lenora Landry

15-page pamphlet. Suggests things to look for when buying children's clothing. Useful information. Developmental reading level, too complex for ABE. Good for direct use with the better readers.

COTTAGE CHEESE--HOW TO MAKE IT, TASTY WAYS TO USE IT
(Circular 523)
Lennea Dennett, Walter Price, Maxine Hart

6-page pamphlet. Contains recipes for making and using cottage cheese. Very useful.

DISEASES AND DISORDERS OF ORNAMENTAL MAPLES IN WISCONSIN
Gale Work, Allen Prey, John Libby
1965

12-page pamphlet. Advanced reading level. Would need to be adapted for ABE. Can be reference material for members who are concerned about this problem.

DOORS: LOCATE CONVENIENTLY & SAFELY WHEN YOU BUILD OR REMODEL
(Circular 261)

Marion W. Longbotham

4-page pamphlet. Advanced reading level. Teacher resource or supplementary material for better readers. Might be useful information for members thinking of remodeling or building new homes.

DURABLE PRESS

(Special Circular 138)

1969

6-page pamphlet. Advanced reading level. Discusses types of durable press and gives suggestions for laundering them. Useful for homemakers.

ECONOMIC OPPORTUNITIES FOR RURAL PEOPLE

S. D. Stamford, L. J. Moran, et. al

1961

Pamphlet. Developmental reading level. Rural orientation. Deals with a study executed in Wisconsin. Good teacher resource but reading level too high for most RFD members.

EQUIPMENT FOR PRESSING

(Special Circular 71)

Lenore Landry

1965

8-page pamphlet. Developmental reading level. Teacher resource or independent study for good reader. Lists pressing equipment, their use and how to make or select them. Useful for homemakers and those who like to sew.

HOW TO FIGURE HEAT LOSS & Fuel Cost

(Special Circular 67)

D. J. Stith, T. J. Brevik

1962

9-page pamphlet. Advanced reading level. Useful as a teacher resource. Good information but computations are rather complex. Those without advanced arithmetic skills would probably need help.

HOW TO BUY, USE, CARE FOR SMALL ELECTRICAL APPLIANCES

(Circular 534)

Katherine Bailey

20-page booklet. Advanced reading level. Teacher resource. Tells what to look for. Useful information.

HOUSING RURAL AGED PEOPLE IN WISCONSIN
(Bulletin 536)

May L. Cowles, Clara G. Sweeney
1959

20-page booklet. Advanced reading level. Teacher resource. Background facts on the housing problems of this segment of society. Too technical in treatment for direct use as instructional material.

FABRIC-TO-FABRIC BONDING

Lenore Lanudry
1968

Pamphlet. Intermediate reading level. Instructional material. Useful information about bonded fabrics. Tips on buying. Helpful for those who sew.

FACTORS AFFECTING FARM HOUSING
Agricultural Experiment Station
1953

Soft cover booklet. Advanced reading level. Most useful as a teacher resource and reference source for answering questions. Language somewhat complex.

FAMILY KITCHENS

(Special Circular 134)
Marion Longbotham, Tec Brefik
1969

Soft cover booklet. Advanced reading level. Most useful as a teacher resource. Gives kitchen arrangements and plans for design. Tells how to analyze needs & living patterns. Could be useful information in special cases.

FAMILY MEALS ON A BUDGET

Charlotte Dunn
1964

31-page booklet. Intermediate reading level. Contains daily food guide and recipes. Good example of menu-planning. Useful as independent study material.

FAMILY ROOMS FOR INFORMAL FAMILY LIVING

(Circular 655)
1966

12-page pamphlet. Developmental reading level. Teacher resource or supplementary material for advanced readers. Lists things to consider when planning a family room. This information might be of use to some.

FARMING CHANGES IN WISCONSIN, 1940-1960

Peter Dornes

Agricultural Experiment Station

Single unit soft cover book. Advanced reading level. Rural orientation. Teacher resource or supplementary reading for advanced student. Language and structure complex.

FLY CONTROL RECOMMENDATIONS FOR 1970

(Special Circular 59)

W. L. Goimerac

Rev. 1970

8-page pamphlet. Advanced reading level. Teacher resource or supplementary material for better readers. Lists insecticides and pesticides recommended for use in 1970 and how to use them. Too advanced for general distribution.

FOOD BUYING GUIDE FOR 50 SERVINGS

(Special Circular 147)

Mary Mennes

11-page pamphlet. Advanced reading level. Useful for those who cook for large numbers of people. Limited interest range.

FOUNDATIONS FOR FASHION

(Circular 638)

Lenore Laundry

(Revised by Ruth Diez)

11-page pamphlet. Advanced reading level. Discusses types and fit of women's undergarments and how to launder them. Might be of some use to some.

FURNITURE ARRANGEMENT

(Special Circular 126)

Jane Graff

10-page pamphlet. Advanced reading level. Teacher resource. Gives ideas on furniture arrangement.

KNOW YOUR DAIRY FOODS

Series of 6 pamphlets. Titles include: Dairy Terms Defined; Market Milk and Related Problems; Grades & Labels: What they Should Mean to the Consumer; Care of Dairy Products: In the Home, In the Restaurant; Food Value of Milk; Butter Quality: How to Tell it & Keep It; What to Look for When Buying Cheese.

Defines terms, explains quality ratings, etc. Titles more or less self-explanatory. Helpful information for the consumer. Supplementary material for advanced readers.

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MAKE YOUR OWN SAUERKRAUT
(Special Circular 140)
Charlotte Dunn & Paul H. Williams

8-page pamphlet. Tells how to make sauerkraut at home.
Contains 2 recipes using sauerkraut.

MEASURING & BUYING THE RIGHT SIZE FOR YOUR CHILD
(Special Circular 124)
Lenore Landry
1966

8-page pamphlet. Developmental reading level. Suggests
measuring your child and checking size charts before buying
children's clothing. May be a good reminder for parents.

MEAT FOR MODERN LIVING

6-page pamphlet. Contains some useful meat recipes.

MONEY PLANNING
1956

Pamphlet. Intermediate reading level. Information on planning
how to use farm income. Provides a chart for student to fill
out with his own income and spending figures. Easy to read and
fill out. Might be helpful to a student who wants help in planning.

PASTEURIZING MILK AT HOME IS EASY
(Special Circular 2)
1948

6-side leaflet. Advanced reading level. Tells how to
pasteurize milk at home. Aimed at farm dwellers who produce
and consume their own milk supply.

PATTERN BUYING GUIDE
(Special Circular 79)
1968

8-page pamphlet. Developmental reading level. A guide to
selecting the correct pattern and fabrics. Instructional
material for independent use. Good for those who want to sew.

PATTERN SELECTION AND ALTERATION (#626)
Lenore Landry
1964

Pamphlet. Developmental reading level. Information on choosing
and buying patterns and fabrics. Useful for home seamstresses.

PENETRATING STAIN FOR ROUGH AND WEATHERED WOOD

Glenn Barquest

John Black

1965

Pamphlet. Intermediate reading level. Instructional material. Supplementary reading. Good do it yourself information. Instructions on how to do it and what to do.

PLANNING HOUSE IMPROVEMENTS

(Special Circular 92)

Marion Longbotham

Clyde Barth

1964

4-page pamphlet. Developmental reading level. Teacher resource or supplementary reading for advanced readers interested in this subject. Good information for a limited audience.

PLANNING YOUR NEW HOUSE

(Special Circular 89)

T. J. Brevik, D. J. Spith

1964

Pamphlet. Advanced reading level. Teacher resource. Basic planning information for building a new home.

PLAN YOUR HOME STORAGE

T. J. Brevik, Katherine Bailey

1957

10-page pamphlet. Developmental reading level. Supplementary material. Excellent. Simply presented summary of solutions to home storage problem.

PREPARED MIXES

(Circular 506)

Foods and Nutrition Specialists

1967

11-page pamphlet. Covers preparation and use of a master mix. Includes recipes using master mix. Very helpful.

PREPARING FABRIC FOR CUTTING

Lenore Landry

1969

Pamphlet. Intermediate reading level. Tips on preparing fabrics for cutting, pre-shrinking, plainly written. Step-by-step instructions. Easy to understand. Very good for those who sew at home.

PRUNING PINE PLANTATIONS
(Special Circular #56)

8-page brochure. Intermediate reading level. Teacher resource or supporting information for special interest reading.

QUALITY HOMEMADE PICKLES
Charlotte Dunn

6-page pamphlet. Tells how to make pickles. Useful as supplementary material.

RABIES IN ANIMALS
(Special Circular #94)
Department of Veterinary Science
1964

8-page pamphlet. Developmental reading level. Teacher resource or supplementary reading for advanced reader. Presents information on rabies. How to send specimens to state labs, handling of suspected cases.

SAVE STEPS--USE YOUR KITCHEN STORAGE EFFICIENTLY
(Circular 571)
May L. Cowles, Sara M. Steele
1959

8-page pamphlet. Developmental reading level. Teacher resource. Gives good suggestions on this subject. Needs adaptation for ABE readers.

SO YOU'RE PLANNING ON MOVING TO THE COUNTRY
1966

Soft cover booklet. Supplementary reading for those interested. Not relevant to most of RFD audience.

THE SPENDER SYNDROME
Center for Consumer Affairs
1965

Soft cover book. Advanced reading level. Most useful as teacher resource. Contains case studies of people who spend over their incomes.

THE STITCH THAT COUNTS: SAVE BY REPAIR
(Circular 634)
Lenore Landry
1965

16-page pamphlet. Developmental reading level. Tells how to repair clothes. Very good illustrations make understanding easy.

THE TIME OF OUR LIVES: NUTRITION
Charlotte M. Dunn

4-vol. pamphlet series. Includes: Minerals Mean Much to Us--Body Spark Plugs; Protein in Your Diet--Body Repairemen Vitamins are Vital to Life--Cement Makers. You Are What You Eat.

Mimeographed sheets. Large type. Could be supplementary for those interested in nutrition.

TOOLS & SUPPLIES FOR USE IN HOUSEHOLD OPERATION, MAINTENANCE AND REPAIR.

(Special Circular 127)

Glenn Barquest

Marion Longbotham

1966

12-page pamphlet. Advanced reading level. Teacher resource. Important information for all who do household repair jobs. Needs revision for direct use. Language too complex for general distribution.

WAYS TO USE LIVER
(Circular 304)
Charlotte Dunn

8-page pamphlet. Covers nutritional value and economy of liver. Contains some useful recipes. Good supplementary material for those who like and use liver.

WHEN BUYING KNIVES
(Circular 577)
Katherine B. Bailey
Louise A. Young
1957

4-page pamphlet. Advanced reading level. Tells what to look for and how to care for knives. Ok for those interested.

WHEN YOU BUY A CHEST/WHEN YOU BUY A CHAIR
Graff and Hoffman
1966

2 pamphlets. Developmental reading level. Good buying guides.

WHEN YOU BUY FLOOR COVERING
Jane Febock
1969

10-page pamphlet. Developmental reading level. Instructional material. Good source of information on what to look for. Includes a fiber chart.

WHEN YOU HEM
(Special Circular 125)
Lenore Landry
1969

11-page pamphlet. Developmental reading level. Simple, clear, step-by-step instructions. Good as teacher resource or instructional material for better readers.

WHEN YOU PRESS
(Special Circular 72)
Lenore Landry
1968

6-page pamphlet. Developmental reading level. Teacher resource. Suggestions on proper pressing technique. Homemakers may find it helpful.

WINDOW FABRICS
Jane Graff
Gertrude Hoffman
1964

4-page pamphlet. Intermediate reading level. Useful as instructional material or supplementary reading for those interested. Small print. Sentence structure is fairly simple but the vocabulary is somewhat difficult.

YOU AND YOUR LIFE INSURANCE
(Special Circular 108)
Louise Young
1965

8-page pamphlet. Advanced reading level. Information on kinds of insurance and the need for planning ahead. Reading level a bit advanced for independent study in most cases.

YOU CAN MAKE HOUSEWORK EASIER
Katherine Bailey
1959

Pamphlet. Intermediate reading level. Instructional material can be used directly and independently. Interestingly written.

W. E. UPJOHN INSTITUTE FOR EMPLOYMENT RESEARCH

300 S. Westnedge Avenue
Kalamazoo, Michigan 49007

YOU AND YOUR DIABETES
1964

20-page booklet. Developmental reading level. Supplementary reading for those concerned. Useful in this specific instance.

FRANKLIN WATTS, INC.

Groslier, Inc.
575 Lexington Avenue
New York, New York 10022

FIRE PREVENTION
Dorothy Wilson 1965

Single unit hard bound text. Intermediate reading level.
Useful as instructional material or supplementary reading
on the subject. Very well done. Can be used independently.

THE FIRST BOOK OF HOW TO FIX IT
Jeanne Bendick 1961

Single unit hard bound text. Intermediate reading level.
Contains some very helpful hints but pictures show that
the book is intended for children. Not suitable for
adults.

WEBSTER DIVISION
McGraw-Hill Book Company

8171 Redwood Highway
Novato, California 94947

OCCUPATIONS AND CAREERS
S. Norman Feingold and Sol Swerdloff 1969

Single unit hard bound text. Developmental reading level.
Fair presentation of subject matter. Ordinary text-book
format. Might be useful for some with the necessary reading
skills. Designed for classroom use but those who study
well alone could use it independently.

WISCONSIN APPLE INSTITUTE

Part of National Apple Institute
200 P. St. N.W.
Washington, D.C. 20036

APPLE LOVER'S GUIDE TO GOOD EATING, VOLUME 3

16-page pamphlet. Advanced reading level. Covers storage,
preserving and use of apples. Contains useful recipes.
Some members would need help reading it.

WISCONSIN FARM BUREAU ASSOCIATION

7010 Mineral Point Road
Madison, Wisconsin 53711

R.E.A.P. DO YOU QUALIFY?

Pamphlet. Developmental reading level. PR bulletin
for REAP (Rural Exclusive Account Plan). Printing is

very small. Would have to be written at lower reading level for ABE students. Could be used as a teacher resource.

WISCONSIN OPTOMETRIC ASSOCIATION

119 Monona Avenue
Madison, Wisconsin 53703

WISCONSIN OPTOMETRIC ASSOCIATION INFORMATION PAMPHLETS

Brochure series. RFD's holdings include: Vision and School Achievement; Teacher's Guide to Vision Problems; What is an Optometrist; Vision and Reading; Schematic Section of Human Eye (graph).

Developmental reading level. Teacher resource or supplementary reading for better readers. Background information useful to anyone who is interested.

WISCONSIN PHARMACEUTICAL ASSOCIATION

202 Price Place
Madison, Wisconsin 53705

POISON PREVENTION, FIRST AID, HOME SAFETY GUIDE 1960

16-page pamphlet. Developmental reading level. Teacher resource or supplementary reading for advanced readers. Lists things to avoid doing in your home to make it safer. Also has a good list of things to do for emergency first aid.

WISCONSIN STATE BOARD OF HEALTH

Box 309
Madison, Wisconsin 53701

DENTAL HEALTH INFORMATION PAMPHLETS

Series of pamphlets on various aspects of dental care. Developmental reading level. Teacher resource or supplementary reading for better readers. Information on proper care for both adults and children.

SAFETY INFORMATION PAMPHLETS

Leaflets and pamphlets on various aspects of health and safety. Titles include: Keep Your Child Safe; Protect Your Child--1 to 2 years; Safe Bicycling for Your Boy & Girl; Safe on Their Own--6 to 12 years; Safe Swimming for Your Boy & Girl; Suggestions for The Babysitter; Teach Your Child to be Safe; Your Child's Safety Depends on You; Protect Your Home Against Fire; Safe Driving--A Parental Responsibility; Poison Prevention Depends on You!; Safe Folks at Home; Safety Pays at Home Too. Advanced reading level. Hints to make your home safer and to protect children. Useful information.

DOWN TO EARTH DATA ON VENEREAL DISEASES

Pamphlet. Developmental reading level. Supplementary material. Could be useful information to some, but should be assigned with tact.

WISCONSIN, STATE OF, DEPARTMENT OF AGRICULTURE

4802 Sheboygan Avenue
Madison, Wisconsin 53705

CONSUMERS ACTION LINE

6-page pamphlet. Intermediate reading level. Ten pointers on how to get a fair shake at the market place. Simply done. Important basic information.

CONSUMER TRADE NEWS April-March 1970

Periodical. Publication on consumer protection by the state government. Gives reports on court cases, dangerous products, etc. Advanced reading level.

FOOD ADVERTISING

Pamphlet. Advanced reading level. Good source of information on advertising in general. Deceptive words and phrases to watch out for. Language might be too difficult for some.

WHAT'S YOUR BUYER I.Q.? 1967

Pamphlet. Developmental reading level. Small print. Self-quiz with answers and explanations. Useful in some cases.

WISCONSIN FRAUDULENT ADVERTISING LAW

Pamphlet. Advanced reading level. Publication on consumer protection. Advice on law to protect consumers.

WISCONSIN, STATE OF, DEPARTMENT OF HEALTH AND SOCIAL SERVICES

Division of Health
P.O. Box 309
Madison, Wisconsin 53701

FOOD AND NUTRITION INFORMATION BROCHURES

3-unit brochure series. Titles include: Food for Health; Food for School Girls and Boys; Food for Fun. Intermediate reading level. Good source of factual data. Presentation well done.

SOME QUESTIONS AND ANSWERS ABOUT V.D.

American Social Health Association
Bureau of Preventable Diseases

Pamphlet. Developmental reading level. Supplementary material.
Should be assigned with tact.

WISCONSIN, STATE OF, DEPARTMENT OF INDUSTRY, LABOR AND HUMAN RELATIONS

4802 Sheboygan Avenue
Madison, Wisconsin 53705

WSES INFORMATION PAMPHLETS

Wisconsin State Employment Service

Series of brochures on various aspects of job seeking.
Developmental Reading Level. Teacher resource or
supplementary material for good readers. Pamphlets
may provide specific job seeking procedural advice,
occupational descriptions, etc.

WISCONSIN, STATE OF, DEPARTMENT OF JUSTICE

Office of Consumer Protection
123 W. Washington Avenue
Madison, Wisconsin 53703

CONSUMER PROTECTION MONTHLY REPORT

Office of Consumer Protection

Periodical. Advanced reading level. Publication on
consumer protection by the state government. Gives reports
on court cases, dangerous products, etc.

METHODS OF COMPETITION & TRADE PRACTICES

Sec. 100.20, Wisconsin Statutes

Pamphlet. Advanced reading level. Publication on consumer
protection by the state government.

WISCONSIN, STATE OF, DEPARTMENT OF PUBLIC INSTRUCTION

3030 Darbo Drive
Madison, Wisconsin 53714

COMMUNICATION ASPECTS OF HEARING IMPAIRMENTS

M. Elizabeth Suliver

4-page pamphlet. Developmental reading level. Teacher
resource or supplementary material. Relates various
hearing disorders to speech and communication difficulties
in children. Good for parents who have children with
possible hearing problems.

WISCONSIN, STATE OF, DEPARTMENT OF TRANSPORTATION

Division of Motor Vehicles
4802 Sheboygan Avenue
Madison, Wisconsin 53705

DO YOU KNOW THE ANSWERS

Pamphlet. Advanced reading level. Teacher resource or supplementary reading for advanced readers. Information and statistics to convince drivers to use seat belts. Important information for all.

XEROX CORPORATION

600 Madison Avenue
New York, New York 10022

CONSUMER EDUCATION SERIES

5-vol. soft cover programed text series. Titles include: Dress Well for Little Money; Refunds & Exchanges; Buying Appliances; What's Good Furniture; Be Sharp-Don't Be Cheated. Intermediate reading level. Excellent for independent study. Simple programed material with cartoon type illustrations.

ABOUT ME AND MY COMMUNITY

AMERICAN CIVIL LIBERTIES UNION OF GEORGIA

National Office of ACLU
156 Fifth Avenue
New York, New York 10010

KNOW YOUR RIGHTS

Single unit soft-cover text for instructional material.
Intermediate reading level. Discusses individual rights
very clearly and simply. Minority-urban orientation.

AMERICAN PETROLEUM INSTITUTE

1271 Avenue of the Americas
New York, New York 10020

CONSERVING OUR WATERS AND CLEANING THE AIR
Salinger, Richard, & Wallace West, 1968

Pamphlet series for teacher resource. Includes posters,
teacher's guide, research materials and student manual.
Too technical and sophisticated for ABE student.

BEHAVIORAL RESEARCH LABORATORIES

Box 577
Palo Alto, California 94302

THE U.S. CONSTITUTION
Paul N. Mc Closkey, Jr., 1964

Soft-cover programmed text series. Developmental reading
level. Can be used for independent study by an advanced
student. Includes teacher's manual.

BENEFIC PRESS

10030 W. Roosevelt Road
Westchester, Illinois 60153

HOW THE AMERICAN ECONOMIC SYSTEM FUNCTIONS
Glassner-Grossman, 1968

Hard-bound text for supplementary reading. Intermediate

economic concepts involved in a free market system.

HOW DOCUMENTS PRESERVE FREEDOM

Gabriel H. Reuben, Leonard Meshover, 1964

Hard-bound text series of supplementary readings. Intermediate reading level. Offers historical background for each important document in our history, as well as the document itself. Includes analytical questions after each unit and a pronunciation guide.

HOW SCHOOLS AID DEMOCRACY

Sybil Anderson McCabe, 1964

Hard-bound text series for supplementary reading. Intermediate reading level. Discusses the historical and current role played by the school in our system.

CHANNING L. BETE COMPANY, INC.

45 Federal Street
Greenfield, Massachusetts 01301

ABOUT THE AMERICAN ECONOMY

Scriptographic Publication, 1965

15-page pamphlet. Intermediate reading level. Supplementary or instructional reading. Review format. Discusses our market-place system and compares it with the Soviet system. Biased. Highly sophisticated concepts dealt with in a minimum of copy. Not for independent study.

ABOUT BLOCK CLUBS

Scriptographic Publication, 1967

Single unit pamphlet for instructional material. Intermediate reading level. Distinct urban orientation. Basic concepts of a participatory democracy are put forth.

FREEDOM & YOU!

Scriptographic Publication, 1970

Single unit booklet of 15 pages for teacher resource or advanced supplementary reading. Includes information on the rights and obligations of a U.S. citizen, as well as discusses the freedoms deemed rights by the Constitution.

KEEP AMERICA CLEAN

Scriptographic Publication

Single unit booklet for teacher resource or advanced

supplementary reading. Includes general information on terrestrial pollution control.

KNOW YOUR LEGAL RIGHTS
Scriptographic Publication, 1970

Single unit booklet for supplementary reading or teacher resource. Review format. Title is self-explanatory.

THE LAW AND YOU
Scriptographic Publication, 1966

Single unit booklet for advanced ABE student. Summary of how the law affects every citizen. Not for independent study. Review format.

NEEDED: CLEAN AIR
Scriptographic Publication

Single unit booklet for supplementary reading or teacher resource. Scriptographic presentation of major areas of air pollution. Too advanced for independent study.

NEEDED: CLEAN WATER
Scriptographic Publication, 1964

Single unit pamphlet for advanced supplementary reading. Graphic presentation of main elements in water pollution. Too advanced for independent study.

WHAT EVERYONE SHOULD KNOW ABOUT THE BILL OF RIGHTS
Scriptographic Publication, 1969

15-page pamphlet. Review type format. Developmental reading level. Includes history of the Constitution and Bill of Rights, as well as looking at each amendment individually. Not for independent study except for advanced students.

WHAT EVERYONE SHOULD KNOW ABOUT CONGRESS & HOW LAWS ARE MADE
Scriptographic Publication, 1969 Ed.

Soft-cover single unit booklet in scriptographic format. Includes information on the history of Congress, how it is formed, and how it functions. Can be treated as review of already acquired knowledge. Reading level and format too sophisticated for independent study.

WHAT EVERYONE SHOULD KNOW ABOUT THE CONSTITUTION OF THE UNITED STATES OF AMERICA
Scriptographic Publication, 1970

15 page pamphlet. Developmental reading level. Includes history of the Constitution and explanatory comments about its meaning. Independent study for only an advanced student.

WHAT EVERYONE SHOULD KNOW ABOUT THE DECLARATION OF INDEPENDENCE

Scriptographic Publication, 1969

15 page pamphlet. Developmental reading level. Includes history of the Declaration of Independence and explanatory comments about the text.

WHAT EVERYONE SHOULD KNOW ABOUT THE EXECUTIVE BRANCH OF THE U.S. GOVERNMENT

Scriptographic Publication, 1970

Soft-cover single unit booklet for teacher resource or advanced supplementary reading. Review format includes information on the agencies and departments within the Federal Executive Branch of government, as well as an overview of the function.

WHAT EVERYONE SHOULD KNOW ABOUT GOVERNMENT IN THE UNITED STATES OF AMERICA

Scriptographic Publication, 1970

Soft-cover single unit booklet in a review type format for teacher resource or supplementary review. An overview of history and function.

WHAT EVERYONE SHOULD KNOW ABOUT LAW

Scriptographic Publication, 1970 Ed.

Soft-cover single unit booklet for supplementary reading. Includes information on how a bill becomes law, as well as one's rights under the Constitution. Too sophisticated in lay-out and language for complete independent study.

WHAT EVERYONE SHOULD KNOW ABOUT THE U.S. JUDICIAL SYSTEM

Scriptographic Publication, 1969

Single unit soft-cover booklet for advanced supplementary review or teacher resource. Too sophisticated for independent study. Review type format.

WHAT EVERYONE SHOULD KNOW ABOUT WORLD GOVERNMENTS

Scriptographic Publication, 1967

Single unit soft-covered pamphlet for teacher resource or an advanced ABE student. Review type format.

WHY VOTE? THE A-B-C's OF CITIZENSHIP
Scriptographic Publication, 1968 Ed.

Single unit pamphlet for advanced supplementary reading or teacher resource. Discusses right and obligation to vote. Too sophisticated.

BETTER BUSINESS BUREAU

Association of Better Business Bureaus, Inc.
405 Lexington Avenue
New York, New York 10017

FACTS YOU SHOULD KNOW ABOUT INVESTMENT BANKING

16-page pamphlet. Developmental reading level. Supplementary reading or teacher resource. Explains role of investment banks in the U.S. economy.

FACTS YOU SHOULD KNOW ABOUT OUR BUSINESS SYSTEM
Educational Division, 1968

Pamphlet series. Developmental reading level. Supplementary reading for better readers and teacher reference. Gives summary of how capitalism functions in the U.S. Heavy-handed comparison of U.S. and Russia.

FACTS YOU SHOULD KNOW ABOUT SECURITIES & COMMODITY
EXCHANGES
Educational Division, 1966

Pamphlet series for advanced supplementary reading or teacher reference. Includes operation of security exchanges and commodity exchanges.

FACTS YOU SHOULD KNOW ABOUT YOUR BETTER BUSINESS BUREAU

16-page pamphlet for teacher resource or supplementary reading. Describes purpose and activity of Better Business Bureau. Reading level too advanced for average ABE student.

FACTS YOU SHOULD KNOW ABOUT YOUR LEGAL PROBLEMS
Educational Division

Pamphlet series for teacher reference and advanced supplementary reading. Provides information on contracts, refunds and returns of purchases. Suggests that only lawyers are capable of resolving legal questions.

CALIFORNIA STATE DEPARTMENT OF EDUCATION

Sacramento, California 95814

NEW ENGLAND COLONIAL DAYS
Marcelle Duffe, 1947

Single unit soft-cover text for supplementary reading. Intermediate reading level. Discusses life in colonial New England in story form.

SOUTHERN COLONIAL DAYS
Marcelle Duffe, 1947

Pamphlet for supplementary reading. Intermediate reading level. Discusses what life was like on a colonial plantation through story form.

CHILDREN'S PRESS

Division of Regensteiner Publishing
1224 W. Van Buren Street
Chicago, Illinois 60607

YOU AND THE CONSTITUTION OF THE UNITED STATES
Witty-Kohler, 1948

Single unit hard-bound text for instructional use. Introductory reading level. Orientation is childish. Animated illustrations which employ a train with 13 cars to symbolize the 13 original states. However, the tone of the language is not condescending.

COLLIER-MACMILLAN

866 Third Avenue
New York, New York 10022

BUFFALO BILL
English Language Series, 1965

Single unit soft-cover text. Advanced reading level. Supplementary reading for good readers. Biographical format with exercises at back of the publication.

THE PRESIDENCY IN CONFLICT,
1965

Single unit soft-cover semi-programmed text. Developmental reading level. For supplementary reading. Includes information on the periods of American history when the president confronted a major conflict.

COOPERATIVE EDUCATIONAL SERVICE AGENCY NO. 15

545 W. Dayton Street
Madison, Wisconsin 53701

CESA NO. 15 - ANNUAL REPORT 1969

Soft-covered single unit publication for teacher reference. Presents main purpose of CESA agency, as well as annual service record and statistics.

COWARD-MCCANN, INC.

200 Madison Avenue
New York, New York 10016

F.B.I.

C. B. Colby

Hard-bound single unit publication. Developmental reading level. Generally explains how FBI works to solve crime. Includes photographs of FBI at work. Layout and language are interesting.

CUNA INTERNATIONAL - EDUCATION DEPARTMENT

1617 Sherman Avenue
Madison, Wisconsin 53704

MEDICARE FOR THE AGED
1968

Pamphlet series for teacher reference or advanced supplementary reading. Describes the two kinds of health insurance, also services not covered, as well as costs, benefits...

DANE COUNTY SOCIAL PLANNING AGENCY

232 E. Main Street
Madison, Wisconsin 53703

DIRECTORY OF DANE COUNTY HEALTH, WELFARE & RECREATION
RESOURCES
1969

Single unit soft-cover teacher resource. Useful compilation of information on all public and private agencies engaged in some aspect of these fields.

DAUGHTERS OF THE AMERICAN REVOLUTION

Administration Building
1776 D Street, N. W.
Washington, D. C. 20006

DAR MANUAL FOR CITIZENSHIP

Single unit soft-cover teacher-resource. Written for the foreign born. Includes information needed to pass citizenship examination. Traditional textbook format. Intermediate reading level.

JOHN DAY COMPANY

200 Madison Avenue
New York, New York 10016

COMMUNISM IN OUR WORLD
John C. Caldwell, 1962

Single unit hard-bound text. Intermediate reading level. Includes information on the Cold War World, Communism in practice and China. Information is somewhat propagandized. Large print; very few illustrations.

DODD, MEAD & COMPANY

79 Madison Avenue
New York, New York 10016

OUR FEDERAL GOVERNMENT: HOW IT WORKS.
Patricia Acheson

Single unit hard-bound text for instructional purposes. Intermediate reading material. Includes sections on the constitutional construction of the Federal Government and its growth since 1787. Descriptive, rather than analytical.

FOLLETT EDUCATION CORPORATION

1010 West Washington Boulevard
Chicago, Illinois 60607

THE LAW FOR YOU.
H. Mac Bohlman & Herbert Bohlman

Soft-cover semi-programmed single unit publication for supplementary reading for advanced student. Discusses

lawyers and legal aid protection. Also includes information on wills, contracts, liability and marriage. Thought questions at end of each chapter.

AMERICAN HISTORY STUDY LESSONS
Jack Abramowitz, 1967

9-volume soft-cover text series plus teacher's manual. Series includes: From Colonial Times to Independence; The Growing Nation; Change & Crisis in American Life; Civil War and Reconstruction; Changing America Since 1865; American Politics 1865-1960; American Foreign Policy; Problems of American Democracy. Can be used as instructional material by good readers. Developmental reading level. Workbook format has skill-building comprehension and thought questions built in.

SOCIAL INSURANCE
H.M. Bohlman and Edna Bohlman

Soft-covered single unit semi-programmed publication for supplementary reading for advanced ABE student. Workmen's Compensation laws, unemployment and unemployment compensation discussed. Not for complete independent study.

STUDY LESSONS IN OUR NATION'S HISTORY
Jack Abramowitz, 1967

8 vol. soft-cover text series for instructional material. Series includes: How America Became a Nation; The New Nation is Launched; The Growing Spirit of the Nation; The Expansion of the American Nation; The Civil War Divides the Nation; Building a Great Nation; The Foreign Policy of the American Nation; Living in Today's World, plus teacher's manual. Written on a developmental reading level. Includes study lessons with comprehension exercises built in. Workbook format...

STUDY LESSONS ON DOCUMENTS OF FREEDOM
Jack Abramowitz, 1967

Soft-cover semi-programmed text, plus teacher's guide. Instructional material. Intermediate reading level. Exercises built in.

WORLD HISTORY STUDY LESSONS
Jack Abramowitz, 1963

Soft-covered semi-programmed text series. Designed for low ability school pupils, but readily adaptable for use by adults. Study of world history in this series centers around the western world.

GENERAL MOTORS CORPORATION

Educational Division
Detroit, Michigan 48202

AMERICAN BATTLE FOR ABUNDANCE: A STORY OF MASS PRODUCTION
Charles F. Kettering, Allen Orth - Rev. Ed. 1955

Pamphlet for advanced supplementary reading. Includes history of mass production.

GINN & COMPANY

2550 Hanover Street
Palo Alto, California 94304

HOW A BILL BECOMES A LAW - THE CONSTITUTION
1963

Soft-cover, single unit teacher resource. Programming technique used herein is confusing. Material is very detailed.

TEENAGERS AND THE LAW
John Paul Hanna, 1969

Soft-covered single unit teacher resource. Geared toward high school student, although areas covered could be of interest to all ages. Developmental and above reading level.

YOUR RIGHTS AND RESPONSIBILITIES AS AN AMERICAN CITIZEN
Charles N. Quigley, 1966

Single unit soft-covered publication for advanced supplementary reading or teacher resource. Case-study approach. Explains the facts behind laws.

HARCOURT, BRACE, & WORLD

757 Third Avenue
New York, New York 10017

U.S. HISTORY
Wm. E. Weathered, 1966

Single unit text to be coordinated with overhead projector. Teacher's manual includes script. Provides information on early settlements, wealth and money, banking and credit, Louisiana Purchase, etc. Intended for classroom use. Not suitable for independent study.

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HOLT, RINEHART & WINSTON

383 Madison Avenue
New York, New York 10017

LAW IN ACTION
Delmar Karlin, 1964

Soft-covered single unit teacher resource for advanced supplementary reading. Discusses machinery of justice, taxes, specific cases, and follows them to court, explaining the procedure. Too technical for independent study.

YOU AND THE LAW
Arthur P. Crabtree, 1964

Soft-covered, single unit text. Intermediate reading level. Includes information on the history of law, contracts, negotiable instruments, landlord-tenant, etc. Inductive approach to teaching.

HOUGHTON-MIFFLIN

110 Tremont Street
Boston, Massachusetts 02107

THE PEACEABLE REVOLUTION.
Betty Schechter, 1963

Hard-bound single unit teacher resource. Oriented somewhat toward Junior High youngsters, but subjects are of interest to a wide age group. Includes non-violent resistance, Civil disobedience, Thoreau, Ghandi and Martin Luther King movement. Urban minority orientation.

INSTITUTE OF LIFE INSURANCE

Educational Division
277 Park Avenue
New York, NY 10017

THE SEARCH FOR ECONOMIC SECURITY
Philmore Wass, Anthony Petrello, Helen McCracken, 1968

Single unit soft-cover text for supplementary reading. Developmental reading level. Discusses patterns in the development of colonial America. Personal accounts interspersed with narration for interest. Not for independent study.

MACMILLAN COMPANY

60 Fifth Avenue
New York, New York 10022

SCENES OF AMERICA
Cornelius and Sheeler, 1968

Soft-cover text series written at a developmental reading level. For supplementary reading. Short selections based on historical fact. Also includes comprehension questions and a glossary of terms.

MADISON OPPORTUNITY CENTER

601 E. Main Street
Madison, Wisconsin 53703

WHAT IS M.O.C.?

Single unit pamphlet for teacher reference. Describes services of M.O.C. to train for and find jobs for physically and mentally handicapped persons.

MELMONT PUBLISHERS

Subsidiary of Children's Press
1224 W. Van Buren Street
Chicago, Illinois 60612

ABOUT OUR FLAG
Elinor Rees, 1960

Single unit hard-bound text for instructional and supplementary reading. Introductory reading level. Describes the first flag and each subsequent variation, as well as special flag days, how to salute and display the flag. Large print, simple language, many illustrations.

CHARLES E. MERRILL PUBLISHING COMPANY

1300 Alum Creek Drive
Columbus, Ohio 43209

THE GREAT LAW OF OUR LAND
Fred H. Duffy, 1964

Single unit soft-cover semi-programmed text. Intermediate reading level. Supplementary reading or instruction. Includes information on why and how the constitution was formed, congress, presidency, judiciary. Exercises built in. Childish in tone.

WILLIAM MORROW & COMPANY

425 Park Avenue South
New York, New York 10016

THE PRESIDENCY
Gerold Johnson, 1962

Single unit hard-bound publication. Intermediate reading level. Instructional or supplementary reading. Includes information on what the president does, how the office has changed and individual strong presidents. Language is simple. General paucity of illustrations.

NATIONAL ASSOCIATION FOR MENTAL HEALTH

10 Columbus Circle
New York, NY 10019

Single unit soft-covered publication for supplementary reading or instructional manual. Introductory grade level. Shows people in different situations, but all suffering from mental problems. Suggests seeing the experts for help.

NAPSAE - NATIONAL ASSOCIATION FOR PUBLIC SCHOOL ADULT EDUCATION

1201 16th Street, N. W.
Washington, D. C. 20036

PRACTICAL GOVERNMENT
(Teaching Social Living Skills Series)
New York State Dept. of Education, 1968

Soft-cover text series of audio tapes, phonographic record and master transparencies. Emphasis is on local community organization and action--citizen participation at all levels. Urban orientation, includes teacher guides, lesson plans and workloads.

NEW READER'S PRESS

Box 131
Syracuse, New York 13210

OUR UNITED STATES
C. Blakely, 1965

Single unit, soft-cover publication written at an intermediate reading level. Contains one page story and photos on each state and territory. Includes glossary. Simply written.

PACIFIC COAST PUBLICATIONS
4085 Campbell Avenue at Scott Drive
Menlo Park, California 94025

THE GREAT AMERICANS SERIES
Monroe Heath, 1960

Soft-covered text series for supplementary reading. Short biographical and descriptive sketches of American events.

READER'S DIGEST SERVICES, INC.

Educational Division
Pleasantville, New York 10570

WITH EVERY BREATH YOU BREATHE
Howard R. Lewis (Reprint), 1965

Single unit pamphlet for teacher resource. Attempts to alarm the reader to air-pollution problem through stories, statistics.

FRANK E. RICHARDS

215 Church Street
Phoenix, New York 13135

RIGHTS AND DUTIES OF CITIZENS
Eileen Corcoran, 1964

Semi-programmed soft-covered text series instructional material. Introductory reading level. Somewhat child oriented. Workbook included.

WILLIAM H. SADLER, INC.

11 Park Place
New York, New York 10007

YOU & YOUR GOVERNMENT
Don Sharkey, Irving G. Williams, 1967

Soft-cover semi-programmed text. Intermediate reading level. For instructional purposes. Includes information on the three branches of government, as well as state and local government. Provides comprehension and thought questions.

SCHOLASTIC BOOK SERVICES

50 West 44th Street
New York, New York

THE ARROW BOOK OF STATES
Margaret Ronan, 1967

Single unit soft-cover text. Intermediate reading level. Instructional material. Includes pictures and one-page copy about each state.

SIMON & SCHUSTER, INC.

509 Madison Avenue
New York, New York 10022

USA SERIES
Robert Dixon

Soft-cover semi-programmed text series. Intermediate reading level. For instructional use or supplementary reading. Series titles include: The Land and the People; Men and History; Customs and Institutions; Men and Machines. Exercises included after each chapter.

STECK-VAUGHN

P. O. Box 2028
Austin, Texas 79767

MY COUNTRY

Edwin H. Smith, Florence R. Lutz, 2nd Edit., 1964

Single unit soft-cover text. Introductory reading level. Instructional material. Treats history, geography and politics of the United States.

OUR AMERICAN CONSTITUTION; THE STORY OF A GREAT DOCUMENT
Garrett & Underwood, 1966

Soft-cover text series for teacher resource or advanced supplementary reading. Written on a developmental reading level. Includes information on the history and content of the Constitution.

UNITED STATES ARMED FORCES INSTITUTE

2318 S. Park Street
Madison, Wisconsin 53713

UNDERSTANDING AMERICAN DEMOCRACY II

Richard J. Brown (Study Guide C223.1), 1966

Soft-cover single unit text within a series. For teacher resource. Developmental reading level. Provides discussion of principle problems and issues of contemporary American life. Military-oriented.

UNITED STATES GOVERNMENT - GENERAL

Order from: Superintendent of Documents
U. S. Government Printing Office
Washington, D. C. 20402

FEDERAL TEXTBOOK ON CITIZENSHIP
John G. Hervey & Catheryn Sickler-Hudson, 1955

Soft-cover semi-programmed single unit for teacher resource or supplementary reading. Exercises are built in. Information included discusses our government and constitution.

OUR AMERICAN GOVERNMENT
1965

Soft-cover single unit teacher resource or advanced supplementary reading. Includes questions and answers about the workings of our government.

UNITED STATES GOVERNMENT - EQUAL EMPLOYMENT OPPORTUNITY COMMISSION

Order from: Superintendent of Documents
U. S. Government Printing Office
Washington, D. C. 20402

SECOND ANNUAL REPORT, 1967

Single unit soft-covered publication for teacher reference. Provides background information on Federal anti-discrimination legislation and agencies.

UNITED STATES GOVERNMENT - FISH & WILDLIFE MANAGEMENT COORDINATING COMMITTEE

Order from: Superintendent of Documents
U. S. Government Printing Office
Washington, D. C. 20402

COORDINATED CONTROL
National Mosquito Control

Single unit 3-fold brochure for teacher resource. Includes background information on joint campaign to control mosquito pests.

UNITED STATES GOVERNMENT - DEPARTMENT OF AGRICULTURE

Order from: Superintendent of Documents
U. S. Government Printing Office
Washington, D. C. 20402

CONSERVATION EDUCATION MATERIALS
Eastern Region, Forest Service

Soft-covered text series for supplementary reading or teacher resource. Includes information on tree and forestry conservation in the form of single sheets, pamphlets and posters.

CONQUEST OF THE LAND THROUGH 7,000 YEARS
(Ag Information Bulletin No. 99), W. C. Lowdermilk, 1953

Single unit pamphlet for teacher resource or advanced supplementary reading. Includes a survey of land use through 7000 years, emphasizing good and bad conservation of land. Rural orientation.

UNITED STATES GOVERNMENT - DEPARTMENT OF HEALTH, EDUCATION AND WELFARE

Order from: Superintendent of Documents
U. S. Government Printing Office
Washington, D. C. 20402

THE COMMUNITY MENTAL HEALTH CENTER - BOLD NEW APPROACH
Nat'l Institute for Mental Health, 1969

Single unit pamphlet for teacher reference. Outlines services that the community mental health centers can provide. General in nature.

EXTENDED CARE BENEFITS AFTER HOSPITALIZATION UNDER THE
MEDICARE PROGRAM - BEGINNING JANUARY 1, 1967
Social Security Administration, 1966

Single unit pamphlet for teacher resource. Briefly explains the extended care benefits under Medicare and answers some common questions. Information is not detailed.

MEETING THE LEGAL NEEDS OF THE POOR
Social and Service Rehabilitation, 1968

Single unit pamphlet for teacher resource. Includes background information on identifying legal needs and developing responses to those needs.

SRS - NEW DIRECTIONS IN HELPING PEOPLE HELP THEMSELVES
1968

Single unit pamphlet for teacher resource. Explains what agencies were combined to form Social & Rehabilitation Services within HEW. Little practical information.

UNITED STATES GOVERNMENT - DEPARTMENT OF HOUSING AND URBAN DEVELOPMENT

Order from: Superintendent of Documents
United States Government Printing Office
Washington, D. C. 20402

H.U.D. CONSUMER BULLETINS
1967-68

Pamphlet series for advanced supplementary reading or teacher reference. Discusses programs in which HUD is involved. Urban orientation.

UNITED STATES GOVERNMENT - DEPARTMENT OF THE INTERIOR

Order from: Superintendent of Documents
U. S. Government Printing Office
Washington, D. C. 20402

A PRIMER ON WASTE WATER TREATMENT
Water Pollution Control Admin., Washington D. C., 1969

Single unit pamphlet for teacher resource. Sound description of basic treatment methods of water waste.

UNITED STATES GOVERNMENT - DEPARTMENT OF JUSTICE

Order from: Superintendent of Documents
U.S. Government Printing Office
Washington, D. C. 20402

OUR GOVERNMENT
1967

Soft-cover single unit advanced supplementary reading text. Discusses the birth of a new nation, planning a new government, as well as describing the three branches of our federal government. Information given in a straightforward practical manner. Vocabulary, expansion and comprehension check-up included after each "lesson." Orientation is toward the immigrant.

UNITED STATES GOVERNMENT - OFFICE OF ECONOMIC OPPORTUNITY

Order from: Superintendent of Documents
U. S. Government Printing Office
Washington, D. C. 20402

CO-OPS: PROGRESS THROUGH PEOPLE - A CO-OP DIRECTORY, 1968

Single unit teacher reference. Lists consumer and produce coops in Wisconsin. Oriented to the low income family.

THE NEIGHBORHOOD HEALTH CENTER
Office of Health Affairs, 1970

Single unit pamphlet for teacher reference. Explains the purpose and approach of neighborhood health centers. Also lists existing programs.

THE POOR SEEK JUSTICE
Legal Services in Action - Community Action Programs

Single unit pamphlet for teacher resource. Includes information about legal aid services. Orientation is urban and ethnic.

UNITED STATES GOVERNMENT - DEPARTMENT OF THE TREASURY

Order from: Superintendent of Documents
U. S. Government Printing Office
Washington, D. C. 20402

UNDERSTANDING TAXES
Internal Revenue Service, 1968

Soft-cover single unit text for supplementary reading. Developmental reading level. Gives information on federal tax system, preparing tax returns for the farm student. Newspaper format. Includes copies of all forms connected with federal taxes. Teaches through real-life situations.

UNIVERSITY OF WISCONSIN
University Extension

Bulletin Room
College of Agricultural and Life Sciences
University of Wisconsin
Madison, Wisconsin 53706

FOOD STAMPS ARE MARVELOUS
(Circular 658) Dunn, Charlotte M.

Single unit pamphlet for teacher reference or advanced supplementary reading. Diary of a woman who uses food stamps. Includes menus, showing how they fed a family of 5 nutritionally for a month. Includes shopping lists.

TOTAL RESOURCE DEVELOPMENT IN WISCONSIN
A CITIZEN'S GUIDE TO PLANS & ACTION
Gale L. Vande Berg

Single unit pamphlet for teacher reference. Suggests a

unified approach to local citizen groups cooperating with various agencies. Rural orientation.

WISCONSIN PLACE NAMES - A Pronouncing Gazetteer
Harold A. Engel
WHA-Radio - 1948

VISTA

Volunteer Information Service
1111 18th St., N. W.
Washington, D. C. 20506

HOW TO MAKE RIGHTS AND RESPONSIBILITIES MEANINGFUL TO THE
UNDERPRIVILEGED
Catherine Nutterfield, 1966

Teacher resource describing the philosophy and techniques developed in an effort to make civic education meaningful and effective for the low income under-educated population.

FRANKLIN WATTS, INC.

Grolier, Inc.
575 Lexington Avenue
New York, New York 10022

LIVING WITH ONE ANOTHER
Marie Neurath, 1965

Single unit hard-bound publication for instruction or supplementary reading. Explains the concept of societies, and discusses history of society and government.

THE FIRST BOOK OF CONGRESS
Harold Coy - Franklin Watts, 1965

Hard-bound single unit text written for intermediate reading level. Includes chapters on what Congress does for us, what Congress does to the makings of a Bill, and Congress and the President. Explains concepts simply.

PEOPLE WORKING FOR YOU
John Maher & S. Stowell Symmes, 1969

Hard-bound text written at an intermediate reading level. Explains simply our economic system in terms of the differences between goods and services. Black and white illustrations are excellent.

THE PICTURE LIFE OF JOHN FITZGERALD KENNEDY
Martha & Charles Shapp, 1966

Single unit hard-bound book for supplementary reading.

Introductory reading level. Presents biography of JFK at a beginner's level.

WEBSTER DIVISION

McGraw-Hill Book Company
8171 Redwood Highway
Novato, California 94947

OUR CONSTITUTION AND WHAT IT MEANS
W. Kottmeyer, 1965

Soft-cover single unit instructional material or supplementary reading. Intermediate reading level. Adult orientation.

ALBERT WHITMAN & COMPANY

560 West Lake Street
Chicago, Illinois 60606

WISCONSIN

Bernadine Bailey, 1966

Single unit hard-bound text for instructional material or supplementary reading. Intermediate reading level. Short informative text on Wisconsin containing history, geography and other pertinent information.

WISCONSIN STATE BOARD OF HEALTH

Box 309
Madison, Wisconsin 53701

A SAFE WATER SUPPLY

Single unit pamphlet for advanced instructional material or supplementary reading. Rural orientation. Information on and directions for creating a safe water supply. Technical in nature. Limited interest area.

WISCONSIN, STATE OF - DEPARTMENT OF AGRICULTURE

4802 Sheboygan Avenue
Madison, Wisconsin 53705

BUREAU OF CONSUMER PROTECTION BUSINESS PRACTICE
11/67

Single unit pamphlet for teacher resource or supplementary

reading. Provides information on purpose, laws administered, major functions and how to obtain services from the Bureau.

WISCONSIN, STATE OF - DEPARTMENT OF NATURAL RESOURCES

4610 University Avenue
Madison, Wisconsin 53705

INSTRUCTIONS FOR SAFEGUARDING PRIVATE WATER SUPPLIES
IN CASE OF FLOOD

Single unit information sheets for teacher resource. Discusses the rural environmental problem.

PROPOSED AIR POLLUTION RULES
1969

Soft-covered single unit teacher resource. Includes specific evidence of types of air pollution regulations now being considered.

QUEST FOR CLEAN WATERS

Where We Stand in Wisconsin - Publication 1101, 1969

Single unit pamphlet for teacher resource. Summarizes anti-pollution efforts and describes Wisconsin policy and procedures.

WISCONSIN RESOURCE PROBLEMS - WHAT YOU CAN DO TO HELP

Single unit 3-fold brochure for teacher resource. Popularized summary approach to secure a citizen's involvement in pollution control.

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