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ABSTRACT

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

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

Assembled by

**THE CLEARINGHOUSE FOR
OFFENDER LITERACY PROGRAMS**

A Joint Project of:

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

American Correctional Association

National Association for Public Continuing and Adult Education



Washington, D.C.

January 1974

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PREFACE

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

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

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

February, 1974

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INTRODUCTION

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

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

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

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

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

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

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

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

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

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

PROGRAM INFORMATION

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

The format includes the following elements:

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

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

Program Approaches and Formats

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

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

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

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

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

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

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

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

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

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

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

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

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

* * * * *

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

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

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

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

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

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

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

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

AVAILABILITY : Immediate from publisher

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

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

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

TITLE : Sullivan Reading Program

SCOPE : Reading: comprehension, decoding, and spelling

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

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

READABILITY : Ranges from grade levels 0.0 to 8.0

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

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

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

REMEDICATION : Not specified

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

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

VALIDATION : Not available

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

(Costs-contd.)	:	Tapes (3 3/4 ips):	
		8 tapes for testbooks 1-8	\$ 149.96
		4 tapes for readers 1-8	74.98
		4 tapes for readers 1A-8A	74.98
		4 tapes for readers 1B-8B	74.98
		8 tapes for testbooks 9-16	149.96
		2 tapes for readers 9-12	37.49
		Class Record Book . . . . .	.49

AVAILABILITY : Immediate from publisher

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

TITLE : The High School and Adult Basic Reading Laboratory B

SCOPE : Reading: comprehension and decoding

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

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

READABILITY : Ranges from grade levels 0.0 to 8.0

DESIGNED FOR : Young and mature adults

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

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

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

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

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

VALIDATION : Not available

COST : Complete Laboratory \$ 1,995.95*

AVAILABILITY : Immediate from Publisher

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

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

TITLE : Language Arts (Reading 1 - 4)

SCOPE : Reading: word-attack, comprehension

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

ENTRY LEVEL : Non-readers

READABILITY : Ranges from grade levels 1.0 to 5.0

DESIGNED FOR : Adults

FORMAT : Workbook, fill-in format.

RECORD KEEPING : Not specified

REMEDICATION : Not specified

SUPERVISION : Used by class-sized groups under teacher
supervision

TIME TO COMPLETE: Varies with the individual

VALIDATION : Not specified

COST : Each book \$ 1.35

AVAILABILITY : Immediate from publisher

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

TITLE : Reading Skills Development Program - Adult Edition

SCOPE : Reading: vocabulary development, comprehension

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

ENTRY LEVEL : A reading vocabulary of 300 to 400 words

READABILITY : Ranges from grade levels 3.0 to 5.0

DESIGNED FOR : Young and mature adults

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

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

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

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

TIME TO COMPLETE: 14 to 20 hours

VALIDATION : Not available

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

AVAILABILITY : Immediate from publisher

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

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

SCOPE : Reading: vocabulary and comprehension

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

ENTRY LEVEL : 4th-grade reading skills

READABILITY : Ranges from grade levels 4.0 to 6.0

DESIGNED FOR : Young adults

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

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

REMEDICATION : Not specified

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

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

VALIDATION : Not available

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

AVAILABILITY : Immediate from publisher

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

TITLE : Step by Step to Better Reading

SCOPE : Reading: comprehension, phonetics

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

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

READABILITY : Ranges from grade levels 0.0 to 2.0

DESIGNED FOR : Young and mature adults

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

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

REMEDICATION : Not specified

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

TIME TO COMPLETE: Approximately 75 hours

VALIDATION : Not available

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

AVAILABILITY : Immediate from publisher

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

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

VALIDATION : Not available

COST :

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

AVAILABILITY : Immediate from publisher

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

TITLE : The Refresher Program of the Merrill Linguistic Readers

SCOPE : Reading: word-attack and comprehension

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

ENTRY LEVEL : Nonproficiency in basic reading skills

READABILITY : Ranges from grade levels 0.0 to 3.75

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

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

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

REMEDICATION : Not specified

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

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

VALIDATION : Not available

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

AVAILABILITY : Immediate from publisher

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

TITLE : New Modern Reading Skilltext Series

SCOPE : Reading: comprehension and structural analysis

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

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

READABILITY : Ranges from grade levels 6.0 to 8.0

DESIGNED FOR : Young and mature adults

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

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

REMEDATION : Not specified

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

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

VALIDATION : Not available

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

AVAILABILITY : Immediate from publisher

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

TITLE : Building Reading Power

SCOPE : Reading; word analysis, vocabulary improvement
and comprehension

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

ENTRY LEVEL : 5th-grade reading skills

READABILITY : Ranges from grade levels 5.0 to 7.0

DESIGNED FOR : Young and mature adults

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

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

REMEDICATION : Not specified

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

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

VALIDATION : Not available

COST : Complete Kit \$ 45.00

AVAILABILITY : Immediate from publisher

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

TITLE : Merrill Mainstream Cassette Library

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

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

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

READABILITY : Ranges from grade levels 4.0 to 7.5

DESIGNED FOR : Young and mature adults

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

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

REMEDiation : Not specified

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

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

VALIDATION : Not available

COST : Complete Program \$ 225.00

AVAILABILITY : Immediate from publisher

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

TITLE : Wordcraft/1 Vocabulary Program

SCOPE : Reading; vocabular /

PURPOSE : To develop vocabulary

ENTRY LEVEL : Grade 4.0

READABILITY : Grades 4.0 to 6.0

DESIGNED FOR : Young and mature adults

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

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

REMEDATION : Not specified

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

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

VALIDATION : Not specified

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

AVAILABILITY : On a 30-day trial from the publisher

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

TITLE : Wordcraft/2 Vocabulary Program

SCOPE : Reading: vocabulary

PURPOSE : To develop vocabulary

ENTRY LEVEL : Grade 6.0

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

DESIGNED FOR : Young and mature adults

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

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

REMEDIA TION : Not specified

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

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

VALIDATION : Not specified

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

AVAILABILTY : On a 30-day trial from the publisher

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

TITLE : Reading Skills I

SCOPE : Reading: basic skills

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

ENTRY LEVEL : Upper 4th-grade reading level

READABILITY : Ranges from 4.5 to 7.0 grade levels

DESIGNED FOR : Young and mature adults

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

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

REMEDICATION : Not specified

SUPERVISION : Individualized training with minimum instructor supervision

TIME TO COMPLETE: Approximately 30 minutes per lesson

VALIDATION : Available from publisher

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

AVAILABILITY : Immediate from publisher

* Also listed under GSA Contract Prices

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

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

SCOPE : Reading: Perception and visual skills

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

ENTRY LEVEL : 1st-grade - non-reader

READABILITY : Ranges from grade levels 1.0 to 16.0

DESIGNED FOR : Young and mature adults

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

RECORD KEEPING : Immediate reinforcement is provided when student
compares

REMEDICATION : Not specified

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

TIME TO COMPLETE: Approximately 20 minutes for each lesson

VALIDATION : Evaluation results available from publisher

COST* : Complete Program

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

AVAILABILITY : Immediate from publisher

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

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

SCOPE : Reading: comprehension and writing skills

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

ENTRY LEVEL : 4th-grade reading skills

READABILITY : Ranges from grade levels 4.0 to 9.0

DESIGNED FOR : Young and mature adults

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

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

REMEDATION : Not specified

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

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

VALIDATION : Numerous case studies are available from publisher

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

* Also listed under GSA Contract Prices

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

AVAILABILITY : Immediate from publisher

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

TITLE : Craig Reading Program B

SCOPE : Reading: basic skills

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

ENTRY LEVEL : 7th-grade reading level

READABILITY : Ranges from grade levels 7.0 to 9.0

DESIGNED FOR : Young adults

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

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

REMEDIATION : Not specified

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

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

VALIDATION : Numerous case studies are available from the
publisher

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

AVAILABILITY : Immediate from publisher

* Also listed under GSA Contract Prices

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

TITLE : Base

SCOPE : Reading: vocabulary development, spelling and writing

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

ENTRY LEVEL : 2.0 grade reading level

READABILITY : Between 2.0 and 6.0 grade levels

DESIGNED FOR : Young adults

FORMAT : 17 cassette tapes and workbook

RECORD KEEPING : Immediate feedback in workbook

REMEDICATION : Not specified

SUPERVISION : Used by individuals under loose supervision

TIME TO COMPLETE: Approximately 15 hours

VALIDATION : Not available

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

AVAILABILITY : Immediate from publisher

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

TITLE : Reach

SCOPE : Reading: phonics decoding and comprehension

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

ENTRY LEVEL : 1.0 (need to know alphabet)

READABILITY : Ranges from grade levels 1.0 to 6.0

DESIGNED FOR : Young adults

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

RECORD KEEPING : Every lesson has a feedback exercise.

REMEDICATION : Not specified

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

TIME TO COMPLETE: 12 to 15 hours

VALIDATION : Not available

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

AVAILABILITY : Immediate from publisher

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

TITLE : Guidebook to Better Reading

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

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

ENTRY LEVEL : 1.0 reading level

READABILITY : Between grade 1.0 and 6.0

DESIGNED FOR : Young and mature adult

FORMAT : Series of six pocket size books and one workbook

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

REMEDICATION : Not specified

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

TIME TO COMPLETE: Approximately 12 weeks

VALIDATION : Not specified

COST : Guidebook for Better Reading \$ 1.59
Supplementary books93
Teacher's Guide free with 15 student
copies.

AVAILABILITY : Immediate from publisher

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

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

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

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

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

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

* DA, EA, and FA"

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

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

COST: (contd.)

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

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

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

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

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

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

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

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

READABILITY : Ranges from grade levels 2.0 to 10.0

DESIGNED FOR : Young and mature adults

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

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

REMEDICATION : Not specified

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

TIME TO COMPLETE: Approximately 70 to 90 instructional hours

VALIDATION : Not available

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

* While supply lasts

EPC/arpl

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

AVAILABILITY : Immediate from publisher

* While supply lasts

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

TITLE : CLUES to Reading Progress

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

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

ENTRY LEVEL : Non-reader

READABILITY : Between grades 1.0 to 5.0

DESIGNED FOR : Young adults

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

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

REMEDICATION : Not specified

SUPERVISION : Students work independently under teacher direction.

TIME TO COMPLETE: Varies - not specified

VALIDATION : Not specified

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

AVAILABILITY : Immediate from publisher

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

TITLE : Reading Readiness Program

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

PURPOSE : To prepare student to read

ENTRY LEVEL : Non-readers

READABILITY : Pre-primer

DESIGNED FOR : Young adults

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

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

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

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

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

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

COST : Program \$ 360.00
Viewer 125.00

AVAILABILITY : Immediate from publisher

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

TITLE : Prevocational Orientation and Guidance Program

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

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

ENTRY LEVEL : Approximately 4th-grade reading level

READABILITY : Approximately 4th-grade reading level

DESIGNED FOR : Young and mature adults

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

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

REMEDICATION : Not specified

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

TIME TO COMPLETE: Time depends upon individual students or instructors

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

AVAILABILITY : Available for immediate shipment from publisher

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

TITLE : Primary Reading Program

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

PURPOSE : To teach non-readers to read

ENTRY LEVEL : Primary Level

READABILITY : 1st- through 3rd-grade levels

DESIGNED FOR : Young adults

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

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

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

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

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

VALIDATION : Field tested in public schools

COST : Full Program \$ 818.00

AVAILABILITY : January 1974 from publisher

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

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

TIME TO COMPLETE: Approximately 20 instructional hours

VALIDATION : Not available

COST :

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

AVAILABILITY : Immediate from publisher

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

TITLE : Reading Breakthrough

SCOPE : Reading

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

ENTRY LEVEL : 5th-grade reading ability

READABILITY : Grade level 5.0 - 6.0

DESIGNED FOR : Young and mature adults

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

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

REMEDICATION : Not specified

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

TIME TO COMPLETE: 20 to 30 hours for the series

VALIDATION : Not available

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

AVAILABILITY : Immediate from publisher

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

TITLE : Talking It Over

SCOPE : Reading: readiness

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

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

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

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

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

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

REMEDICATION : Not specified

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

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

VALIDATION : Not available

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

AVAILABILITY : Immediate from publisher

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

TITLE : Communications I, II, III

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

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

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

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

DESIGNED FOR : Adults

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

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

REMEDIATION : Not specified

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

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

VALIDATION **:** **Not available**

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

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

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

TITLE : Learning Your Language - One and Two

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

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

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

READABILITY : Ranges from 4.0 to 5.0 grade levels

DESIGNED FOR : Young and mature adults

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

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

REMEDICATION : Not specified

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

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

VALIDATION : Not available

COST : Learning Your Language One, Two
 (hardbound, 1969 copyright):
 Student Text \$ 3.00
 Teacher's Guide 1.00
 Skills Development Booklet (each). 1.80
 Unit Tests and Key (pad of 10
 complete sets) 1.36
Learning Your Language One, Two
 (softbound)
 Student Text (set of 6 Unit Booklets) 4.32
 Replacement Booklets (specify unit
 and program - each) 1.20
 Teacher's Guide (essential 1.32
 Comprehension Checks(1 set) 1.80
 Unit Tests and Key (pad of 10 sets) 1.36

AVAILABILITY : Immediate from publisher

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

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

VALIDATION : Not available

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

AVAILABILITY : Immediate from publisher

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

TITLE : Turner Career Guidance Series

SCOPE : Reading: comprehension; world of work

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

ENTRY LEVEL : 5th-grade reading ability

READABILITY : Ranges from grade levels 5.0 to 6.0

DESIGNED FOR : Young adults

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

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

REMEDICATION : Not specified

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

TIME TO COMPLETE: Approximately 80 to 140 hours

VALIDATION : Not available

COST :

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

AVAILABILITY : Immediate from publisher

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

TITLE : Turner-Livingston Communication Series

SCOPE : Reading: supplementary reading; World of Work

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

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

READABILITY : Ranges from grade levels 6.0 to 7.0

DESIGNED FOR : Young and mature adults

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

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

REMEDICATION : Not specified

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

VALIDATION : Not available

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

AVAILABILITY : Immediate from publisher

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

TITLE : Turner-Livingstone Reading Series

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

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

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

READABILITY : Ranges from grade levels 4.0 to 6.0

DESIGNED FOR : Young adults who are not academically oriented

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

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

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

SUPERVISION : Easily adapted to supervised individual or group instruction

TIME TO COMPLETE: Approximately 80 to 140 hours

VALIDATION : Not available

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

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

TITLE : Reading for a Purpose

SCOPE : Reading: word attack, comprehension

PURPOSE : To bring beginning reader to functional level

ENTRY LEVEL : Speaking knowledge of English

READABILITY : Ranges from grade levels 0 to 4.0

DESIGNED FOR : Functionally illiterate adults

FORMAT : Binders with lessons 1 to 26

RECORD KEEPING : Not specified

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

SUPERVISION : Designed to be used with teacher supervision

TIME TO COMPLETE: 52 lessons - one period each

VALIDATION : Available from publisher

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

AVAILABILITY : Immediately from publisher

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

TITLE : Reading for a Viewpoint

SCOPE : Reading to develop comprehension and language skills

PURPOSE : To improve reading comprehension and language skills

ENTRY LEVEL : 5th-grade reading skills

READABILITY : Ranges from grade levels 5.0 through 8.9

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

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

RECORD KEEPING : Not specified

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

SUPERVISION : To be used with teacher supervision

TIME TO COMPLETE: 52 lessons - one period each

VALIDATION : Available from publisher

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

AVAILABILITY : Immediately from publisher

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

TITLE : Vocational Reading Series

SCOPE : Reading and Language Arts

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

ENTRY LEVEL : 4th-grade level

READABILITY : Ranges from grade levels 4.0 to 6.0

DESIGNED FOR : Young and mature adults

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

RECORD KEEPING : Not specified

REMEDICATION : Not specified

SUPERVISION : Should be used in class with a teacher

TIME TO COMPLETE: Variable according to group involvement

VALIDATION : Not available

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

AVAILABILITY : Immediate from publisher

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

TITLE : Essential Educational Skills Program:
Skillful Reading

SCOPE : Reading: vocabulary, word analysis and
comprehension

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

ENTRY LEVEL : 6th-grade reading skills

READABILITY : Grade level 6.0

DESIGNED FOR : Young and mature adults

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

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

REMEDICATION : Not specified

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

TIME TO COMPLETE: Approximately 15 hours

VALIDATION : Available from publisher

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

AVAILABILITY : Immediate from publisher

PUBLISHER : GROLIER EDUCATIONAL CORPORATION
845 Third Avenue
New York, New York 10022

TITLE : English for the Spanish-Speaking

SCOPE : Reading: basic skills

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

ENTRY LEVEL : 7th-grade reading level in Spanish

READABILITY : Ranges from grade levels 0.0 to 3.0

DESIGNED FOR : Spanish-speaking young and mature adults

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

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

REMEDICATION : Not specified

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

TIME TO COMPLETE: 35 to 50 hours

VALIDATION : Not available

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

AVAILABILITY : Immediate from publisher

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

TITLE : Reading Attainment Systems 1 and 2

SCOPE : Reading: comprehension, word-attack and vocabulary

PURPOSE : To bring the student from a 3.0 grade reading level to a 6.0 grade reading level in reading comprehension, word-attack and vocabulary skills

ENTRY LEVEL : System One: 3rd-grade comprehension and vocabulary skills
System Two: 5th-grade comprehension and vocabulary skills

READABILITY : Ranges from grade levels 3.5 to 6.5

DESIGNED FOR : Young and mature adults

FORMAT : Each of two programs (kits) contains 120 individual reading selections arranged in six color-keyed groups. Each selection has a separate Skill Card with a glossary of difficult words, word-attack exercises and vocabulary-building aids. Also included in each kit is a set of 120 answer keys (one for each reading selection and Skill Card), 30 Reader Record Books, a 60-page instructor's manual and a Wall Chart Pronunciation Guide. The pronunciation guide lists the hard-to-pronounce words from the reading selections. It can be used for classroom pronunciation drills, for individual instruction of students or for reference by students who have special difficulty with pronunciation.

RECORD KEEPING : The answer keys enable the student to monitor progress by providing a reading check and correct answers to questions in the reading selections and Skill Cards. The Reader Record Books contain pages with blanks for Skill Card and Answer Key questions and a Progress Plotter for helping the student keep track of progress

REMEDICATION : Not specified

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

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

VALIDATION : Not available

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

AVAILABILITY : Immediate from publisher

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

TITLE : English Lessons for Adults

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

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

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

READABILITY : Ranges from grade levels 0.0 to 2.0 in reading

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

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

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

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

SUPERVISION : Student works independently, but an instructor may
be required to monitor progress and assign help-
ful exercises.

TIME TO COMPLETE: 90 hours for all three books

VALIDATION : Not available

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

AVAILABILITY : Immediate from publisher

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

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

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

TITLE : Imperial Junior High School Aural Reading Lab

SCOPE : Reading: basic skills

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

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

READABILITY : Grade level 4.0 to 8.0

DESIGNED FOR : Young adults

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

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

REMEDICATION : Not specified

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

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

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

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

TITLE : Studio 10 Reading Powerpacs

SCOPE : Reading: word analysis and work skills

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

READABILITY : 2nd-grade reading level

DESIGNED FOR : Young adults

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

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

REMEDICATION : The program is a remedial program.

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

TIME TO COMPLETE: Approximately 40 minutes per lesson

VALIDATION : Not available

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

AVAILABILITY : Immediate from publisher

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

TITLE : Breakthrough

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

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

ENTRY LEVEL : Non-readers

READABILITY : Through transition into traditional orthography

DESIGNED FOR : Young and mature adults

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

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

REMEDIATION : Not specified

SUPERVISION : Used by groups under direction of teacher

TIME TO COMPLETE: Approximately up to one academic year

VALIDATION : Contact publisher for data.

COST : Phase I:
Teacher's Kit (contains one copy of
student materials and Spirit Masters) . \$ 35.00
112 worksheet masters 26.75
Key-word picture cards 3.00
Teacher's manual, worksheets 1.50
Teacher's manual, paragraphs75

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

AVAILABILITY : Immediate from publisher

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

TIME TO COMPLETE: 125 hours for the program

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

COST :

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

AVAILABILITY : Immediate from supplier

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

TITLE : Target Reading

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

PURPOSE : To help develop and improve basic reading ability

ENTRY LEVEL : 3rd-grade comprehension and vocabulary skills

READABILITY : Ranges from grade levels 3.5 to 7.0

DESIGNED FOR : Young adults

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

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

REMEDICATION : Not specified

SUPERVISION : Can be individualized with supervision

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

VALIDATION : Not specified

COST : Books \$.96
 Answer keys for each book60

AVAILABILITY : Immediately from publisher

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

TITLE : Programmed Reading for Adults

SCOPE : Reading; basic skills

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

READABILITY : Ranges from grade levels 1.5 to 6.0

DESIGNED FOR : Young and mature adults

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

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

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

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

TIME TO COMPLETE: Approximately 30 to 40 hours

VALIDATION : Contact publisher for validation

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

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

VALIDATION : Not available

COST : The Complete Spectrum of Skills (includes
4 copies each of the 18 skills booklets,
3 display boxes, 1 Teacher's Guide,
and 1 Pupil Record Book) \$ 126.45
Booklets (each) 1.77
Strands:
Comprehension 42.45
Word Analysis 42.45
Vocabulary Development 42.45

AVAILABILITY : Immediate from publisher

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

TITLE : Reading Technology

SCOPE : Reading: word-attack skills, comprehension

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

ENTRY LEVEL : Non-readers

READABILITY : 1.0 - 6.0 reading levels

DESIGNED FOR : Young and mature adults

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

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

REMEDIATION : None specified

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

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

VALIDATION : Not specified

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

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

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

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

Equipment and Accessories

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

Supportive Material

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

Individual prices are:

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

Workshop

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

AVAILABILITY : **Immediate from publisher**

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

TITLE : The New Streamlined English Series

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

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

ENTRY LEVEL : 0.0 reading level

READABILITY : Ranges between 0.0 and 5.0

DESIGNED FOR : Young or mature adult

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

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

REMEDICATION : Not specified

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

TIME TO COMPLETE: Not specified

VALIDATION : Not specified

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

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

AVAILABILITY : Immediate from publisher

* Additional titles are available from the publisher.

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

TITLE : Operation Alphabet

SCOPE : Reading, Writing, World of Work

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

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

READABILITY : Ranges from grade levels 1.0 to 2.0

DESIGNED FOR : Young and mature adults

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

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

REMEDIATION : Not specified

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

TIME TO COMPLETE: Approximately 150 hours for the series

VALIDATION : Case studies available from publisher

COST :

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

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

AVAILABILITY : Immediate from publisher

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

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

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

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

ENTRY LEVEL : Non-readers

READABILITY : Ranges between 0.0 and 6.0

DESIGNED FOR : Young and mature adults

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

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

REMEDICATION : Not specified

SUPERVISION : Class group is led by teacher

TIME TO COMPLETE: Each lesson designed for four hour class

VALIDATION : Not specified

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

AVAILABILITY : Immediate from publisher

*Formerly published by Gifted Teachers' Books

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

TIME TO COMPLETE: 75 to 90 instructional hours

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

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

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

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

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

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

COST :

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

AVAILABILITY : Immediate from publisher

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

TITLE : Reading Improvement

SCOPE : Reading: comprehension

PURPOSE : To improve reading comprehension and
vocabulary to a 9.0

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

READABILITY : Ranges from grade levels 6.0 to 9.0

DESIGNED FOR : Young and mature adults

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

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

REMEDICATION : Not specified

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

TIME TO COMPLETE: Not specified

VALIDATION : Not available

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

AVAILABILITY : Immediate from publisher

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

TITLE : Developmental Reading

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

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

READABILITY : Ranges from 4.0 through 10.0

DESIGNED FOR : Young and mature adults

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

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

REMEDICATION : Not specified

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

TIME TO COMPLETE: Not specified

VALIDATION : Not specified

COST : Complete Kit \$785.00

AVAILABILITY : Immediate from publisher

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

TITLE : Reading and Writing with Phonics

SCOPE : Reading: phonics and sight vocabulary development

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

ENTRY LEVEL : Beginning readers

READABILITY : Ranges in reading levels from 0.0 to 3.0

DESIGNED FOR : Young and mature adults

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

RECORD KEEPING : Not specified

REMEDICATION : Not specified

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

TIME TO COMPLETE: Between 30 and 40 hours

VALIDATION : Not specified

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

AVAILABILITY : Immediate from publisher

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

TITLE : Basic Studies

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

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

ENTRY LEVEL : 2nd-grade reading level

READABILITY : Ranges from 2nd-grade up

DESIGNED FOR : High School - College - Adult

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

RECORD KEEPING : Complete graphing system for each activity in
program

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

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

TIME TO COMPLETE: 45 to 150 hours for entire program

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

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

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

TITLE : Powerreading

SCOPE : Reading: comprehension, vocabulary development
and phonetic analysis

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

ENTRY LEVEL : 4th-grade reading skills

READABILITY : Ranges from grade levels 3.0 to 12.0

DESIGNED FOR : Young and mature adults

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

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

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

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

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

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

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

AVAILABILITY : Immediate from publisher

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

TITLE : High School Equivalency Prep Program

SCOPE : Reading

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

ENTRY LEVEL : 4th-grade reading level

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

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

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

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

REMEDICATION : Not specified

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

TIME TO COMPLETE: 90 to 150 hours

VALIDATION : Not available

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

AVAILABILITY : Immediate from publisher

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

TITLE : Adult Readers

SCOPE : Reading: comprehension and word analysis

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

ENTRY LEVEL : Basic sight-reading vocabulary of 100 words

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

DESIGNED FOR : Young and mature adults

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

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

REMEDICATION : Not specified

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

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

VALIDATION : Not available

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

AVAILABILITY : Immediate from publisher

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

TITLE : **Reader's Digest Readings**

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

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

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

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

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

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

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

REMEDICATION : **Not specified**

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

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

VALIDATION : **Not specified**

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

AVAILABILITY : **Immediate from publisher**

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

TITLE : Skill Builder Reading Program

SCOPE : Reading: word attack and comprehension

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

ENTRY LEVEL : 4th-grade reading skills

READABILITY : Ranges from grade levels 4.0 to 10.0

DESIGNED FOR : Young and mature adults

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

RECORD KEEPING : Not specified

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

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

TIME TO COMPLETE:	Approximately 30 to 45 minutes for each lesson, varying with the individual
VALIDATION	: Not available
COST	: Readers:
	Grade 1: \$.66
	Grades 2 - 6 (each)90
	Practice Pad (1, 2, 3) (each)66
	Advanced (4, 5, 6) (each)84
	Master Manual90
	Answer Key Booklet75
	Cassettes (packet of 6) (Levels 1 - 6)
	(each level) 35.70
	Records (12") (Levels 1 - 6) (each level) . . . 29.70
AVAILABILITY	: Immediate from publisher*

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

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

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

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

TITLE : Individualized Learning for Adults

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

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

ENTRY LEVEL : Anywhere from 0. to 10.0

READABILITY : Young and mature adults

DESIGNED FOR : Young and mature adults

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

REMEDICATION : Not specified other than recycling

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

TIME TO COMPLETE: Not specified

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

AVAILABILITY : Immediate from publisher

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

TITLE : Action and Double Action

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

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

ENTRY LEVEL : 2.0 reading level

READABILITY : Ranges from level 2.0 through 5.0 in Double
 Action

DESIGNED FOR : Young adults

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

RECORD KEEPING : Summary sheets keep track of progress.

REMEDIATION : Not specified

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

TIME TO COMPLETE: Usually a semester

VALIDATION : Not specified

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

AVAILABILITY : Immediate from publisher

* Separate book prices are available from the publisher.

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

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

SCOPE : Reading; comprehension and vocabulary development

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

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

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

DESIGNED FOR : Young adults

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

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

REMEDICATION : Not specified

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

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

VALIDATION : Not available

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

AVAILABILITY : Immediate from publisher

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

VALIDATION : Not available

COST : Complete Kit \$ 80.00
Additional Student's Books51
Additional Teacher's Handbook72

AVAILABILITY : Immediate from publisher

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

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

TITLE : Reading Laboratory Series: Reading Laboratory IIIa Kit

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

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

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

READABILITY : Ranges from grade levels 3.0 to 11.0

DESIGNED FOR : Young adults

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

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

REMEDATION : Not specified

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

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

TITLE : New Rochester Occupational Reading Series

SCOPE : Reading: world of work

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

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

READABILITY : Ranges from grade level 2.0 to 5.0

DESIGNED FOR : Young and mature adults

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

RECORD KEEPING : Teacher-evaluated exercises provide achievement information.

REMEDATION : Not specified

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

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

VALIDATION : Not available

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

AVAILABILITY : Immediate from publisher

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

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

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

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

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

READABILITY : Ranges from grade level 5.0 to 9.0

DESIGNED FOR : Young and mature adults

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

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

REMEDIATION : Not specified

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

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

VALIDATION : Not available

SFC/tir

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

AVAILABILITY : Immediate from publisher

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

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

TIME TO COMPLETE: 70 hours

VALIDATION : Consult publisher for field-test results

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

AVAILABILITY : Immediate from publisher

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

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

TITLE : English: Your New Language

SCOPE : Language Arts: basic language skills

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

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

READABILITY : Ranges from grade levels 0.0 to 4.0

DESIGNED FOR : Young and mature adults

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

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

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

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

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

TIME TO COMPLETE: Varies with each individual

VALIDATION : Not available

COST : **Book I:**

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

Book II:

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

AVAILABILITY : Immediate from publisher

* Tapes (pauseless) 17 per set \$ 117.00

COST (contd.) : "Steps to Learning" (Books 1 and 2 for
Grades 1-3 - no teacher's manual)(each) . \$.96
"The Lopez Family" (Grades 2-3 - includ-
ing teacher's manual)96
"Read to Learn" (Grades 3-4 - including
teacher's manual)96

AVAILABILITY : Immediate from publisher

RIGHT TO READ COMMUNITY-BASED PROGRAMS

The Right to Read (R₂R) Program has been in existence for approximately four years. Its objective is to increase functional literacy so that by 1980 99 percent of those 16 years of age and 90 percent of those over 16 will be functionally literate. Operated by the U. S. Office of Education at the Department of Health, Education and Welfare, the program has made grants totaling over \$28 million since its inception in 1969.

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

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

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

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

You will note that three of the grants made from the R₂R monies were made to correctional institutions. These are the Federal Reformatory at El Reno, Oklahoma, the Federal Reformatory for Women at Alderson, West Virginia, and the Federal Prison, C/O Burlington County College, Pemberton, New Jersey. For more information in relation to grant possibilities or guidelines, contact:

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

RIGHT TO READ COMMUNITY BASED PROJECTS1973 - 1974ALABAMA

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

202/788-1666

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

205/433-9078 - Reading Center

ARIZONA

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

602/781-6203

ARKANSAS

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

501/229-4418

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

501/338-6496

CALIFORNIA

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

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

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

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

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

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

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

COLORADO

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

303/573-5152 ext 256 or 266-0851

CONNECTICUT

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

203/566-6030

DISTRICT OF COLUMBIA

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

202/483-5460 or 678-8677

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

202/232-0315

FLORIDA

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

904/877-7928

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

813/974-2100 ext. 213 or 208

GEORGIA

Robert Lewis
Associate Professor of
Reading
Georgia Southern College
Statesboro, Georgia 30458

912/764-6611 ext, 404

Robert Palmatier, Project Director
University of Georgia
309 Aderhold Building
College of Education, Reading Department
Athens, Georgia 30601

404/542-2718

IDAHO

Bennie Munoz, Project Director
Idaho Migrant Council
415 South 8th Street
Boise, Idaho 83706

208/345-9761

ILLINOIS

John Velazquez, Director
El Centro De La Causa
731 West 17th Street
Chicago, Illinois 60616

312/243-8508

Nancy Louizzo, Project Director
Malcolm X College
1900 West Van Buren
Chicago, Illinois 60612

312/942-3110

Norbert Farnaus
Project Director
Illinois Benedictine College
5700 College Road
Lisle, Illinois 60532

312/968-7270

Jose Fontan, Director
Right to Read
Operation Highsight
1809 South Loomis
Chicago, Illinois 60608

312/996-2562

INDIANA

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

219/885-6555

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

812/882-3350 ext. 495 or 480

KANSAS

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

316/689-3385

KENTUCKY

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

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

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

606/336-1945

LOUISIANA

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

504/926-3189

Louisiana (contd.)

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

MAINE

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

MARYLAND

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

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

MASSACHUSETTS

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

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

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 Bristol Community College
 64 Durfee Street
 Fall River, Massachusetts 02720 617/678-2811

Massachusetts (contd.)

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

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 2900 Featherstone Road
 Auburn Heights, Michigan 48057 313/852-1000 ext. 355

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

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

MISSISSIPPI

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 Jackson, Mississippi 39217 601/948-8533 ext. 336

NEVADA

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

NEW JERSEY

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

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

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

NEW YORK

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

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

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

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

New York (contd.)

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

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

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

OKLAHOMA

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

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

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

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

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

OREGON

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

503/745-5561 or 503/227-3157

PENNSYLVANIA

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 Aspira Inc. of Pennsylvania
 526 W. Girard Avenue
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215/923-2717

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 Assistant Director of Financial Aid
 Community College of Philadelphia
 34 South 11th Street
 Philadelphia, Pennsylvania 19107

215/209-3680 ext. 263

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 Director of Special Programs
 Franklin & Marshall College
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717/393-3621

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 Bristol, Rhode Island 02809

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 Piedmont Technical Education Center
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 Program
 Route 2, Box 142
 Ridgeville, South Carolina 29472

803/873-7377

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 Baptist College at Charleston
 Charleston, South Carolina 29411 803/553-5110

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 Institutional Research
 Columbia State Community College
 Columbia, Tennessee 38401 615/388-0120

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

TEXAS

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

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

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

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

Texas (contd.)

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

512/472-0838

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

713/528-0800 or 523-0553

VIRGINIA

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

703/935-7592

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

804/770-3158

WASHINGTON

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

206/532-9172

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

509/586-3156

WEST VIRGINIA

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

304/343-1828

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

WISCONSIN

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

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

414/465-2157

WYOMING

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

307/362-2600

PUERTO RICO

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

809/765-3975

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

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

TITLE : Right to Read

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

PURPOSE : To help fight against illiteracy

ENTRY LEVEL : Varies from readiness level

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

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

TITLE : Hartford Public Schools Adult Education Program

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

PURPOSE : Local high school diploma or state high
school equivalency

ENTRY LEVEL : 0.0 grade level

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

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

PROJECT CONTACT : LAFEP, INC.
640 Jefferson Street
Gary, Indiana 46402

TITLE : Latin American Family Education Program, Inc.

SCOPE : To teach English as a second language; reading and communication using survival information.

PURPOSE : The Latin American Family Education Program (LAFEP) is an attempt to meet the needs of the Hispanic American Community (Mexican, Puerto Rican and Cuban). Two factors which have been isolated and given priority are the following:

1. The need to know how to communicate in English
2. The need to know what to communicate.

The intent of the second priority, that of knowing what to communicate, is to teach the student to recognize:

1. The function of the various economic institutions which affect his life
2. The political forces which determine his destiny
3. The history and culture which determine his identity.

FORMAT : LAFEP has developed and experimental text entitled INGLES PARA SOBREVIVIR (English for Survival) which integrates the area of communication and significant information essential to survival. Book I is intended for beginners; Book II is for advanced students; Book III is more advanced.

AVAILABILITY : Book III is presently available.
Book I will be available by November 1, 1973
Book II will be available by December 31, 1973

COST : Ingles Para Sobrevivir (English for Survival)
Each book \$ 5.95

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

TITLE : Akwesasne Right to Read

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

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

ENTRY LEVEL : .9 to 10.0

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

COST : Free to students by virtue of federal grant

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

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

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

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

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

ENTRY LEVEL : Not specified

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

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

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

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

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

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

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

ENTRY LEVEL : 0.0 grade level

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

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

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

VOLUNTEERS AND PEER TUTORING

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

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

This section of the handbook is arranged as follows:

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



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

Clearinghouse Green Sheets

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

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

EDUCATION

Resource Groups

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

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

Provides information on programs and related materials;

Sponsors an annual conference for exchange of ideas.

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

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

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

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

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

Laubach Literacy, Inc.
 Box 131
 Syracuse, NY 13201

Provides information, materials and training to develop local volunteer and professional literacy programs in the United States;

Provides literacy expertise to individuals, agencies and governments internationally;

Conducts research in effectiveness of volunteer literacy projects and literacy methods.

* Volunteer Vital English Program
 P.O. Box 3461
 City of Industry, CA 91744

Provides materials for teaching conversational English to Spanish-speaking adults and information on starting Volunteer Vital English Programs.

* Center for Applied Linguistics
 1611 North Kent Street
 Arlington, VA 22209

Serves as Clearinghouse for information on applications of linguistics to practical language problems, especially foreign language teaching, English for speakers of other languages, bilingual education, standard English for speakers of other dialects, and the uncommonly taught foreign languages.

Provides various publications, especially bibliographies, some free (write for list).

Maintains library which is open to public during office hours.

EDUCATION: Resource Groups

* Winter Haven Lions Research Foundation, Inc.
P.O. Box 111
Winter Haven, FL 33880

Sponsors "How to Help a Child" visual perception and testing program for kindergarten and first grade children to help head off reading problems considered by educators to be responsible for 95% of all first grade failures;

Sponsors two annual seminars where experts spend five days instructing teachers in proper perceptual screening and testing techniques;

Provides undergraduate scholarships for youths who express interest in remedial reading careers;

Publishes teachers' and parents' guides for implementation of the program at nominal cost.

* Bureau of Indian Affairs
U.S. Department of the Interior
Washington, DC 20242

Provides information on current Indian education programs at elementary-secondary-college level;

Maintains listing of organizations operating volunteer programs on behalf of Indians (free on request);

Provides funds for special assistance to Indian students to schools providing supplemental programs for Indian students; provides consultants to work with schools in planning and developing these programs.

Office for Civil Rights
U.S. Department of Health, Education and Welfare
Washington, DC 20201

Provides information about school desegregation and related issues.

* National Multimedia Center for Adult Basic Education, Lloyd Fernstein
14 Normal Avenue
Montclair State College
Upper Montclair, NJ 07043

Promotes easier access to information useful in the education, training, and retraining of adults and out-of-school youth in adult elementary and secondary education;

Obtains, processes and disseminates ABE information, which now includes intact collection of the Division of Adult Education Service/NEA recently transferred by National Education Assoc.

* Appalachian Adult Education Center
Dr. George W. Eyster
Bureau for Research and Development
Morehead State University
Morehead, KY 40351

Conducts research on the nature of the adult learner;

Administers demonstrations of exemplary adult learning programs;

(Although dedicated to improvement of quality of adult basic education throughout the 13-state Appalachian region, the Center makes publications--listed on following sheets--and other information available to general public.)

Trains teachers and administrators in modern methods and techniques of adult instruction;

Fosters the development and spread of preferred adult education practices particularly suited to the needs of rural undereducated adults,



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EDUCATION: Publications

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 items listed except where indicated.
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 source listed to right of publication.

PUBLICATION:

AVAILABLE FROM:

GENERAL

American Education's Annual Guide to OE Programs
 (1971) - reprint from OE's "American Education" des-
 cribing programs for which fiscal year 1972 funds were
 appropriated, 8pp, GPO# HE 5-211:11015-72A, 10¢
 (single copy free from U.S. Office of Education,
 Washington, DC 20202)

Superintendent of Documents
 U. S. Government Printing Office
 Washington, DC 20402

CAP/School Seminar Papers:

Part I: A Model Program for Educationally De-
prived Children (1968) - suggestions to
 close the gap between levels of achieve-
 ment of low-income and middle-class
 pupils

New Jersey Community Action Training
 Institute
 P. O. Box 2446
 88 East State Street
 Trenton, NJ 08608

Part II: The School and the Community (1968) -
 ways in which the school can function as
 acculturation tool, an educational instru-
 ment, and a community center, 20pp
 (both volumes), \$1.50

* Toward More Effective Involvement of the Community
in the School (1972) - position statement on current
 involvement, discussion and recommendations of
 national seminar, 24pp, \$2

I/D/E/A
 Mail Orders, P.O. Box 628
 Far Hills Branch
 Dayton, OH 45419

The Flint Community Schools (updated as needed) - kit
 of pamphlets, reprints, booklets about the Mott Pro-
 gram in Flint and its involvement in many facets of
 education in addition to school programs; e. g., adult,
 offender, free

Flint Community Schools
 The Mott Program
 923 E. Kearsley Street
 Flint, MI 48503

A Hand Up, Not a Handout (1970) - guidelines for setting
 up a "keep a child in school" program, 36pp, single
 copy free

Kanawha County Board of Education
 Gerald Perry, Coordinator Volunteer Svcs.
 200 Elizabeth Street
 Charleston, WV 25311

Helping Hands () - report on volunteer work in the
 field of education with a special focus on after-school
 study centers, 118pp, paperback, \$1.75

The University of Chicago Press
 University of Chicago
 Chicago, IL 60637

Migrant Children: Their Education (1971) - overview of
 the challenge of teaching children whose parents "move
 with the crops," ways of helping the teachers, teacher-
 aide training, resources, etc., 64pp, \$2

Association for Childhood Education Inter-
 national
 3615 Wisconsin Avenue, NW
 Washington, DC 20016

* The Neglected Imperatives in Education (1971) - brief
 explanation of educational accountability and why it is
 so important to education; suggests for achieving greater
 accountability/cost-effectiveness productivity, 10pp, 50¢

Chamber of Commerce of the United States
 Urban Strategy Center
 Lynn DeBlois
 1615 H Street, NW, Washington, DC 20006

EDUCATION: Publications

ADULT BASIC EDUCATION

Guidelines for Adult Basic Education Volunteers (1971) - suggestions for creating a local unit of volunteers using existing community training resources, 40pp, \$1

Church Women United
Alice M. Leppert, Director, Volunteer Svcs.
Box 134, Manhattanville Station
New York, NY 10027

* Indian Adult Education and the Voluntary Sector (1973) - proceedings of conference convened to emphasize and explore ways to build Indian educational programs around their life experience, 57pp, \$3.50

(same as above)

* Education Bulletins (1969-72) - series of informative pieces in various adult education areas (partial list below; write for complete list):

(same as above)

- Steps for Developing a Local Literacy Program, 4pp, 12¢
- Guidelines for Workshops to Train Tutor Trainers, 7pp, 21¢
- Recruiting Adult New Readers, 1pp, 3¢
- How to Finance Literacy Programs, 4pp, 12¢
- Allowable Deductions on Unreimbursed Expenses incurred in Volunteer Service to Laubach Literacy, 3pp, 9¢

* "Recruitment Data and Analysis" (1970), by Ann P. Hayes - section from the Appalachian Adult Basic Education Demonstration Center final report regarding recruitment of about 1800 ABE students, single copy free

Ann P. Hayes
UPO Box 1353
Morehead State University
Morehead, KY 40351

* United States Literacy Programs (1972) - overview of the Laubach Literacy approach in providing technical support to local adult literacy programs, 6-panel foldout, free

National Affiliation for Literacy Advance
Laubach Literacy, Inc.
P.O. Box 131
Syracuse, NY 13210

* New Readers Press Catalog (1971-72) listing of basic materials at all grade levels written for the adult student, 28pp, free

(same as above)

* Adult Leadership (10 times/year) - journal carrying articles by authorities on a variety of subjects as they relate to adult education; e.g., libraries, vocational education, social change, legislation; book reviews, App. 40pp, \$13/year (free to members; write for details)

Adult Education Association of the USA
The Otis Building
810 Eighteenth Street, NW
Washington, DC 20006

* Magnetic Patterns of the English Language (1971) - communications skills course (spelling, grammar, improved reading, oral and written expression) for adults and high school students; text-workbook format, 197pp, \$6.60 (verbatim cassette tapes available)

Veritas Publications, Inc.
P.O. Box 4985
Falls Church, VA 22044

* Adult Armchair Education Project: Second Annual Report (1970) - five-book series of the Philadelphia Opportunities Industrialization Center's approach to adult education:

Adult Armchair Education
Cornelius Baker
Opportunities Industrialization Center
1404 Ridge Avenue
Philadelphia, PA 19130

- Book 1: The Importance of Recruitment
- Book 2: Building Recruitment Processes
- Book 3: Recruiting the Recruiter
- Book 4: Recruiter Training
- Book 5: Planning a Recruitment Campaign

Loan copies only; two-week limitation.

EDUCATION: Publications

Adult Basic Education (continued)

- * Appalachian Adult Basic Education Demonstration Center: Final Report (1970) - summary of activities in the four main functions of the Center: change agent, training, research, demonstration, 98pp, single copy free
Appalachian Adult Education Center
Dr. George W. Eyster, Executive Director
Morehead State University
Morehead, KY 40351
- * The Adult Learning Center (1972) - composite design of a broad and comprehensive learning center based on findings of research from various state modules throughout the Appalachian region, 24pp, single copy free
(same as above)
- * Training and Use of Volunteer Recruiters in Adult Basic Education (1971) - report on development of model program in Alabama; could be used in other Appalachia ABE systems, 167pp, single copy free
(same as above)
- * Ohio Module Field Unit: Final Report (1971) - results of a program designed to demonstrate that training and utilization of indigenous paraprofessionals could provide services needed to improve rural ABE programs, 107+pp, single copy free
(same as above)
- * Rural Adult Education (1972) - suggestions for a national emphasis on adult education in an overview aimed at public and university officials, ABE program leaders, ABE teachers/paraprofessional teachers/aides, volunteers, and adult counseling and guidance personnel, 27pp, single copy free
(same as above)
- * Rethinking the Act: Part 166 - Financial Assistance for Adult Education Programs--Adult Basic Education (1972) - reprint from the "Federal Register," and examination of the stated goals and intent of the Adult Education Act of 1966 and the progress that has been made toward these goals in terms of target population, 11pp, single copy free
(same as above)
- * Appalachian Needs and Curriculum Material (1972) - summary of a two-day brainstorming session of expert educators in reading, sociology, adult education, and nutrition and professional staff of the AAEC to explore relationship between various curricular materials and the Appalachian experience, 50pp, single copy free
(same as above)
- * Appalachian Adult Basic Education Personnel (1970) - guide to national, regional, state and local resources for aiding those engaged in serving adult education in the Appalachian region; includes section on federally-supported programs, 82+pp, single copy free
(same as above)

NOTE: Supplies of these publications limited;
order single copies only.

ENGLISH AS A SECOND LANGUAGE

- * A Manual for Volunteers: English in Action Program (1972-73) - suggestions and drills for practicing conversational English with adults who have some background in reading and writing English, 33pp, 50¢
English in Action Program
Mildred Adams, Director
The Riverside Church
490 Riverside Drive
New York, NY 10027
- Conversational English for the Non-English Speaking Child (1968) - manual for volunteers in a Conversational English Program (recommended and used by New York City Board of Education), 129pp, \$3.50
Teachers College Press
Teachers College
Columbia University
New York, NY 10027
- * A Handbook for Volunteers: English Language Program for Children (1970) - handbook, sample kit and 20 lesson plans for at-home tutoring of young children, especially pre-school age, 12pp (handbook) plus kit/plans, 75¢
English Language Program
Volunteer Service/Voluntary Action Center
1110 Emeline Avenue
Santa Cruz, CA 95060

Continued...

EDUCATION: Publications

English as a Second Language (continued)

- * Vital English for Your Community (1970) - guide for organizing and maintaining program to teach conversational English to Spanish-speaking adults, 37pp, \$2.50
- Vital English
P.O. Box 3461
City of Industry, CA 91744

* Manuals and Guides (1970):

(same as above)

Vital English (Part I, Part II) - simplified conversational manual for adult class or self-instruction (16 two-hour lessons), 116pp; continuation of manual (16 two-hour lessons), 126pp, \$1.75 each manual (\$3.50/set)

Teacher's Guide to Vital English (Part I, Part II) - instructions and detailed lesson guide, ideas for extension of lesson themes, 116pp; continuation of guide, 126pp, \$2.50 each manual (\$5/set)

(same as above)

Solutions in Communications (1968) - teacher's manual designed to help the Spanish-speaking child overcome language problems he encounters in English-speaking surroundings, 30pp, \$1

KTEH/Channel 54
Office of Education
45 Santa Teresa Street
San Jose, CA 95110

- * Selected List of Materials for Teachers of English to Speakers of Other Languages (1972) - subject-ordered annotated bibliography, 8pp, single copy free

Center for Applied Linguistics
1611 North Kent Street
Arlington, VA 22209

- * English as a Second Language in Elementary and Secondary Schools (1972) - background and text materials, single copy free

(same as above)

INDUSTRY INVOLVEMENT

- * Industry-Education Councils: A Handbook (1972) - discussion of local councils as the best structure to deal with industry-education cooperation; initial steps to start a Council; types of activities and possible objectives, 28pp, 50¢

National Association of Manufacturers
Education Department
277 Park Avenue
New York, NY 10017

Industry-Education Coordinator (1970) - overview of the benefits of industry involvement in education, the problem of communication, a successful case history, the federal role, steps industry should take to foster coordination, 10pp, single copy free

(same as above)

A First Step toward Better Industry-Education Cooperation (1970) - guide for planning, implementing and evaluating a Community Resources Workshop to familiarize teachers with the resources of their community, 18pp, 25¢

(same as above)

Community Resources Workshops (1969) - summary of the workshop described in above booklet, free

(same as above)

Your Community is a Classroom (1969) - summary of the film by the same name describing Community Resource Workshops, free

(same as above)

EDUCATION: Publications

Industry Involvement (continued)

Dallas New Alliance for Progress (1970) - industry involvement in modernizing the non-instructional aspects of the Dallas School System (Case Study #14), 14pp, \$1.50

Chamber of Commerce of the United States
Urban Strategy Center
Lynn DeBlois
1615 H Street, NW
Washington, DC 20006

Detroit Industries Become Partners of Core-City High Schools (1968) - story of the improvement in one education system after area industries each adopted a high school (Case Study #9), 17pp, \$1.50

(same as above)

Strengthening Volunteer Industry Service to Public Education (1971) - basic manual for school administrators and business executives regarding corporate involvement in education, 32pp, 50¢ (write for quantity discounts)

W. E. Upjohn Institute for Employment Research
Katherine H. Ford, Editor
300 South Westnedge Avenue
Kalamazoo, MI 49007

Industry and Community Leaders in Education (1969) - role of the Advisory Council--national, state and local--in improving vocational education curricula, 54pp, 50¢

(same as above)

The Volunteer in Vocational Education (1969) - orientation for an Industry-Education Advisory Committee member, 10pp, 35¢

(same as above)

* Volunteers in Industry (1973) - overview of how business has been involved in education, prepared by Office of Education, HEW, single copy free

Project Print
Washington Technical Institute
Building 20, Room 105
4100 Connecticut Avenue, NW
Washington, DC 20008

* Project Telefriend (1972) - background and guidelines for one industry's program of academic assistance to junior high students, 8pp, free (limited supply)

Ohio Bell Telephone Company
Mr. Pat Gallagher
820 West Superior, Room 600
Cleveland, OH 44113

LIBRARY ASSISTANCE

School Library Programs - Rural Areas (1966) - ways of overcoming the obstacles to good library service in rural areas (prepared by American Association of School Librarians and source at right), 48pp, \$1 (discounts)

Department of Rural Education
National Education Association
1201 Sixteenth Street, NW
Washington, DC 20036

Handbook for Library Volunteers (1970) - guide to alert library volunteers to the necessary skill activities needed from day to day, 36pp, \$2

School District of Kansas City, MO
Department of Instructional Services
Dr. Gordon E. Wesner, Director
1211 McGee Street, Room 814
Kansas City, MO 64106

* Guidelines for Using Volunteers in Libraries (1973) - overview of the benefits to be derived from expansion of volunteer programs in libraries--community support, increased efficiency, occupational recruitment, etc.; bibliography, 4pp, free

American Association of School Librarians
American Library Association
50 East Huron Street
Chicago, IL 60611

* Some Non-Professional Jobs in the School Library (Rep. 1973), compiled by Ruth M. Ersted - job designations in seven categories, one-page fact sheet, free

(same as above)

EDUCATION: Publications

READING ASSISTANCE

- Handbook for Volunteer Reading Aides (1970) - guide for the tutor of the adult non-reader; includes bibliography, 48pp, \$1
Lutheran Church Women
Norma Brookhart
2900 Queen Lane
Philadelphia, PA 19129
- Questions and Answers about Adult Literacy, USA () - information for the person interested in the problem of the adult non-reader, 8pp, 1-49 copies 10¢ each; 50 or more copies 8¢ each
(same as above)
-
- School Volunteer Reading Reference Handbook and Basic Kit () - manual for volunteers in the school system's Reading Help Program, 39pp, \$1.50
New York City Board of Education
School Volunteer Program
20 West 40th Street
New York, NY 10018
- * Handbook for Reading Volunteers in Secondary Schools (1972) - manual highlighting techniques most applicable to older students; includes list of recommended materials, 39pp, \$1.50
(same as above)
-
- WISE Guide for Reading (1968) - orientation, suggested activities, book and materials list for the elementary reading aide, 40pp, \$1 (formerly titled: "Guide for Volunteer Reading Aides")
Minneapolis Public Schools
Volunteer Services - WISE
Ellen Hughes, Coordinator
Bryn Mawr School, Room 201
400 Russell Avenue, South
Minneapolis, MN 55405
-
- Handbook for Volunteer Aides in Reading (1971) - guidelines, activities and checklist of reading skills for tutors to use with primary school students, 35pp, \$2.25
Omaha Public Schools
Office of Joe Chase
3902 Davenport Street
Omaha, NB 68131
- Handbook for Trainers of the Volunteer Aides in Reading Program (1971) - lessons for orienting and training volunteers, plus supporting material, 72pp, \$5
(same as above)
(checks payable to: Charles Beattie)
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- * Teaching Volunteers to Help in the Reading Program (1970), by Marjorie H. Benz - instructor's manual for training volunteer reading aides, 49pp, \$2.50
New Hampshire Council for Better Schools
School Volunteer Program
196 Bridge Street
Manchester, NH 03104
- * Reading Handbook (1970) - compilation of materials used in reading workshops for school volunteers and teacher aides, 80pp, \$1.50
(same as above)
-
- * READ: Reading Evaluation--Adult Diagnosis (1972), by Dr. Jane Root and Ruth Colvin - tests of beginning basic reading skills prepared and scored for adults to help eliminate the disservice to them in using children's tests, 63pp, see price below
Follett Publishing Company
4300 West Ferdinand Street
Chicago, IL 60624
- * TUTOR: Techniques Used in the Teaching of Reading (1972), by Dr. Jane Root and Ruth Colvin - step-by-step instructions designed to help inexperienced tutors apply professional approaches in planning lessons, understanding needs of nonreader, evaluating student, 96pp, two-book set \$4.50 (discounts)
(same as above)
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EDUCATION: Publications

Reading Assistance (continued)

- * Guide for the Volunteer in Sullivan and Distar Reading Programs (1971) - overview of two different reading program approaches, and the special need for volunteers in each one, 27pp, 85¢ (printing costs and postage for one copy; write for quantity rates) SVP: Helping Hands
Oklahoma City Public Schools
Lois Rogers
900 North Klein
Oklahoma City, OK 73106
-
- * Right to Read: Education's Moonshot of the 70's (1973) - one school's interpretation of the federally-sponsored "Right to Read" program and its implications for the school, 6-panel foldout, free "Right to Read" of San Diego
Jack Hill, Program Coordinator
3838 Orange Avenue
San Diego, CA 92105
- * How to Judge a Reading Program (1973) - explanation for parents of the components of a good reading program to help them judge the status in their own child's school, 6-panel foldout, free (same as above)
-
- * HOSTS Tutor Trainers Manual (1972) - guide to assist the tutor trainer in setting up a training program for reading tutors, 33pp, single copy free (outline of overall reading program available also) HOSTS Program
Bill Gibbons, Director
Fort Vancouver High School
5700 East 18th
Vancouver, WA 98661
-
- * How to Help a Child (1972) - description of visual perception and testing program for kindergarten and first-grade children to improve their reading skills, sponsored by the Lions Club, foldout brochure, free Winter Haven Lions Research Foundation
P. O. Box 111
Winter Haven, FL 33880
-
- * Tutor Handbook for Volunteers in Public Schools (1969) - manual for reading tutors working with first, second and third graders; bibliography, 42pp, \$1 Tutorial & Volunteer Services
Vivian D. Adams, Supervisor
Cincinnati Public Schools, Education Center
230 East Ninth Street
Cincinnati, OH 45202
-
- * YOU Can Help Your Child to READ (1973), by Winters, Bielecki, Moran, Paley - handbook for parents and tutors on defining and analyzing the problem, suggested exercises and readings, 69pp, \$3.30 (covers costs only) ADER
Post Office Box 364
Norwich, CT 06360

SCHOOL VOLUNTEERS

- * School Volunteer Program Annual Report, 1971-2 (1972) - complete descriptions of procedures of operation and current developments in the New York City School Volunteer Program, 42pp, free New York City Board of Education
School Volunteer Program
20 West 40th Street
New York, NY 10018
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- School Volunteers () - basic philosophy and history of the first six years of the New York City School Volunteer Program, 200pp, \$4.50 T. Margaret Jamer
112 East 70th Street
New York, NY 10021
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- * Guidelines for the Use of Volunteers (1970) - comprehensive manual covering every phase of a school volunteer program, including parent involvement; sample forms, resource list, bibliography, 35pp, free (limited supply) Montgomery County Public Schools
Department of Information
850 North Washington Street
Rockville, MD 20850
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- * The Volunteer in the Learning Center (1971) - guide for schools considering volunteers for their "learning option" program for remedial/enrichment/reinforcement help for selected students, 8pp, 70¢ (write for quantity costs) Oklahoma City Public Schools
Lois Rogers, SVP: Helping Hands
900 North Klein
Oklahoma City, OK 73106

EDUCATION: Publications

School Volunteers (continued)

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| <u>The Los Angeles City School Volunteer Program and its Services</u> (1972) - overview of the program's aims, including an annotated list of its services, 6pp, free | Los Angeles City Schools
Volunteer and Tutorial Programs
450 North Grand Avenue, Room G-114
Los Angeles, CA 90051 |
| <u>How to Organize a School Volunteer Program</u> (1971) - suggested outline for principals and teachers, plus list of volunteer aids, 40pp, free | NOTE: Request single copy only of these materials. Nominal fee for postage and handling added for requests outside Los Angeles. Write for complete publications list entitled, "These Materials We Have." |
| <u>Procedure and Policy Book for Officers and Chairmen</u> (1971) - description of position responsibilities for all elective and appointed officers of volunteer program, 26pp, free | |
| <u>Handbook for School Volunteer Chairmen</u> (1971) - clarification of actual duties--those the Chairman performs himself, and those he can expect program staff to perform, 3pp, free | (same as above) |
| <u>Recruitment: School Volunteers</u> (1969) - methods of recruiting through the media, clubs, schools, etc.; sample news release, flyers, posters, letters, 23pp, free | (same as above) |
| <u>Pre-Service Orientation and Discussion Groups</u> (1971) - helpful hints, reference listings, sample forms, etc., to give the volunteer a preview of his role in the total program, 20pp, free | (same as above) |
| <u>School Volunteer Handbook</u> (1971) - orientation, responsibilities, bibliography, etc., designed for use by teachers and administrators as well as volunteers, 20pp, free | (same as above) |
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| * <u>School Volunteer Handbook</u> (1973) - history of the program and individual write-ups of the various volunteer components, 19pp, \$1 | Columbia Public Schools
Office of Volunteer Services
270 East State Street
Columbus, OH 43215 |
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| <u>The School Volunteer Program</u> (1969) - data sheets on space, training, job descriptions, guidelines for chairmen, etc., \$1 per kit (checks payable to School District of Philadelphia) | The School District of Philadelphia
Office of School Volunteers
Doris B. Wilson, Director
21st Street South of the Parkway
Philadelphia, PA 19103 |
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| * <u>School Volunteer Programs--A Guideline</u> (1972) - suggestions for those in the process of establishing, improving or expanding a school volunteer program (jointly developed by the State PTA, the public school system, and Project Follow Through), 24pp, 75¢ (covers postage and handling only) | Washington State Printer
ATT: Cleone Haines
P.O. Box 798
Olympia, WA 98504 |
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| <u>School Volunteers: What They Do and How They Do It</u> (1972), by Barbara Carter and Gloria Dapper - helpful advice on how to establish a constructive, encouraging relationship with a child; proven techniques and activities in reading, math and science tutoring, 176pp, \$2.85 (20 or more, 25% discount) | Citation Press
50 West 44th Street
New York, NY 10036 |
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| * <u>School Volunteers</u> (1973) - benefits, drawbacks, volunteer assignments, cross-age tutoring, recruiting/placing/training/retaining volunteers, evaluation, sample programs, resources, 64pp, \$4 | National School Public Relations Association
Jeannie Cardinal
1801 North Moore Street
Arlington, VA 22209 |
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EDUCATION: Publications

School Volunteers (continued)

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- * ABC's: A Handbook for Educational Volunteers (1972) - basic outline to be modified and adapted to meet local needs by those establishing a volunteer program; includes job descriptions, recruitment (including high school students), bibliography, etc., 47pp, free
- Project Print
Building 20, Room 105
Washington Technical Institute
4100 Connecticut Avenue, NW
Washington, DC 20006
-
- * School Volunteer Program of the New Hampshire Council for Better Schools: Annotated Bibliography (updated as needed) - listing of materials for organizing and operating a school volunteer program (NOTE: outside New Hampshire order from primary source at right; inside New Hampshire check SVP library at same address), 47pp, \$2.50
- School Volunteer Program
New Hampshire Council for Better Schools
196 Bridge Street
Manchester, NH 03104
-
- * School Volunteer Programs: How They are Organized and Managed (1972), by John W. Hubley - report covering staff attitudes, recruitment, administrative and other aspects of a volunteer program based on information provided by more than two dozen school systems; bibliography, 48pp, \$4 (quantity discounts)
- School Management Institute
6800 High Street
Worthington, OH 43085
-
- * HOSTS (1972) - overview of a school volunteer program which--although set up to improve students' reading ability--encompasses elements such as improving child's attitude toward self, diagnosing child's total educational potential, etc., 5pp, single copy free
- HOSTS Program
Bill Gibbons, Director
Fort Vancouver High School
5700 East 18th Street
Vancouver, WA 98661
-
- * School Volunteer Song (1973) - a 58-second tape designed by the Des Moines Public School System as a public service announcement with 10-second tape space at end of song for specific organization announcement, cassette \$2; reel \$2.50
- Kajac Record Corporation
Custom Recording Division
155 First Street
Carlisle, IA 50047
-
- * Manual for Volunteer Coordinators and Teachers Using Volunteer Tutors (1973) - planning guide for recruiting, assigning, supervising and working with volunteers in the classroom, the tutoring program, and all aspects of the school curriculum, 27pp, single copy free
- "Right to Read" of San Diego
Jack Hill, Program Coordinator
3838 Orange Avenue
San Diego, CA 92105
-
- Community Involvement Works (1971) - illustrated description of one school system's approach to utilizing community resources to enrich curricula; includes statistics, feedback, etc., 27pp
- Minneapolis Public Schools
Community Resource Volunteers
807 Northeast Broadway
Minneapolis, MN 55413
- How to Initiate and Administer a Community Resource Volunteer Program (1971) - detailed manual discussing initiation, administration, program evaluation, staffing and financing, 101pp
- (same as above)
- Teachers' Guidelines for Using Community Resource Volunteers (1970) - guide to assist the teacher in selecting the right volunteer for topic and grade level, preparing for the visit, follow-up after presentation, etc., 6pp
- (same as above)
- Guidelines for Community Resource Volunteers (1970) - suggestions to help the volunteer prepare for the visit to the classroom, make an effective presentation, evaluate the visit, etc., 6pp
- (same as above)
- NOTE: Donation of \$5 requested for complete set of these materials plus statistical graphs and sample newsletters; checks to CRV.
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EDUCATION: Publications

School Volunteers (continued)

School Volunteer Community Resources (1972) - first publication of this unit after its addition to school volunteer program; description of unit, initiation and operation, resources, 15pp, single copy free

Los Angeles City Schools Volunteer Program
Community Resources Unit
450 North Grand Avenue, Room G-114,
Los Angeles, CA 90051

TUTORING

The Tutor's Handbook (1971) - ideas and suggestions from experienced volunteer tutors at elementary, junior high, high school, and adult levels; bibliography, 35pp, \$2

Voluntary Resources Division
United Planning Organization
1021 Fourteenth Street, NW
Washington, DC 20005
(Att: Lillian Horton)

More Tutoring Clues (1972) - supplement to "Tutor's Handbook" above, providing additional activities to improve reading skills, 8pp, free

Tutoring Program Handbook (1970) - guide for college-student tutors depicting typical tutoring situations primarily at junior and senior high levels, but touching on adult tutoring as well, 13pp, single copy free

Office of Volunteer Community Service
University of Virginia
1908-A Lewis Mountain Road
Charlottesville, VA 22903

Tutoring Tips (1970) - guide based on observations and suggestions of experienced tutors, 5pp, free

Los Angeles City Schools
Volunteer and Tutorial Programs
450 North Grand Avenue, Room G-114
Los Angeles, CA 90012

How Can I Help Children Investigate Science? (1970) - guide to help the tutor teach modern science to elementary pupils, 14pp, free

(Nominal fee for postage and handling added outside Los Angeles)

Fact Sheet (1971) - philosophy and activities of the tutorial unit, free

(same as above)

Guidelines for the Volunteer Tutor (1972) - documentation of tutoring tips other tutors have found helpful, 24pp, \$1.65

Des Moines Area Community College
Project MOTIVATE
2006 Ankeny Boulevard
Ankeny, IA 50012

Educational Multi-Media for Mathematics and Science Tutors (1972) - guide to the advantages and techniques of using multi-media in tutoring, 199pp, \$2.65

- * Handbook for Tutors in Operation One-to-One Tutorial Program (1971) - manual for volunteers tutoring elementary and junior high "low achievers," 58pp, \$1

Tutorial and Volunteer Services
Vivian D. Adams, Supervisor
Cincinnati Public Schools, Education Ctr.
230 East Ninth Street
Cincinnati, OH 45202

- * Each One Teach One (1972) - goals, benefits, limitations of a community-based tutorial program; includes sample lesson plans, activity ideas, word lists, etc., single copy free (limited supply available)

Presbyterian Neighborhood Center
224 Stillwell Street
Zanesville, OH 43701

- * Odds 'n Ends (1972) - colorful, innovative leaflets prepared by volunteers and designed to help stimulate creativity in children in areas of: crayon activities, printing activities, stitchery, bookmaking, instrument making, and "recycling" of normally discarded household items, single copy of one or all leaflets, free

Operation SHARE
Ron Zolezzi
Santa Clara County Office of Education
45 Santa Teresa Street
San Jose, CA 95110

- * Tips for Tutors: Chicago Public Library (1973) - comprehensive gathering of learning techniques from professional sources and experience--with a focus on the library's role in serving as a resource--to assist tutors working with school-age children, especially in reading, 31pp, free

Chicago Public Library
Education Department
Jennifer Nesbit
78 East Washington
Chicago, IL 60602

EDUCATION: Publications

Tutoring (continued)

- * HOSTS Tutor Trainers Manual (1972) - guide to the kinds of attitudes and skills a tutor should have; designed to assist the tutor trainer in setting up a training program, 33pp, single copy \$1.75 (outline of overall HOSTS program also available)

HOSTS Program
Bill Gibbons, Director
Fort Vancouver High School
5700 East 18th
Vancouver, WA 98661

- * Basic Tutor Guide (1971) - manual describing effective tutoring skills based on a study of a cross-age tutoring program regarding the difference between tutors who were getting results and those who were not, 45pp, 80¢

Benetic Press
10300 Roosevelt Boulevard
Westchester, IL 60153

- * Tutor Self Practice Book (1971) - outline of problems in tutoring, three common tutor responses for each problem, space for the practicing tutor to make a judgment, and the solution proven most effective in a study of tutor programs (see above), 24pp, 80¢

(same as above)

Tutoring by Students: Who Benefits? (1971) - summary of research into cross-age tutoring (one of a series of research bulletins issued quarterly on education), 32pp, \$1 (subscription to quarterly \$3; discount on quantity orders)

Florida Educational Research and Development Council
College of Education
University of Florida
Gainesville, FL 32601

Cross-Age Teaching Resource Manual (1971) - student training manual and guidelines for program operation; bibliography, 126pp, \$2

Cross-Age Teaching Project
Ontario-Montclair School District
P.O. Box 313
Ontario, California 91761

- * Guide for Volunteers in Mathematics (1971) - supplement to the teacher's edition of the mathematics textbook designed for the volunteer and arranged by grade level for maximum effectiveness in stimulating the student, 69pp, \$1.75 (printing costs and postage for one copy; write for quantity rates)

Materials Development Division
Oklahoma City Public Schools
Bart Ward, Coordinator
900 North Klein
Oklahoma City, OK 73106

- * Social Studies and the Volunteer (1971) - basic tools designed specifically for the volunteer for maximum assistance to teachers and students in grades K-9, 46pp, \$1.20 (printing costs and postage for one copy; write for quantity rates)

(same as above)

- * Fact Sheets on Volunteer Tutoring (1973) - quick-reference materials based on the experience of one school system's program, single copies free:

- Points to remember in tutoring programs
- Course Syllabus for Volunteer Coordinators' and Tutors' Workshop
- Guidelines for Volunteers
- Responsibilities of Teachers who use volunteers in the classroom
- Building a good relationship
- Volunteer Parent Program
- Job Description of Parent Coordinator
- Organizations that provide tutoring publications
- "Know Where You Are Going"
- Articles in the Tiger Times Promoting Right to Read

"Right to Read" of San Diego
Jack Hill, Program Coordinator
3838 Orange Avenue
San Diego, CA 92105

National Center for Voluntary Action*

50186



Paramount Building
1735 Eye Street, N.W., Washington, D.C. 20006

phone: 202-466-8444

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5/31/73

CLEARINGHOUSE

Name of Program: LITERACY VOLUNTEERS OF AMERICA, INC.
Location: Syracuse, New York (national office)
Purpose: Person-to-person assistance to the under-educated by teaching reading and writing to those who read below the fifth grade level.
Sponsor(s): U.S. Government; New York State Dept. of Education
Contact for Additional Information: Organization Literacy Volunteers of America, Inc.
Name Mr. Joseph Gray, Executive Director
Mailing Address 222 W. Onondaga Street
City Syracuse, New York 13202
Telephone (315) 478-2113

DESCRIPTION OF PROGRAM

Please give a brief description of your program. You may want to mention when it began, how it operates, approximate annual cost of operation, and what it has accomplished. It would be helpful to describe what types of work volunteers do, the number of volunteers involved and **WHETHER YOU NEED MORE VOLUNTEERS**. Please send any printed material you developed, especially training manuals and operation guidelines. **IF YOU HAVE BEEN ASKED BEFORE PLEASE EXCUSE THE DUPLICATION.**

Literacy Volunteers of America, Inc. (LVA) was founded in 1962 in Syracuse, New York, by Mrs. Ruth Colvin, and incorporated by the State of New York as a non-profit, educational organization in 1967. Its main objectives are to seek out and teach functional illiterates 16 years of age or older to read and write, and to recruit and train volunteers who will teach adults to read and write at a basic level on a person-to-person basis. All tutors, board and committee members, recruiters, instructors of teachers, and supervisors are volunteers. A paid office staff of six persons conducts organizational business.

In May, 1973, LVA had 50 affiliate organizations with 2,400 volunteers tutoring 2,500 functional illiterates. The affiliates are located in Illinois, New York, Maine, Connecticut, and Massachusetts, with the greatest number of affiliates in New York State. With a grant from the Department of Health, Education and Welfare, Office of Education, Adult Education Act, LVA is presently expanding its program in New York City, Connecticut and Massachusetts.

The Teacher Training Workshop (TTW) is the heart of the LVA program. The TTW is a comprehensive 18-hour training course, offering concentrated specific training to enable a volunteer to teach a functionally illiterate adult to read and write. Uniformity of instruction is assured by having all the instructional data recorded on cassettes, with accompanying slides. Following the periods of direct instruction, demonstrations of techniques are given and actual practice, with one-to-one role playing, takes place. Motivational ideas and sensitivity to the problems of the adult illiterate are stressed in the TTW.

THANK YOU FOR PROVIDING THE INFORMATION. OTHER PEOPLE WILL BENEFIT FROM YOUR EXPERIENCES. PLEASE CALL US IF YOU WANT INFORMATION ON THE EXPERIENCES OF OTHER GROUPS. /phone (202) 466-8444

M O R E

* We have changed our heading—but not our service.

All LVA affiliates offer in-service training in a variety of ways. New teaching and testing techniques are taught, supervisors of teachers meet to devise methods of aiding tutors, and case conferences with individual teachers and professional reading specialists are held when the occasion demands.

A Leaders Training Workshop is led by LVA staff and is one means by which LVA, Inc. reproduces its program in new communities. Up to 20 volunteer leaders are taught at each workshop. In addition, the Leaders Seminar provides annual in-service training for affiliates. Each affiliate is required to send two representatives to the seminar in its own state or area.

Literacy Volunteer handbooks, published by Follett Publishing Company, 1010 W. Washington Blvd., Chicago, Illinois, include the following:

READ Test (Reading Evaluation, Adult Diagnosis), by Colvin and Root, fills a need for a basic diagnostic reading test for adults and teenagers. The evaluation gives information leading to instruction in the reading areas where help is needed.

TUTOR (Techniques Used in the Teaching of Reading) by Colvin and Root, is a handbook for teaching basic reading to adults and teenagers. Step-by-step instructions to provide the skills and techniques for teaching reading are included. TUTOR serves as a textbook for the LVA Teacher Training Workshop.

LEADER (Literacy Education Assistance for the Development of Educational Resources) by Mrs. Colvin is a handbook for the planning, organizing, and directing of a basic reading program for adults and teenagers.

Please contact the National Office for information on location of local affiliates.

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4/30/73

National Center for Voluntary Action*

50085

Paramount Building
1735 Eye Street, N.W., Washington, D.C. 20006

phone: 202-466-8444

CLEARINGHOUSE

Name of Program: PHILADELPHIA ADULT BASIC EDUCATION ACADEMY, INC.
Location: Philadelphia, Pennsylvania
Purpose: To teach adults the skills of reading, writing, and arithmetic
Sponsor(s):
Contact for Additional Information: Organization Philadelphia Adult Basic Education Academy
 Name Sven H. E. Borei, President, Chief Exec. Officer
 Mailing Address 3723 Chestnut Street
 City Philadelphia, PA 19104
 Telephone (215) 382-3700

The Philadelphia Adult Basic Education Academy, Inc., founded in 1968, is a non-profit, educational corporation chartered solely to teach adults the skills of reading, writing and arithmetic. All Academy teachers and staff are volunteers from metropolitan Philadelphia. There is no charge to students for services received.

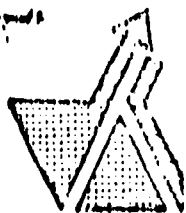
Since 1968 about 500 adults have learned to read through the program, and as a result, many have obtained employment and left the welfare rolls. The Academy operates tutoring programs at the Shut-In Society, Mill Creek Community Center, and Mill Creek Public Housing Project. Principal funding is from local private foundations and corporations. PABEA has also begun a tutoring program in Chinatown, operated in conjunction with the Chinatown Christian Center. In addition, PABEA and ASPIRA (a Puerto Rican self-help organization) are beginning a joint venture to teach reading skills to Puerto Rican adults.

PABEA works with the House of Correction, part of the Philadelphia prison system, to provide a tutoring program for inmates. Begun in 1971, it involves both inmates and volunteers from the outside as tutors. This year the program has expanded into Holmesburg Prison.

Eighteen workshops were held in 1972 to prepare about 144 volunteers. In addition, since 1968, the Academy has held two conferences on literacy. It is serving as consultant to two life insurance companies, the Delaware County Board of Public Assistance, and the University of Pennsylvania External Affairs Office on their development of adult literacy programs. The Academy is also the educational consultant for an adult basic education television series, "Wake Up," produced by WCAU-TV. The program is broadcast daily at 6:30 a.m.

The Free Library of Philadelphia has placed PABEA posters and sign-up slips in each of its branches. Each branch is also available for tutoring space. PABEA now has 42 registration desks throughout Philadelphia.

The Academy's Literacy Information Center publishes "Literacy Exchange," the PABEA newsletter. It also houses the Northeast Regional Headquarters of the National Affiliation for Literacy Advance. (NALA)



National Center for Voluntary Action*

Paramount Building
1705 Eye Street, N.W., Washington, D.C. 20006

phone: 202-466-8444

CLEARINGHOUSE

Name of Program: ADULT BASIC EDUCATION TUTORING (formerly Portland Adult Literacy)
 Location: Portland, Oregon
 Purpose: basic education for adults without high school diplomas
 Sponsor(s): Portland Community College, Adult Basic Education Department
 Organization
 Contact for Additional Information:
 Name: Gene Barrett, Coordinator
 Mailing Address: Portland Community College Adult Basic Education Dept.
 12000 S. W. 49th
 City: Portland, Oregon 97219
 Telephone: 503 244-6111, ext. 321

DESCRIPTION OF PROGRAM

Please give a brief description of your program. You may want to mention when it began, how it operates, approximate annual cost of operation, and what it has accomplished. It would be helpful to describe what types of work volunteers do, the number of volunteers involved and **WHETHER YOU NEED MORE VOLUNTEERS**. Please send any printed material you developed, especially training manuals and operation guidelines. **IF YOU HAVE BEEN ASKED BEFORE PLEASE EXCUSE THE DUPLICATION.**

Portland Adult Literacy project was absorbed by Portland Community College in January 1970. (It began in 1964, and was funded by OEO from 1966-1970.) The program operates almost exactly as it did formerly; however, its efforts are now coordinated with classes taught by professional teachers in the Adult Basic Education Department. The Adult Basic Education program is now expanding to provide services throughout the five-county area in the Community College district. The program costs about \$90,000 in salaries, employment services, and benefits; there is an additional books and supplies cost of \$10-15,000.

All tutors are volunteers. Students under high school level are assigned tutors on a one-to-one basis. Students on high school level are mostly assigned to informal classes (under ten students). Tutors are recruited through civic and religious organizations, and through newspaper and television publicity. Tutors participate in orientation workshops; most have not taught before.

THANK YOU FOR PROVIDING THE INFORMATION. OTHER PEOPLE WILL BENEFIT FROM YOUR EXPERIENCES. PLEASE CALL US IF YOU WANT INFORMATION ON THE EXPERIENCES OF OTHER GROUPS. Phone (202) 466-8444

UD
3/13/73

National Center for Voluntary Action*

50739

Paramount Building
1735 Eye Street, N.W., Washington, D.C. 20006
phone: 202-466-8444

CLEARINGHOUSE

Name of Program: OPERATION UPGRADE OF BATON ROUGE, INC. '1
Location: Baton Rouge, Louisiana
Purpose: To reduce the rate of adult illiteracy in our community
Sponsor(s): Local private sources; United Way agency (Capital Area United Givers);
a Right-to-Read Grantee
Contact for Additional Information: Organization _____
Name _____ Ms. Catherine H. Stephens
Mailing Address _____ 2928 College Drive
City _____ Baton Rouge, Louisiana 70808
Telephone _____ (504) 926-3189

DESCRIPTION OF PROGRAM

Please give a brief description of your program. You may want to mention when it began, how it operates, approximate annual cost of operation, and what it has accomplished. It would be helpful to describe what types of work volunteers do, the number of volunteers involved and **WHETHER YOU NEED MORE VOLUNTEERS**. Please send any printed material you develop, especially training materials and operation guidelines. **IF YOU HAVE BEEN ASKED BEFORE PLEASE EXCUSE THE DUPLICATION.**

OPERATION UPGRADE is a program of reaching and teaching adult illiterates in Baton Rouge. Volunteers, trained in the Laubach and other methods, hold free classes in neighborhood locations. We currently have 137 volunteers actively teaching 140 students. Classes meet twice a week in 1½ hour sessions. We hold ten volunteer training workshops each year. In addition to volunteer teachers, we also have a secretary, two center coordinators and eight tutor trainers attending to other phases of literacy work.

The need for the program is great. In East Baton Rouge Parish, 3000 persons are totally illiterate; at least 8,000 more are functionally illiterate. Laubach materials, prepared for adults, will take a student to sixth grade reading level. Other materials (not based on phonics) are used for tutoring the elderly who are hard of hearing or have other problems. UPGRADE graduates are encouraged to continue their studies with the adult education program offered by the parish.

OPERATION UPGRADE has been in operation for 7 years, funded by local private sources. Effective January 1972 the program was funded as a member of the local United Givers agency; our funding for 1973 is \$5718.00. In May 1972 a \$25,000 Right-to-Read grant was awarded. Students' books are furnished free of charge and tutors' books are loaned to them. Students pay nothing for operating expenses.

Our program is affiliated with Laubach Literacy, Inc. (National Affiliation for Literacy Advance, Box 131, Syracuse, New York 13210)

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* We have changed our heading—but not our service.

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3/8/73



National Center for Voluntary Action*

50798

Paramount Building
1735 Eye Street, N.W., Washington, D.C. 20006

phone: 202-466-8444

CLEARINGHOUSE

Name of Program: OPERATION LIFT (Literacy Instruction for Texas)
 Location: Dallas, Texas
 Purpose: to combat functional illiteracy in adults and to teach English language and American citizenship to foreign-born
 Sponsor(s): volunteer civic organizations
 Contact for Additional Information: Organization Operation LIFT
 Name Mrs. Walter W. Hirsch, Chairman
 Mailing Address Dallas Athletic Club Building, 1805 Elm Street--Suite 1117
 City Dallas, Texas 75201
 Telephone 214 742-7565

DESCRIPTION OF PROGRAM

Please give a brief description of your program. You may want to mention when it began, how it operates, approximate annual cost of operation, and what it has accomplished. It would be helpful to describe what types of work volunteers do, the number of volunteers involved and WHETHER YOU NEED MORE VOLUNTEERS. Please send any printed material you developed, especially training manuals and operation guidelines. IF YOU HAVE BEEN ASKED BEFORE PLEASE EXCUSE THE DUPLICATION.

OPERATION LIFT was organized in 1961 as a pilot project by the Dallas Section of the National Council of Jewish Women. In February of 1962 it was reorganized as a broad community effort. LIFT has no public funds. Support comes from fewer than 100 donors; a Sears, Roebuck grant was awarded several years ago, and we recently received a grant from the Hillcrest Foundation. Because of our extensive use of volunteers, LIFT's approximate annual budget is \$6,000. LIFT has only one paid employee for general office work; the director donates her full-time services.

LIFT has established 23 tuition-free classes all over Dallas and Dallas County, serving approximately 600 students per year. 130 LIFT-trained volunteer teachers are involved. The course is based on a nine-month school year; it is supplemented five days a week by a half-hour live television program, donated by WFAA-TV as a public service. The program parallels what should be done in the classroom. LIFT's curriculum has been developed by the chairman, Mrs. Hirsch, who also produces the daily television program.

LIFT volunteers have assisted in the organization of similar efforts in North and East Texas communities.

Many LIFT graduates who were formerly welfare recipients have become self-supporting; others have been able to qualify for better jobs.

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National Center for Voluntary Action*

54905

Paramount Building
1735 Eye Street, N.W., Washington, D.C. 20006
Phone: 202-466-8444

December, 1972

CLEARINGHOUSE

Name of Program: Literacy Volunteers
Location: Somers, Connecticut
Purpose: train inmates to be literacy tutors for other inmates
Sponsor(s): Connecticut Department of Corrections
Contact for Additional Information: Organization Somers Correctional Institution
Name Ms. Judy Koloski - Literacy Volunteers
Mailing Address Shaker Road
City Somers, Connecticut
Telephone (203) 749-8391

DESCRIPTION OF PROGRAM

Please give a brief description of your program. You may want to mention when it began, how it operates, approximate annual cost of operation, and what it has accomplished. It would be helpful to describe what types of work volunteers do, the number of volunteers involved and **WHETHER YOU NEED MORE VOLUNTEERS**. Please send any printed material you developed, especially training manuals and operation guidelines. **IF YOU HAVE BEEN ASKED BEFORE PLEASE EXCUSE THE DUPLICATION.**

Six inmates of the Somers maximum security prison in Connecticut participated in the Literacy Volunteer teacher training workshop held in the prison in November. Mr. Al Dornan, a recently trained Literacy Volunteer in Hartford, conducted the inmates workshop.

All of the workshop graduates were matched with students in the prison. The ultimate goal is to have the six trained men train other men in the prison to become tutors and to eventually be allowed to go to other penal institutions and train more tutors.

The tutoring is necessary for inmates who, because their reading skills are so low, are not able to take advantage of the adult basic education programs being offered at Somers.

A side benefit which could result for inmates who are certified as tutors is possible acquisition of college credits for completing the tutoring course. This possibility is currently being explored by the Department of Correction's community college program.

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National Center for Voluntary Action*

Paramount Building
1735 Eye Street, N.W., Washington, D.C. 20006
phone: 202-466-8444

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CLEARINGHOUSE

Name of Program: ADULT EDUCATION TUTORIAL PROGRAM
Location: Denver, Colorado
Purpose: Preparation for a high school equivalency diploma, Adult Basic Education, and tutoring in English as a Second Language.
Sponsor(s):
Contact for Additional Information: Organization Adult Education Tutorial Program
 Name Sister Cecilia Linenbrink
 Mailing Address 1040 Eleventh Street
 City Denver, CO 80204
 Telephone (303) 255-7759

DESCRIPTION OF PROGRAM

The Adult Education Tutorial Program is now in its ninth year, serving men and women ages 17 to 99. The AETP operates learning centers in Westwood, Globeville, Auraria and the Denver County Jail. Most of the classes in this program are planned to help adults review for the General Education Development (GED) test, a nationally standardized examination which entitles those who pass to a high school equivalency certificate. The program also offers Adult Basic Education courses, typing and shorthand.

All classes are staffed by volunteer tutors. Since the program offers continuous registration for all students, there is a constant need for more tutors. More than 3000 men and women have enrolled for AETP's classes since the program's inception in 1964. It began with 40 students and 20 volunteer tutors from two colleges and businesses. Today 250 adults enroll each semester in the various phases of our program, and in the spring of 1973, 86 tutors were volunteering their time and talents.

An experimental alternative adult education curriculum is also currently in operation. The alternative curriculum concentrates on five areas of study --social issues, humanities, natural science, communication, and community resources for work and leisure. Speakers and excursions into the community (interviews, concerts, etc.) are important parts of the experimental program.

A small professional staff handles day-to-day operations. The director of the program reports to a board of directors made up of business and professional people and of representatives of the communities served by the learning centers. Augmenting this leadership is an advisory board of Denver citizens.

AETP is supported by contributions from Denver area business, churches, foundations and private citizens, with occasional grants for special projects from such agencies as the State Department of Education.



National Center for Voluntary Action*

Paramount Building
1735 Eye Street, N.W., Washington, D.C. 20006

phone: 202-466-8444

CLEARINGHOUSE

Name of Program: PACE INSTITUTE, INC. (PROGRAMMED ACTIVITIES FOR CORRECTIONAL EDUCATION)
 Location: Chicago, Illinois
 Purpose: (See Below)
 Sponsor(s): Numerous companies and state and federal agencies
 Contact for Additional Information: Organization Pace Institute
 Name Rev. John R. Erwin
 Mailing Address Cook County Jail
2500 S. California
 City Chicago, Illinois 60608
 Telephone (312) 927-3675

DESCRIPTION OF PROGRAM

Please give a brief description of your program. You may want to mention when it began, how it operates, approximate annual cost of operation, and what it has accomplished. It would be helpful to describe what types of work volunteers do, the number of volunteers involved and WHETHER YOU NEED MORE VOLUNTEERS. Please send any printed material you developed, especially training manuals and operation guidelines. IF YOU HAVE BEEN ASKED BEFORE PLEASE EXCUSE THE DUPLICATION.

Recognizing the high rate of recidivism of inmates of the Cook County Jail in Chicago, a project was devised to provide short term inmates with general educational and vocational skills prior to their release from the jail. The volunteer program operates five nights a week, from 7 to 9:30 p.m. and uses about 140 volunteers a week. During the day, the program is manned by staff members.

Volunteers first give inmates the basic educational training necessary for them to pass a G.E.D. exam and receive a secondary school certificate. Once this is completed, the inmates are taken to the shop area of the prison where each man can find a vocational area he feels he would like to master. Volunteers help equip the inmates with vocational skills so that they will be employable when they leave the institution. When the inmates return to the streets, volunteers help them find placement in jobs.

There is no extensive orientation period for Pace Institute volunteers. The staff tries to match each volunteer to a task for which his abilities suit him. Volunteers are all ages, from college students to senior citizens.

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OFFENDER LITERACY CLEARINGHOUSE PROFILES

PROGRAM SOURCE : LAUBACH LITERACY, INC.
Box 131
Syracuse, New York 13210

TITLE : National Affiliation for Literacy Advance,

SCOPE : A network of literacy groups and individuals who are trained volunteers to tutor out-of-school adults and teenagers, one-to-one

PURPOSE : To enable out-of-school adults and teenagers to be functionally literate in order to cope with everyday living needs.

ENTRY LEVEL : From 0.0 to 5.0 reading levels

READABILITY : Pre-primer and reading readiness to 6th-grade

DESIGNED FOR : Young and mature adults

FORMAT : A variety

REMEDICATION : Provided with supplementary helps.

SUPERVISION : Taught on one-to-one basis which provides for great deal of flexibility. Supervision given volunteers by local council leadership.

TIME TO COMPLETE: Approximately 150 hours of study on a one-to-one basis

VALIDATION : Over an average of 30 hours of study there was a .7 reading achievement gain. Reading achievement gain was shown for 68% of the students from .1 to 4.4 grade level change.

COST : Write publisher for Catalog: New Reader's Press*

AVAILABILITY : Materials available through publisher; training instructions for tutors through the National Affiliation for Literacy Advance, Laubach Literacy, Inc.

* Same address as above

COUNCILS TUTORING IN JAILS AND PRISONS

North Central

Chicago Area Literacy &
Reading Center
Mrs. Lucille Huyssen
10427 South Artesian
Chicago, Illinois 60655

Madison Literacy Council
Rev. Rebecca S. Frankford
Box 346
Frankton, Indiana 46044

Minnesota Literacy Council
JoAnn A. Benjamin
1090 Colette Place
St. Paul, Minnesota 55116

St. Peter Literacy Council
Ms. Ann Erickson
St. Peter Public School
St. Peter, Minnesota 56082

Miami Valley Council
Mrs. Thomas Kennedy
5180 Frederick Road
Dayton, Ohio 45414

Literacy Services of Wisconsin
Mrs. Victor Harding
819 North 27th Street
Milwaukee, Wisconsin 53208

Northeast

Eastern Massachusetts Literacy
Council
Mrs. Martin Gilman
56 Bloomfield Street
Lexington, Massachusetts 02173

Bethlehem Chapter Red Cross
Miss Barbara Fairback
241 East Market Street
Bethlehem, Pennsylvania 18018

Damayanti Circle
Linda Becker
3723 Chestnut Street
Philadelphia, Pennsylvania 19104

Northwest

Oregon Literacy
Mrs. Bruce Smith
510 S. W. Third Avenue Room 322
Portland, Oregon 97204

Southwest

California Literacy
Jane Scanland
248 East Main Street
Alhambra, California 91801

South Central

Springfield Area Council
Edna Bathe
2005 South Kings
Springfield, Missouri 65807

Literacy Council of St. Louis
Mrs. Evelyn Budlong
125 West Old Watson Road
Webster Groves, Missouri 63119

Oklahoma City Literacy Council
Roxa M. Porter
15 Whitwell Circle
Edmond, Oklahoma 73034

Bay Area Literacy Council
Mary Wilcox
P. O. Box 90285
Houston, Texas 77090

Southeast

Brevard Adult Literacy Volunteers
Mary Ann Samaco
1760 Thomas Street
Titusville, Florida 32780

Southeast (contd.)

Wilkes Literacy Council
Mrs. Lee Bentley
Route 2, Box 30
Moravian Falls, North Carolina
28654

Nashville Literacy Volunteers
Mrs. Thurman Allred
442 Ezell Pike
Nashville, Tennessee 37217

Cabarrus Literacy Council
Mrs. J. P. Reece
424 Briarwood, S. E.
Concord, North Carolina 28025

NAMES AND ADDRESSES OF PUBLISHERS

Names and addresses of publishers have been included in this manner to facilitate the user's ability to see if certain publishers have offerings in the ABE reading field. It is also a resource which can be tapped when wishing to inquire about programs other than reading. This listing includes all publishers with reading programs or systems described in the first section of the manual (40 different organizations for the more than 80 programs described).

Publishers are more than eager to respond to potential customers with information concerning their programs. In many instances they will have individuals follow up inquiries through personal visits. This permits in-depth probing of the possibilities which their materials or services provide.

In some cases publishers have the ability to provide staff development or in-service training for the materials which they produce and sell. Correctional education units might wish to inquire as to this capability and what obligations one incurs in order to be a recipient.

Phone numbers were not included as they change more rapidly than do addresses. These can be obtained quickly by dialing the area code of the publisher, then 555-1212. There is no phone charge for this service.

LIST OF PUBLISHERS

Addison-Wesley Publishing Co., Inc.
Sand Hill Road
Menlo Park, California 94025

Allied Education Council
Galien, Michigan 49113

Allyn & Bacon, Inc.
470 Atlantic Avenue
Boston, Massachusetts 02210

Behavioral Research Laboratories
Ladera Professional Center, Box 577
Palo Alto, California 94302

California Test Bureau/McGraw Hill
Order Service Department
Manchester Road
Manchester, Missouri 63011

Cambridge Book Company
488 Madison Avenue
New York, New York 10022

Cenco Educational Aids
4401 West 26th Street
Chicago, Illinois 60623

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

Communacad
The Communications Academy
Box 541
Wilton, Connecticut 06897

Craig Corporation
921 West Artesia Boulevard
Compton, California 90220

The Economy Company
Individualized Instruction Inc.
P. O. Box 25308
1901 North Walnut

Oklahoma City, Oklahoma 73125

Educational Developmental Laboratories
Division of Mc-Graw Hill Book Co.
New York, New York, 10020

Educational Progress Corporation
8538 East 41st Street
Tulsa, Oklahoma 74145

Educational Projections Corporation
3070 Lake Terrace
Glenview, Illinois 60025

Electronic Futures, Inc.
Learning Resource Division
202 Lake Miriam Drive
Lakeland, Florida 33802

EMC Corporation
180 Sixth Street
St. Paul, Minnesota 55101

Follett Educational Corporation
1010 West Washington Boulevard
Chicago, Illinois 60607

General Learning Corporation
250 James Street
Morristown, New Jersey 07960

Grolier Educational Corporation
845 Third Avenue
New York, New York 10022

Harcourt Brace Jovanovich, Inc.
757 Third Avenue
New York, New York 10017

List of publishers (contd.)

Imperial International Learning
Box 548, Route 54 South
Kankakee, Illinois 60901

i/t/a/ - Initial Teaching
Alphabet, Inc.
6 East 43rd Street
New York, New York 10017

Ken Cook Transnational
9929 West Silver Spring Road
Milwaukee, Wisconsin 53225

Laidlaw Brothers
Division of Doubleday & Co., Inc.
Thatcher & Madison Streets
River Forest, Illinois 60305

The MacMillan Company
School Division
866 Third Avenue
New York, New York 10022

McGraw-Hill Book Company
1221 Avenue of the Americas
New York, New York 10020

*
New Reader Press
Laubach Literacy, Inc.
Box 131
Syracuse, New York 13210

Noble and Noble, Publishers, Inc.
1 Dag Hammarskjold Plaza
245 East 47th Street
New York, New York 10017

Oddo Publishing, Inc.
Storybook Acres
Beauregard Boulevard
Fayetteville, Georgia 30214

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

Open Court Publishing Co.
1039 Eighth Street
LaSalle, Illinois 61301

Perceptual Development Labs
P. O. Box 1911
Big Spring, Texas 79720

Programs for Achievement
in Reading, Inc.
Abbott Park Place
Providence, Rhode Island 01903

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

Rehabilitation Research Foundation
P. O. Box 3587
Montgomery, Alabama 36109

Research for Better Schools, Inc.
Suite 100
1700 Market Street
Philadelphia, Pennsylvania 19103

Scholastic Magazines, Inc.
50 West 44th Street
New York, New York 10036

Science Research Associates, Inc.
259 East Erie Street
Chicago, Illinois 60611

Scott, Foresman and Company
1900 East Lake Avenue
Glenview, Illinois 60025

Silver Burdett Division
General Learning Corporation
250 James Street
Morristown, New Jersey 07960

Steck-Vaughn Company
P. O. Box 2028
Austin, Texas 78767

PROGRAMS USERS LIST

User information has been provided by many of the publishers included in the handbook. It is the result of the Clearinghouse Advisory Board's suggestion that this would be a valuable aid to the concerned educator who could contact some agency that had actually used a given reading program in which he was interested. Educators like to talk to each other about success in certain settings and avoid any bias which a publisher or salesman may, understandably, express.

It should be noted that the user information can be located by first finding the publisher and title of the program. If a specific title does not appear in this section it means that the publisher had not responded with that information at the time of the printing of the handbook. In these cases, the only way to reach representative users would be to contact the marketing section of the publisher in question.

No attempt has been made by the Clearinghouse to contact the agencies or individuals listed in this section. However, more than 20 publishers have seen fit to provide user names and addresses and many of those were able to report correctional users:

Allied Education Council
Michigan Reformatory

Charles E. Merrill, Publishing Co.
Medical Center for Federal Prisoners

Craig Corporation
Stone Mountain Correctional Institute

Educational Development Corp.
Greenhaven Correctional Facility

EMC Corporation
New Jersey State Prison
Skillman Training School for Boys
Federal Correctional Facility-
Terminal Island

Educational Projections Corporation
Federal Reformatory, Petersburg, Va.
Federal Prisons Industries, Texarkana

Harcourt Brace Jovanovich, Inc.
Ossining Correctional Facility
Walkill Correctional Facility
Department of Correctional Services
Elmira, New York

Imperial International Learning Corp.
Federal Correctional Institution
Terminal Island
Attica State Prison

Ken Cook Company
Wisconsin State Reformatory

MIND
Ossining Correctional Facility
Albion Correctional Facility

Noble & Noble, Publishers, Inc.
 Connecticut Correctional Institution
 Federal Prison Industries, Inc.
 Tallahassee, Florida
 Maryland Correctional Institute
 Hagerstown
 Massachusetts Correctional Institute
 West Concord

Oddo Publishing, Inc.
 Clinton Correctional Facility, N. Y.
 Belnap County House of Corrections

Perceptual Development Labs
 Boys Village of Maryland
 Federal Prisons Industries, Inc.
 Terminal Island
 Draper Correctional Center
 LEA St. Louis County
 Correctional Institution

Programs for Achievement in Reading, Inc.
 Jessup Department of Corrections
 Baltimore Department of Corrections
 D. C. Department of Corrections
 Frenchburg Correctional Facility
 Kentucky

Rehabilitation Research Foundation
 Department of Offender Rehabilitation

Scholastic Magazines, Inc.
 Coxsackie Correctional Facility

Science Research Associates, Inc.
 Hagerstown Correctional Facility
 Jessup Correctional Facility
 Juvenile Facility-Laurel, Md.

Steck-Vaughn Company
 Texas Department of Corrections

We would recommend that, in the absence of a full address, you direct your inquiry to the Director of Instruction (in the case of a public school system) or Supervisor of Instruction (in the case of correctional institutions). It may well be that a short phone call will provide better results than a two or three page letter. The reader should consider the precise information being sought before making an inquiry. Be specific with your questions so answers will reflect the same precision.

This section, as with others, will be updated as further information is received and collated.

PUBLISHER : ADDISON-WESLEY PUBLISHING COMPANY, INC.
Sand Hill Road
Menlo Park, California 94025

TITLE : Reading Development

USERS : Deep River Board of Education
Box 187
Deep River, Connecticut 06417

Billerica School Department
Superintendent of Schools
Billerica, Massachusetts 01821

Board of Education
51 Englewood Street
Englewood, New Jersey 07231

Board of Adult Education
Division of Audit
Buffalo, New York 14202

Board of Education
Borough of Brooklyn
Brooklyn, New York 11202

PUBLISHER : ALLIED EDUCATION COUNCIL
Distribution Center
Galien, Michigan 49113

TITLE : The Mott Basic Language Skills Program

USERS : Board of Education
of the City of Grand Rapids
143 Bostwick Avenue, N. E.
Grand Rapids, Michigan 49502

Department of Corrections
(Michigan Reformatory)
P. O. Box 500
Ionia, Michigan 48846

School Board of Palm Beach Co.
3323 Belvedere Road
West Palm Beach, Florida 33402

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

TITLE : New Modern Reading Skilltext Series

USERS : State of Arkansas
City of Chicago, Illinois
City of Baltimore, Maryland

TITLE : The Refresher Program of the Merrill
Linguistic Readers

USERS : State of Alabama
State of Georgia
City of Chicago, Illinois

TITLE : Building Reading Power

USERS : State of Alaska
State of Arkansas
District of Columbia
New York City

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

TITLE : Merrill Mainstream Cassette Library

USERS : Allegheny County Schools
Pittsburgh, Pennsylvania

The Urban League
New York, New York

Federal Prison
Springfield, Missouri

Pinellas County Schools
Clearwater, Florida

Broward County Schools
Fort Lauderdale, Florida

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

TITLE : **Craig Reader and materials**

USERS : **Draper Institute**
Weumpka, Alabama 36092

Arthur G. Dozier School
P. O. Box 490
Narianna, Florida 32446

Stone Mountain Correctional Institute
Stone Mountain, Georgia 30003

PUBLISHER : THE ECONOMY COMPANY
P. O. Box 25308
1901 North Walnut
Oklahoma City, Oklahoma 73125

TITLE : Guidebook to Better Reading

USERS : Paradis Elementary School
Paradis, Louisiana 70080

Bureau of Indian Affairs
P. O. Box 1060
Gallup, New Mexico 87301

Department of Education
State of Louisiana
Baton Rouge, Louisiana 70804

TITLE : Reach

East Feliciana Parish School Board
Clinton, Louisiana 70722

Junior High School #120
890 Cauldwell Avenue
Bronx, New York 10473

Public School #52
681 Kelly Street
Bronx, New York 10455

Base

Woodland Hills Elementary School
22201 San Miguel
Woodland Hills, California 91364

Rio Grande Rehabilitation I. S. D.
P. O. Box 111
Harlingen, Texas 78550

Junior High School #135
1111 Pugsley Avenue
Bronx, New York 10473

PUBLISHER : EDUCATIONAL DEVELOPMENT CORPORATION
202 Lake Miriam Drive
Lakeland, Florida 33803

TITLE : Patterns in Phonics II

USERS : Mr. Nick Bruno
Educational Supervisor
Greenhaven Correctional Facility
Stormville, New York 12582

PUBLISHER : EDUCATIONAL DEVELOPMENTAL LABORATORIES
A Division of McGraw-Hill
1221 Avenue of the Americas
New York, New York 10020

TITLE : EDL Learning 100

USERS : Maine State Prison, Thomaston, Maine

Elmira State Prison, Elmira, New York

Illinois State Training School for Girls
Geneva, Illinois

Youth Development Center
New Castle, Pennsylvania

U. S. Penitentiary: Atlanta, Georgia
Fort Leavenworth, Kansas
Lewisburg, Pennsylvania

Windham School District
Texas Department of Correction
Huntsville, Texas

All federal, state and county correctional facilities
(in one form or another) in the State of Florida.

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

TITLE : Reading Breakthrough

USERS : Calvin College Seminary
Business Office
Grand Rapids, Michigan 49506
Attn: K. Block-Education Department

Scottsdale High School, Dist. #212
Education Center
P. O. Box 15428
Phoenix, Arizona 85060

Superintendent of Schools
1461 Grand Avenue
Schofield, Wisconsin 54476

Correctional Institutions using other materials:

New Jersey State Prison
3rd Street
Trenton, New Jersey
(Using kit "African Cliff Dwellers")

Federal Correctional Institution
Terminal Island
San Pedro, California 90731
(Using a Spanish program titled "Complete
Instruction in Spanish Pronunciation")

Skillman Training School for Boys
Attn: Mr. Mercantino
Skillman, New Jersey 08525
(Using kit "Sports Close Ups")

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

TITLE : Prevocational Orientation and Guidance

USERS : U. S. Department of Justice
Bureau of Prisons
Federal Reformatory
Petersburg, Virginia 23803

Fred Nelles School for Boys
Whittier, California

Federal Prisons Industries
Texarkana, Texas

TITLE : Reading Readiness

Breckinridge Job Corps
Breckinridge, Kentucky

Midlands Center
8301 Farrow Road
Columbia, South Carolina 29203

Region I Educational Service Center
Edinburg, Texas

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

TITLE : English: Your New Language

USERS : Washington, D. C. Public Schools
New York City Public Schools
Boston Public Schools

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

TITLE : English Lessons for Adults

USERS : Correctional Institution (formerly Sing Sing Prison)
Ossining, New York 10562

Walkill Correctional Facility
Walkill, New York 12589

Department of Correctional Services
P. O. Box 355
Elmira, New York 14902

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

TITLE : Imperial International Intermediate Reading Program
Imperial Junior High School Aural Reading Lab

USERS : Federal Correctional Institutions
Terminal Island
San Pedro, California 90731

Attica State Prison
Attica, New York 14011

Dr. King Adult Education Center
720 North Greenwood
Kankakee, Illinois 60901

PUBLISHER : KEN COOK COMPANY
9929 West Silver Spring Road
Milwaukee, Wisconsin 53225

TITLE : Basic Communications

USERS : Wisconsin State Reformatory
Attn: Mrs. Carol Van Roy, Project Associate
Box WR
Green Bay, Wisconsin 54305

Blackhawk Technical Institute
Skill Development Center
Attn: Mr. Charles Conklin
2228 Center Avenue
Janesville, Wisconsin 53545

Humphreys County School District
Vocational Education Department
Attn: Ms. Ruth Hodges
P. O. Box 672
Belzoni, Mississippi 39038

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

TITLE : Target Reading

USERS : Ms. Connie Keown
EMH Consultant
Tri-County Special Education Association
1402 West Olive Street
Bloomington, Illinois 61701

Mrs. M. Wilson, Principal
Conwell Middle School
Jasper and Clearfield Streets
Philadelphia, Pennsylvania 19134

Mr. Major Armstead, Jr., Principal
Hess Upper Grade Center
3500 West Douglas Boulevard
Chicago, Illinois 60623

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

TITLE : Programmed Reading for Adults

USERS : J. T. Miller
Vaux Jr. High
24th and Masters
Philadelphia, Pennsylvania 19121

Metropolitan Adult Education Program
c/o Robert Culp
81 North 7th
San Jose, California 95112

Mr. R. W. Daniel
Adult Language Center
School of Education
North Carolina State University
Raleigh, North Carolina 27607

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

TITLE : Reading Technology

USERS : Ossining Correctional Facility
Ossining, New York 10562

Albion State Institution and
Western Correctional Facility
Albion, New York 14411

Detroit Public Schools
Houston Public Schools

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

TITLE : Operation Alphabet

USERS : Connecticut Correctional Institution
P. O. Box 100
Somers, Connecticut 06071

Department of Correction
340 Capitol Avenue
Hartford, Connecticut 06106

Federal Prison Industries, Inc.
Federal Correctional Institution
Tallahassee, Florida 32304

Maryland Correctional Institute
Route 3, Box 3333
Hagerstown, Maryland 21740

Woodbourne Rehabilitation Center
Woodbourne, New York 12788

Jefferson County Adult Education
3442 Preston Street
Louisville, Kentucky 40213

Anne Arundel County Public Schools
Adult Basic Education
27 Chinquapin Round Road
Annapolis, Maryland 21401

Literacy Volunteers of America, Inc.
222 West Onondaga Street
Syracuse, New York 13202

Massachusetts Correctional Institute
West Concord, Massachusetts 01742

Whitney Adult Education Center
18th & Whitney Avenue
Niagara Falls, New York 14301

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

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

USERS : Clinton Correctional Facility
Dannemora, New York 12929

Belnap County House of Corrections
Attn: Miss Carol Valentine
1152 North Main Street
Laconia, New Hampshire 03246

Wagner Junior High
18th & Chelton Avenue
Philadelphia, Pennsylvania 19126

School District of Philadelphia
William Dick
25th & Diamond Streets
Philadelphia, Pennsylvania 19121

Free Library of Philadelphia
Reader Development Program
236 North 23rd Street
Philadelphia, Pennsylvania 19103

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

TITLE : Phonics

USERS : Ft. Huachuca
 Army Education Center
 Ft. Huachuca, Arizona 85613

Ft. Carson
 Education Center 2217
 Ft. Carson, Colorado 80910

Evangeline Tri-Parish Area
 Vocational Technical School
 600 College - Box 68
 St. Martinville, Louisiana 70582

Boys Village of Maryland
 Cheltenham, Maryland

TITLE : Intermediate Reading Program

USERS : Draper Correctional Center
 Draper Vocational Program
 Elmore, Alabama 35025

Ft. Huachuca
 Army Education Center
 Ft. Huachuca, Arizona 85613

Education Services Officer
 March AFB
 California 92508

Federal Prison Industries, Inc.
 Terminal Island
 San Pedro, California 90731

TITLE : Developmental Reading Program

USERS

Ft. Huchuca,
Army Education Center
Ft. Huachuca, Arizona 85613

Federal Prison Industries, Inc.
Terminal Island
San Pedro, California 90731

Army Education Center
Education Services Off
Lowry AFB 80230

TITLE : Reading Improvement

Pensacola Junior College
1000 College Blvd.
Pensacola, Florida 32504

Instructor Methods Division
Adjutant General School
Ft. Benjamin Harrison, Indiana 46216

LEA St. Louis County
Correctional Institution
RR #1, Box 63, Highway 40
Chesterfield, Missouri 63017

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

TITLE : Basic Studies

USERS : Washington Technical Institute
WIN Program -- Room 601
1003 "K" Street, N. W.
Washington, D. C. 20003

Department of Corrections
P. O. Box 535
Jessup, Maryland 20794

Opportunities Industrialization Center
Director: John Yena
45 Hamilton Street
Providence, Rhode Island 02907

Community College of Baltimore
Lighted House Manpower Project
2510 St. Paul Street
Baltimore, Maryland 21218

TITLE : Powereading

Social Security Administration
Room 571 -- Altmeyer Building
Baltimore, Maryland 21235

Brooklyn Adult Training Center
475 Nostrand Avenue
Brooklyn, New York 11216

Maryland Department of Corrections
920 Greenmount Avenue
Baltimore, Maryland 21202

O. I. C.
360 Park Avenue, South
New York, New York 10010

USERS : Powerreading (contd.)

Malcolm King College
103 East 125th Street
Room 1102
New York, New York 10035

The Department of Corrections
for the District of Columbia
Lorton, Virginia 22079

TITLE : High School Equivalency Prep Program

USERS : Maryland Department of Corrections
920 Greenmount Avenue
Baltimore, Maryland 21202

Brooklyn Adult Training Center
475 Nostrand Avenue
Brooklyn, New York 11216

Frenchburg Correctional Facility
Frenchburg, Kentucky 40322

Malcolm King College
103 East 125th Street
Room 1102
New York, New York 10035

Urban League
1424 Sixteenth Street
Suite 502
Washington, D. C. 20036

The Department of Corrections
for the District of Columbia
Lorton, Virginia 22079

PUBLISHER : REHABILITATION RESEARCH FOUNDATION
P. O. Box 3587
Montgomery, Alabama 36109

TITLE : Individualized Reading Instructional System

USERS : Mr. G. Wayne Booker, Superintendent
Alabama Industrial School
Mt. Meigs, Alabama 36057 Telephone 205/272-9100

Mr. A. B. Hester, Director, or
Mrs. Carole Canfield, Supervisor of Instruction
Birmingham Metropolitan Area Skills Center
3420 Second Avenue, North
Birmingham, Alabama 35222 Telephone 205/322-0504

Mrs. Ann Delatte
Director of Education
Department of Offender Rehabilitation
1422 West Peachtree Street, Room 501
Atlanta, Georgia 30309 Telephone 404/656-3755

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

TITLE : Action and Double Action

USERS : The Connecticut School for Boys
294 Colony Street
Meriden, Connecticut 06450

Coxsackie Correctional Facility
West Coxsackie, New York

Miss Ann M. Moreschi
Reading/English Teacher
Shrewsbury Junior High School
Sherwood Avenue
Shrewsbury, Massachusetts 01545

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

TITLE : **All titles**

USERS : **Maryland Correctional Institution**
P. O. Box 3333
Hagerstown, Maryland 21740

Maryland House of Correction
Jessup, Maryland 20794

Juvenile Facility
Children's Center
Laurel, Maryland 20810

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

TITLE : English as a Second Language Series

USERS : Dr. Lane Murray, Supt.
Texas Department of Corrections
Windham School District
P. O. Box 40
Huntsville, Texas 77340

Mrs. Margarita Huantes
Executive Director
San Antonio Literacy Council
408 4th Street
San Antonio, Texas 78205

Mr. Arturo McDonald
Adult Education Coordinator
Brownsville Independent School District
Brownsville, Texas 78520

Clearinghouse for Offender Literacy Programs

Activated in August 1973, this project focuses on encouragement of reading programs and improved basic education technology to help reduce the high functional illiteracy rate among adult and juvenile offenders. Its premise is that basic reading and literacy skills are essential for enabling offenders in this group to cope with modern society and achieve a lasting rehabilitative adjustment. Conducted as a joint effort with the American Correctional Association and National Association of Public and Continuing Adult Education, the Clearinghouse is supported by a grant from the U.S. Office of Education awarded through the Maryland State Department of Education.

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Recent Releases

Project Descriptive Brief (2pp.)	August 1973
Preliminary Survey of Literacy Training, Testing, etc., in Correctional Systems (10pp.)	October 1973
Bulletin on Correctional School Districts (7pp.)	December 1973
Reading Program Resource Manual (150pp.)	January 1974