

DEPARTMENT OF THE INTERIOR
BUREAU OF EDUCATION

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ELEMENTARY INSTRUCTION
OF ADULTS

Report of

NATIONAL ILLITERACY CONFERENCE COMMITTEE

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LETTER OF TRANSMITTAL

DEPARTMENT OF THE INTERIOR,
BUREAU OF EDUCATION,
Washington, April 9, 1925.

SIR: In January, 1924, a national conference on illiteracy was called by the General Federation of Women's Clubs, the American Legion, the National Education Association, and the United States Bureau of Education. Three sessions were held daily for three days in the auditorium of the Interior Department Building. The conference was an outgrowth of the desire of many persons throughout our country interested in the problems of illiteracy for an opportunity to come together for consultation and exchange of ideas. The census of 1920 had disclosed that 5,000,000 men and women distributed among the States of the Union were unable to read and write. More and more the seriousness of this situation was becoming recognized. The teaching of adult illiterates, native and foreign born, is relatively a new field. The literature of the subject is meager and lacks variety and comprehensiveness. Hitherto there had been no opportunity for nation-wide exchange of experiences. Regional conferences had proved stimulating and effective. It was believed that the time had come when a national conference was imperative.

The conference was notable for concentrated effort to solve the concrete problems proposed for discussion and for determination to accomplish in detail the purposes for which it was called. Besides the general meetings, the organization provided for group conferences, each group assigned to a specific problem or problems. No group was more diligent than Group C, to which had been assigned work on courses of study and methods of instruction. To organize the materials of instruction which experience had proved practical and effective, to outline successful methods of procedure in sufficient detail to be valuable and applicable in teaching different types of adult illiterates, to formulate suggestive outlines for courses in the subjects considered fundamental, namely, citizenship, reading, and elementary arithmetic, proved too great a task for the time at the disposal of the group. On their recommendation, therefore, the final session of the conference requested me to appoint a committee

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large enough to be representative and nation-wide in its distribution to review the work accomplished by the group, to study further the questions involved, and to prepare a report for publication later. Such a committee was appointed. The result of its work is embodied in this manuscript. It is the most complete effort yet made to recommend simple, concrete, and practical materials of instruction, and suggestive methods of teaching based on the successful experience of those most expert in this field of service.

Respectfully submitted.

JNO. J. TIGERT, *Commissioner.*

The SECRETARY OF THE INTERIOR.

ELEMENTARY INSTRUCTION OF ADULTS

Report of National Illiteracy Conference Committee on Methods and Lesson Materials

INTRODUCTION

The National Illiteracy Conference was conducted in Washington, D. C., from January 11 to January 14, 1924. Every State in the Union was represented in the attendance of several hundred members of the following organizations: National Education Association; General Federation of Women's Clubs; American Legion; and the United States Bureau of Education.

In addition to the general meetings, group conferences were conducted for the purpose of formulating practical programs for illiteracy work in States and local communities. The general topic assigned to *Group C* was "Courses of Study and Methods of Instruction." This group worked earnestly during the three days of the conference and presented a report at the final session. The subject matter of this report was divided under two headings: (1) Textbooks and lesson materials; (2) Methods of instruction and curricula. It was agreed that a complete and satisfactory report on the many problems of school work with adult illiterates could not be presented at that time. The final conference adopted the recommendation of this group that the United States Commissioner of Education, Dr. John J. Tigert, appoint a committee to study this question and prepare a report for national distribution.

The resolution affecting the appointment of this committee was as follows:

Resolved, That the United States Commissioner of Education be requested to appoint a committee of at least nine persons with professional experience in this field, three of whom are members of Group C of this conference, for the purpose of reviewing the material submitted by Group C and forwarding the results of their work to those engaged in illiteracy work in the United States. We further recommend that the Commissioner secure representatives of the entire country in appointing this committee.

The committee was appointed by Doctor Tigert early in February and was constituted as follows:

Mr. C. M. Herlihy, chairman, Boston, Mass.
 Dr. A. B. Meredith, Hartford, Conn.
 Mr. H. J. Steel, 5048 Vincent Avenue south, Minneapolis, Minn.
 Mr. R. S. Ross, Schenectady, N. Y.
 Miss W. L. Gray, Columbia, S. C.
 Miss I. L. Eckles, Santa Fe, N. Mex.
 Miss Florence Fox, Washington, D. C.
 Mr. G. W. Powell, Indianapolis, Ind.
 Mrs. J. D. Sherman, Estes Park, Colo.
 Mr. A. H. Chamberlain, San Francisco, Calif.
 Mrs. E. C. Morriss, Asheville, N. C.

The first meeting was held in Chicago on February 26, 1924. After electing a chairman, the committee discussed the outline of the study. It was agreed to cover in detail the special teaching problems with three types of students who are generally understood to be illiterate, viz:

GROUP A.—Native illiterates.

GROUP B.—Foreign-born illiterates (men and women who are unable to read or write in any language).

GROUP C.—Foreign-born beginners (men and women who can read and write in native language but not in English).

The inclusion of both types of foreign-born students was determined by the following resolution adopted by the Washington conference:

We believe that the chief aim of this conference is to provide that every man and woman in the United States who can not already do so be taught to speak, read, and write the English language. We further believe that the first elements of citizenship should be a part of such instruction.

Following the Chicago meeting the chairman made tentative assignments of different subjects to the members according to the type of illiterate in the local section.

A second meeting of the committee was held in Washington on July 2, 1924, at the office of the United States Commissioner of Education. At this time seven members of the committee discussed the first draft of the report and agreed on a number of corrections and additions. The chairman was authorized to make the changes and forward the revised report to Doctor Tigert for distribution to those engaged in illiteracy work in the United States.

NATIVE ILLITERATES (GROUP A)

Lesson Materials for Reading

Aim:

1. To give to the pupil in a minimum time the mastery of the mechanics of reading, so that he can quickly get thought from the printed page. "To get, feel, and give the thought."
2. To create within the pupil a desire to read for himself good books, magazines, newspapers, and matters of home and civic interest.

Material—Basal and Supplementary:

1. Basal Reader—

- (a) Each class should be taught from a basal reader prepared especially for adult beginners.
- (b) The stories should appeal to the adult mind and should be abundantly illustrated.
- (c) Material should have civic value in order to implant or to raise standards of living.
- (d) The type should be large and the binding durable.
- (e) The vocabulary should be familiar, simple, and constantly repeated.
- (f) Each lesson should contain a short unit story and should be built on the preceding lesson. Not more than six or eight new words should be introduced in a new lesson.
- (g) A study of word groups, words, and phonics should follow the reading.
- (h) The book should be introduced to the pupil by telling something about the author, calling attention to the method of publication, the title page, and the table of contents. Later give drill in use of table of contents.

2. *Supplementary Material.*—Supply abundant supplementary material. This should be much easier than the basal. The following suggestions have been found very helpful.

- (a) *Calendar.* This makes an excellent first reading lesson. The pupils already know everything on the calendar but they do not recognize the printed symbols.

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(b) *Have a bulletin board* or use portion of blackboard for teaching:

1. Names of pupils.
2. Simple directions and notices, such as: "John, shut the door." "Mary, bring me the books."
3. Weather reports.
4. Illustrated jokes.

Encourage pupils to read board daily and to bring suggestions for material to be posted.

- (c) *Old readers.* Take stories from old readers of easier content than the basal reader and make booklets, one story to a booklet. In this way, by exchanging the stories, pupils can have without cost plenty of supplementary material.
- (d) *Sunday school literature.* This gives excellent material for cut stories. Cut story by paragraph, numbering each, and paste on cardboard. Give a paragraph to each pupil, then after a study period, call for the reading. Pupils will respond by number and by following the thread of the story.
- (e) *Newspapers.* The papers can be used by versatile teachers to an unlimited extent. It adds to a man's self-respect to read a paper, and his natural interest should be capitalized. The paper helps the pupils to recognize at a glance the name of their town, the day of the week, and the date. The names of local merchants and the reading of numbers and money can be taught through the advertisements. The students like to mark the familiar words belonging to the "families" studied each day, etc. The teacher should remember that the pupil needs help in understanding the printed symbols.
- (f) *New and old magazines.* These may be used in the same way as the papers and may be had for the asking from public-spirited citizens.
- (g) *Posters.* Familiar posters make excellent reading lessons, such as:

Cross Crossings Cautiously.
Join the Red Cross.

(A) Public Signs—

Auditorium.	Stamps.	Stop—Look—Listen.
Court House.	R. F. D.	Keep to the Right.
Entrance.	Poison.	Look out for the Train.
Exit.	Warning.	Railroad Crossing.
Elevator.	Danger.	Travellers' Aid.
Fire Escape.	For Sale.	No Smoking.
Post Office.	For Rent.	No Admittance.
General Delivery.	To Let.	Information.
Money Order.	Stop.	Welcome.
Parcel Post.	Stop—Go.	Quiet—School Zone.
Post No Bills.	Detour.	Quiet—Church.
Fresh Paint.	Go Slow.	Dangerous Curve.
Notary Public.	Be Careful.	

(6) *Flash cards.* The teachers must bring to class a number of flash cards for each new lesson. Drill upon words and phrases, prefixes, suffixes, and roots, when opportunity presents itself. Work from the known to unknown.

(7) *Advertising material.* A large number of commercial and industrial concerns provide free exhibits of their products for use in school classes. Have pupils order this material. It will motivate the usual letter-writing period. The following addresses are helpful:

Chamber of Commerce, Washington, D. C. Historical booklets. Material may be obtained upon request from the chamber of commerce of any large city.

Railroad and steamship companies. Write the general passenger agents for booklets. The following addresses are for teachers located in the South:

Union Pacific, Atlanta, Ga.

Southern Pacific, Atlanta, Ga.

Missouri Pacific, Atlanta, Ga.

Rock Island, Atlanta, Ga.

Canadian Pacific, Atlanta, Ga.

The Southern, Columbia, S. C.

The Seaboard, Columbia, S. C.

Steamship folders, S. H. McLean, Columbia, S. C.

Metropolitan Life Insurance Co., New York, Excellent health material.

Colgate and Co., Dept. 7, 199 Fulton St., New York.

U. S. Rubber Co., 1742 Broadway, N. Y. Educational Department.

Corticelli Silk Co., New York, N. Y.

Armour Co., Chicago, Ill. Maps and charts free.

International Harvester Co., Chicago, Ill.

National Clean-Up and Paint-Up Campaign Bureau, 3713

Washington Avenue, St. Louis, Mo.

Corn Products Refining Co., New York, N. Y.

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Washburn-Crosby Co., Minneapolis, Minn.
Postum Cereal Co., Battle Creek, Mich.
Quaker Oats Co., Chicago, Ill.
Pratt Food Company, Philadelphia, Pa. Charts on chickens.
Sherwin-Williams Paint Co., Chicago, Ill., Charts on paint.
Hasting Seed Co., Atlanta, Ga. Seed catalogues.
Walter Baker & Co., Ltd., Dorchester, Mass.
Mentholatum Co., Buffalo, N. Y.
Proctor Gamble, Ivory Soap, Cincinnati, Ohio.
Palm Olive Soap Co., Milwaukee, Wis.

(k) *Bulletins.* The State Department of Education, the State Board of Health, State Colleges, and the United States Bureau of Education can provide some excellent material. State in letter purpose of material. These other addresses might be useful:

United States Department of Labor, Washington, D. C.
Federal Citizenship Textbook.

Forest Service, United States Department of Agriculture, Washington, D. C.

The American Child Health Association, 370 Seventh Avenue, New York.

Texts most widely used in classes of active illiterates:
Country Life Readers, Stewart-Johnson Co., Richmond, Va.; Bible Story Readers, Gray-Jones-Johnson Co., Richmond, Va.

Methods of Teaching Reading

The teacher must prepare for each lesson such questions, word lists, and drill materials as are necessary for the special needs of her class. The hit-and-miss method will not succeed with adults, for they check up their improvement better than children and will not return to class unless they feel some evidence of growth.

Experience has demonstrated that best results are obtained by a combination of methods:

1. *The story.*—The teacher may arouse considerable interest in the lesson by giving the story orally, followed by reading from the book with pupils following.

2. *The sentence.*—The teacher next reads individual sentences. The class reads in concert. Individual pupils read in answer to questions.

3. *Word groups.*—After the lesson in which a story has been read and discussed, drill should be given on the word groups. Do this by using charts, the board, perception cards, and the book. The teacher may ask questions and have pupils find several of the word groups.

4. *Words.*—Recognition of words follows; this will be fairly easy when the lesson has been developed as suggested. Drill by means of cards and the board. Have pupils find familiar words in other lessons and in newspapers. Impress upon the pupils the need for getting a clear picture of the word. Where possible make a set of cards with words and their pictures. This can be used as a game. The pupils must master the vocabulary of each lesson by constant drill. This

will take only a few minutes if presented in a snappy manner with perception and game cards.

5. *Phonics*.—It is through phonics that the pupil is taught to develop the power to learn new words for himself. The first step necessary in teaching phonics to the adult is to make him see the value of learning sounds rather than names. Show how only by sounds can words be pronounced. Illustrate with the word "cat." He can tell the letters c-a-t and still not be able to pronounce the word, but once he sounds the letters, he has the word. The phonic drill should be apart from the regular reading lesson but should be based on the basal reading.

The new sounds introduced in each lesson should be mastered the day they are presented. These sounds should be combined with the family words in preceding lessons. If the text does not have phonic drills, the teacher should systematically work these out, presenting not more than two new sounds per day.

Be sure that ear training precedes tongue training, and that pupils get the sound before they try to give it. Make four charts: (1) Consonants; (2) Vowels; (3) Blends; and (4) Families.

Begin ear training by sounding slowly and distinctly the sounds to be taught. Pronounce single words phonetically and have pupils pronounce word as a whole:

Teacher:	b at	Pupil:	bat
	c at		cat
	f at		fat
	h at		hat

Assignment.—Assign each lesson very definitely. Urge pupils to review the lesson at home by reading it several times silently and then aloud. Show how the pronunciation of new words is based on sounds already learned. Give slow pupils individual assignment and considerable personal help. Encourage them to learn well a small part of the lesson.

There are several good systems of teaching phonics in primary schools which can be adapted to the work with illiterate adults. The teacher must not use the childish lesson material, however, but should prepare adult illustrations for the application of the new phonic sounds. Correlate with the reading as closely as possible. Care must be exercised in teaching all the fundamental sounds during the first term.

Arithmetic

Aims:

To teach the pupil the four fundamental processes with whole numbers and fractions.

To enable him to see the application of these processes to the problems in his everyday life.

To enable him to formulate his own problems and solve them with accuracy and intelligence.

Materials:

The four fundamental processes and simple practical problems to which they are applicable.

Method:

Secure a easy and natural development of the idea of numbers.

Provide enough drill material to fix the results in the memory.

Provide frequent repetition both under supervision in class and "on his own" at home.

Outline of Thirty Lessons in Arithmetic

NOTE 1.—Each pupil should keep a careful record of the work done in class and at home.

NOTE 2.—Make sure that the pupils can read and understand the following phrases and parts of sentences:

How much
How many
Find the cost of
A man paid
A woman paid
If it costs

If a man earns
If a woman earns
Make numbers
How much can he save
How much can she save
How much change should be given

Lesson 1: Addition

Make numbers from 1 to 100. Number pages in notebook. Copy calendar.

NOTE.—When we add numbers above 10 we write them under each other. We must keep the right side even and put the figures exactly under each other. We then add each column separately, always beginning on the right.

Lesson 2: Addition

Drill on eight of the basic addition combinations and put in notebooks.

2	3	4	5	6	7	8	9
2	2	2	2	2	2	2	2
—	—	—	—	—	—	—	—

Make numbers by 2's to 24.

NOTE 1.—When the figures in the first column amount to 10 or more, only the right-hand figure is put down. The left-hand figure is carried over to the next column.

NOTE 2.—Dollars must be written under dollars and cents under cents. The point separates dollars from cents. The points must fall under each other.

These examples give drill on the combination of 9 with other numbers:

6	8	7
2	3	6
4	2	1
3	4	2
—	—	—

Lesson 3: Addition

Drill on:

3	4	5	6	7	8	9
3	3	3	3	3	3	3
—	—	—	—	—	—	—

Add 3 to these numbers.

Make numbers by 3's to 36.

Lesson 4: Addition

Drill on:

4	5	6	7	8	9
4	4	4	4	4	4
—	—	—	—	—	—

Add 4 to these numbers.

Make numbers by 4's to 48.

Make numbers by 5's to 60.

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Lesson 5: Addition

Have pupils read and write numbers of three or four places.

Drill on:

$$\begin{array}{r} 5 \\ 5 \\ \hline \end{array} \quad \begin{array}{r} 6 \\ 5 \\ \hline \end{array} \quad \begin{array}{r} 7 \\ 5 \\ \hline \end{array} \quad \begin{array}{r} 8 \\ 5 \\ \hline \end{array} \quad \begin{array}{r} 9 \\ 5 \\ \hline \end{array}$$

Make numbers by 6's to 72.

Make numbers by 7's to 84.

Lesson 6: Addition

Drill on:

$$\begin{array}{r} 6 \\ 6 \\ \hline \end{array} \quad \begin{array}{r} 7 \\ 6 \\ \hline \end{array} \quad \begin{array}{r} 8 \\ 6 \\ \hline \end{array} \quad \begin{array}{r} 9 \\ 6 \\ \hline \end{array}$$

Make numbers by 8's to 96.

Take these numbers from dictation and add:

7,865 people.	\$0.48	\$4.86
4,897 people.	.84	7.57
3,206 people.	.75	4.35
4,060 people.	.68	6.95

Prove each example.

Lesson 7: Addition

Drill on:

$$\begin{array}{r} 7 \\ 7 \\ \hline \end{array} \quad \begin{array}{r} 8 \\ 7 \\ \hline \end{array} \quad \begin{array}{r} 9 \\ 7 \\ \hline \end{array}$$

Make numbers by 9's to 108.

Make numbers by 10's to 120.

Lesson 8: Addition

Have pupil read and write miscellaneous numbers to 10,000.

Drill on:

$$\begin{array}{r} 8 \\ 8 \\ \hline \end{array} \quad \begin{array}{r} 9 \\ 8 \\ \hline \end{array} \quad \begin{array}{r} 9 \\ 9 \\ \hline \end{array}$$

Make numbers by 11's to 132.

Make numbers by 12's to 144.

Lesson 9: Subtraction

Drill on the following basic subtraction facts:

4	5	6	7	8	9
—	—	—	—	—	—
2	2	3	4	4	6
	3	2	3	3	3
		4	2	5	4
			5	2	5
				6	7

NOTE.—When the lower figure is larger than the upper figure, we borrow 1 from the next column.

Lesson 10: Subtraction

Drill on the following basic subtraction facts:

10	11
—	—
5	9
8	2
6	8
7	4
4	5
3	3
2	6
—	7

Lesson 11: Subtraction.

Have pupil read and write miscellaneous numbers to 10,000.

Drill on the following basic subtraction facts:

12	13	Subtract and test:
—	—	\$87. 96
9	8	13. 42
3	7	—
7	5	74. 54
8	6	13. 42
6	4	—
5	9	87. 96
4	—	

Lesson 12: Subtraction

Drill on the following subtraction facts:

14	15	16	17	18
7	7	7	8	9
6	7	9	9	
5	6	8		
9	9			
8				

Make an original problem in subtraction.

Lesson 13: Multiplication

Dictate miscellaneous numbers to 10,000 and have them read.

Review and write out these tables in home-work books:

2	3	4	5	$1 \times 2 = 2$						2
4	6	8	10	$2 \times 2 = 4$					2	2
6	9	12	15	$3 \times 2 = 6$				2	2	2
8	12	16	20	$4 \times 2 = 8$		2	2	2	2	2
10	15	20	25	$5 \times 2 = 10$	2	2	2	2	2	2
12	18	24	30	$6 \times 2 = 12$	2	2	2	2	2	2
14	21	28	35	$7 \times 2 = 14$	-	-	-	-	-	-
16	24	32	40	$8 \times 2 = 16$	4	6	8	10	12	
18	27	36	45	$9 \times 2 = 18$						
20	30	40	50	$10 \times 2 = 20$	$6 \times 2 = 12$					
22	33	44	55	$11 \times 2 = 22$						
24	36	48	60	$12 \times 2 = 24$						

NOTE.—When the number to be multiplied is larger than 10, we write the numbers under each other and multiply each column separately.

• Multiply:

23	39	25	14	480	207
4	2	3	7	2	4

Lesson 14: Multiplication

6	7
12	14
18	21
24	28
30	35
36	42
42	49
48	56
54	63

Write these tables out in full in home-work notebooks:

$1 \times 6 = 6$
 $2 \times 6 = 12$, etc.

NOTE.—When both numbers are 10 or more, we multiply by each figure in the lower numbers separately and add the two products.

Multiply:

24	23	32	132	225	462
12	24	23	11	43	30

33612°—25†—3

Lesson 15: Multiplication

Read and write miscellaneous numbers to 100,000.

8
16
24
32
40
68
56
64
72
80
88
96

Write the 8 table out in full in home-work notebooks:

$$1 \times 8 = 8$$

$$2 \times 8 = 16, \text{ etc.}$$

Lesson 16: Multiplication

9
18
27
36
45
54
63
72
81

Write out this table in full in home-work notebooks.

Multiply:

344	6,007
600	42
206,400	12014
	24028
	252,294

Lesson 17: Multiplication

Write out 6 table in full in home-work notebook and drill in class.
Make Roman numbers from I to XX.

I	VI	XI	XVI
II	VII	XII	XVII
III	VIII	XIII	XVIII
IV	IX	XIV	XIX
V	X	XV	XX

Lesson 18: Multiplication

Write out in full 7 and 8 tables and drill on them.
Make Roman numbers from XX to L (20 to 50).

XXI	XXVI
XXII	XXVII
XXIII	XXVIII
XXIV	XXIX
XXV	XXX

Lesson 19: Multiplication

Write out in full the 9 table and drill on it.

Make Roman numbers from L to C (50 to 100).

L	50	LXXX	80
LX	$50 + 10 = 60$	C	100
LXX	$50 + 10 + 10 = 70$	XC	$100 - 10 = 90$

Lesson 20

The Farmers' Federation bought 384 coops of chickens, each coop containing 96 pounds. How many pounds did they buy?

At 23 cents a pound, how much did these chickens cost?

Have pupils work two review problems in addition, subtraction, multiplication, and division.

Read the following sentence: "There were 105,710,620 people in the United States when the 1920 census was taken."

Lesson 21

Some of the examples in each lesson are to be worked at home and some in class. In teaching a new process, the teacher will find it helpful to have pupil work examples in class, erase the answers, and work same examples at home by himself before the next lesson.

2			
2		20	2 goes into 4, twice; 2
2	$12 + 2 = 6$	$2 \overline{) 40}$	will not go into 0.
2			There are 20 twos in
2			40.
2	6		
2	$2 \overline{) 12}$		
<u>2</u>			
12			

Sometimes when we divide, there is something left over:

$13 \frac{1}{2}$	2 goes into 2, once;
$2 \overline{) 27}$	2 goes into 7, 3 times and 1 left over.

Teach division sign.

Lesson 22

Find the cost of:

- 1 dozen eggs if 4 dozen cost \$1.40.
- 1 can of corn if 5 cans cost 75 cents.
- 1 pound of coffee if 3 pounds cost \$1.05.
- 1 acre of land if 5 acres cost \$675.

If you earn \$21 a week, how much will you earn in 42 days?

Additional examples optional.

Lesson 23

Divide and prove:

$$9) \overline{1,989}$$

$$8) \overline{2,568}$$

$$6) \overline{3,285}$$

$$5) \overline{3,210}$$

$$4) \overline{1,856}$$

$$3) \overline{2,586}$$

$$2) \overline{1,302}$$

If a man raises 210 bushels of corn on 7 acres of land, how much is that per acre? How much can he raise on 25 acres?

Each pupil make one or more problems in division from his own experience.

Lesson 24

Drill on simple division examples.

Copy or write from dictation numbers to 1,000,000.

Lesson 25

Drill on simple division examples.

Teacher may make examples concrete by using local terms: Bales of cotton, pounds of tobacco, bushels of corn, etc.

Each pupil make one original problem in division taken from his own experience.

Lesson 26

Review all examples in short division. Make three original problems in class.

Teacher may make the following examples concrete by use of local terms:

Short division

$$\begin{array}{r} 286 \\ 3 \overline{)858} \end{array}$$

Long division

$$\begin{array}{r} 286 \\ 3 \overline{)858} \\ \underline{6} \\ 25 \\ \underline{24} \\ 18 \\ \underline{18} \end{array}$$

$$\begin{array}{r} 347 \\ 11 \overline{)3,817} \\ \underline{33} \\ 51 \\ \underline{44} \\ 77 \\ \underline{77} \end{array}$$

11 into 38 = 3. $3 \times 11 = 33$. The remainder is 5. We bring down the 1 beside the 5 and have 51. 11 into 51 = 4. $4 \times 11 = 44$. The remainder is 7. We bring down the 7 and have 77. The answer is 347.

$$\begin{array}{r} 347 \\ 11 \\ \underline{347} \\ 347 \\ \underline{3,817} \end{array}$$

Divide and prove:

$$11) \overline{3,546}$$

$$11) \overline{9,075}$$

$$21) \overline{1,071}$$

$$51) \overline{5,661}$$

$$31) \overline{1,147}$$

Lesson 27

$\begin{array}{r} 104 \\ 32 \overline{) 3,328} \\ \underline{128} \\ 128 \\ \underline{} \end{array}$	$\begin{array}{r} 104 \\ 32 \\ \underline{208} \\ 312 \\ \underline{3,328} \end{array}$
--	---

Drill examples in long division.
Make Roman numbers to XX.

Take from dictation and add:

\$345.85
23.47
.85
10.00
.50
.05
<u>8,325.75</u>

Lesson 28

Make out a bill and receipt.

How many feet are there in 2,520 inches?

A grocer bought 34 crates of strawberries for \$63.80. Find the price per crate.

If a man has 1,080 tomatoes to pack in boxes of 45 each, how many boxes will he need?

The ages of the pupils in a night school class are 28, 19, 34, 21, 40, 35. Find the average age.

Lesson 29

Into what parts is a foot ruler divided?

Name all divisions on a yard stick.

How many halves in a whole apple?

How many quarters in a whole apple?

How many sixteenths in a whole apple?

How many whole apples in $2\frac{2}{2}$ of an apple?

How many whole apples in $6\frac{2}{2}$ apples?

How many whole dollars in $9\frac{3}{3}$ dollars?

Divide this line into halves, then quarters, then eights: _____

Divide this line into thirds, into sixths, into twelfths: _____

Add:

$\frac{2}{3}$	$\frac{5}{8}$	$\frac{5}{7}$	$6\frac{2}{3}$
$\frac{1}{3}$	$\frac{3}{8}$	$\frac{3}{7}$	$4\frac{2}{3}$
$\frac{3}{3}$			

$2\frac{1}{3}$	$4\frac{1}{3}$	$5\frac{2}{3}$	$2\frac{1}{3}$
$1\frac{1}{3}$	3	$\frac{1}{3}$	$1\frac{1}{3}$
$3\frac{1}{3}$	$1\frac{1}{3}$	$3\frac{1}{3}$	$3\frac{1}{3}$
			$6\frac{3}{3} = 7$

What is the sum of $3\frac{1}{4}$ miles, $4\frac{3}{4}$ miles, and $\frac{1}{4}$ mile?

Lesson 30

Add:

$23 \frac{1}{4}$

$23 \frac{1}{4}$

$52 \frac{5}{6} - 52 \frac{5}{6}$

$15 \frac{1}{4}$

$15 \frac{1}{4}$

$34 \frac{1}{3} - 34 \frac{2}{6}$

$45 \frac{1}{2}$

$45 \frac{2}{4}$

$86 \frac{7}{6} - 87 \frac{1}{6}$

$83 \frac{4}{4} = 84$

Add:

$52 \frac{5}{6}$

$26 \frac{1}{2}$

$63 \frac{1}{3}$

$28 \frac{1}{2}$

$14 \frac{1}{6}$

$25 \frac{1}{6}$

Supplementary lessons should include the following:

1. Subtraction, multiplication, and division of fractions.
2. Simple interest problems.

Elementary Citizenship Problems

1. *Definition of citizenship.*—Though the term "citizenship" is used to indicate the end to be reached, namely, preparation of adults to exercise intelligently the right of franchise, the word used should not be interpreted to mean merely civics, or a study of the framework of government. History, geography, and an elementary study of social problems, as well as civics, are to be included under the term citizenship.

2. *Lesson materials.*—(a) *Geography:* Every adult should have knowledge of the size and extent of his country, its principal physical features, its resources, and its industries. The same facts regarding the native State and county should be taught. National geography can not and should not be taught without some relation to world geography.

(b) *History:* A simple sketch of American history based upon the lives of men such as Washington, Lincoln, Roosevelt, Wilson, Coolidge, Franklin, Edison, Burbank, and Cyrus McCormick. Study wars only as they typify the movements for freedom of peoples from the tyranny of autocrats.

(c) *Civics:* A thorough study of the framework of the local State and National Governments. Emphasize the duties of a citizen. Civics is the most important part of the subject of citizenship.

(d) *Social problems:* Transportation, rural, telephone, and marketing cooperations, rural schools, labor problems, good roads, sanitation, and health.

3. *Teaching suggestions.*—All of the subjects mentioned may be discussed early in the course, beginning with the simpler subjects and progressing to more complicated ones when a greater ability in reading is obtained. Give memory sentences for the students to

learn and copy after they can write their own names and addresses.
Examples of these follow:

Columbus discovered America in 1492.
Washington was our first President.
Coolidge is the President now.
_____ is the governor of this State.

Use these and similar sentences in posters. Teach voting and the machinery of elections just previous to local, State, or National elections. Hold school elections. Show the relation between local taxation and the school in which the student is now

FOREIGN-BORN ILLITERATES (GROUP B)

Lesson Materials for Reading and Conversation

(See pp. 28-30 for suggestions on writing)

In this report the expression "foreign-born illiterate" means that individual who is unable to read or write in his native language or in English.

The foreign-born illiterates are of two types, those¹ who speak no English and those who speak broken English. It is well to organize these groups in separate classes when the enrollment permits. Frequent regrading will be necessary as certain individuals progress more rapidly than others. When the enrollment of illiterates in an evening school is so small that these students must be assigned to classes of literate immigrants, then the teacher must provide carefully prepared material for individual study. Unless the illiterate receives special material and individual help in a mixed class, he will not come back to school.

Reading

The first material for reading for the non-English speaking illiterate will naturally be found in the letters and words of his name in the writing lesson, and in the simplest words of the first simple themes. It is generally agreed that there are very few texts available for this type of student. The many good books for beginners are too difficult, and the illiterate leaves school discouraged after several reading lessons in which he recognizes only a very few words.

It would not be possible to outline here a course of reading lessons for foreign-born illiterates. Generally speaking, such courses as are available must be considered tentative. Rapid advances will undoubtedly be made in the preparation of scientific reading lessons for these students. The following outlines and pamphlets have been published during 1923 and 1924 and contain very helpful material:

1. **First Reading Lessons for Illiterates, with Instructions for Teachers.** State of Delaware, Bureau of Immigrant Education, Wilmington, Del.
2. **Thirty Lessons in Reading and Writing for Illiterates.** Division of University Extension, Massachusetts State Department of Education, Boston, Mass.
3. **A Practical First Reader for Adults.** Ethel Swain. Sather Book Co., 2235 Telegraph Avenue, Berkeley, Calif.
4. **Beginners English for Foreigners.** Sara R. O'Brien. Houghton, Mifflin Co., Boston, Mass.
5. **English for Beginners.** Fisher and Call. Ginn & Co., Boston, Mass.

Conversation

Conversation material should be based on the language of everyday life, for the pupil not only wishes to talk but also to understand when spoken to. His daily interests center around the five general topics: Home, work, school, buying, and the local neighborhood. The conversation lessons should be prepared in theme form, i. e., a series of several short simple sentences logically arranged in describing some everyday experience. The illiterate is generally able to talk very much more English than he is able to read or write. If the class is made up of immigrant women, the material must relate to the care of children, diet, clothing, cooking, food, first aid, and home craft in general.

Much of the material outlined under "Foreign-born Beginners (Group C)," pp. 22-23 can be used to advantage in conversation work with the illiterate foreigner.

Methods of Teaching Conversation

The experience of the past 10 years in all sections of the country has proved that the direct method of teaching English to the foreign-born is practical, effective, and economical for student and teacher. No extended explanation of the direct method will be attempted in this report. Suffice it to say that the teacher who uses the direct method in teaching immigrants to talk English uses English exclusively. The common-sense procedure of learning to talk English by talking English excludes the indirect and the vernacular methods, so-called. Any teacher who understands the student's problem in learning a new language will have no difficulty in using the direct method intelligently. The learner must establish in his mind a new association between an object, action, or experience and the equivalent symbols in the new language. Obviously meanings must be explained by the intelligent use of objects, actions, pictures, etc., during the development of the oral lesson. The student should be encouraged to handle the objects and the pictures and to actually perform the actions while he is saying the new English sentences, phrases, or words for the same.

The illiterate foreign-born can not get very much help in the "learning to talk" process from the printed page or from the board work. Do not confuse his auditory impressions in the oral lesson by writing sentences on the board which he can not understand. Selected word lists must be taught, but not during the oral development lesson.

Certain fundamental principles underlie the application of the direct method. First there must be proper adult material, and next instruction must be in English only. The understanding teacher

will speak slowly and distinctly, and yet with vivacity, and not neglect the individual for the classroom chorus. She will proceed slowly, with frequent reviews and drills. She will have a definite aim in every lesson and will follow a definite time schedule with her board work and charts, which are to be prepared in advance.

Owing to the operation of the literacy test in our immigration laws during the past several years, comparatively few illiterate immigrants have been admitted. The large percentage of the 1,700,000 illiterate foreigners in our States have lived in this country for five, or more, years. Obviously they have learned to speak some English, and many of the men have no difficulty in talking broken English. Care must be exercised in grading such students and in providing them with conversation lessons which are genuinely difficult and contain new words.

The elementary beginners' lessons in several of the Federal and State lesson sets are valuable for those few illiterate men and women who have been in this country less than two years, or who may have been here longer but are unable to talk any English. Give the illiterate immigrant difficult conversation lessons when he is ready for such, even though the writing and reading lessons may be very, very simple.

Correction of the most common language mistakes must be tactfully and clearly made by the teacher. Realizing the importance of the principle of "use" in establishing habits of correct speech, the teacher will provide abundant oral drill material in every lesson.

Methods of Teaching Reading

Unlike the native illiterate who understands oral English expressions, the foreign illiterate (who speaks little or no English) must be taught the meaning of a sentence or words before he learns how to read and interpret the printed page. Consequently, the teacher must be sure that the illiterate immigrant understands the words before he tries to read from the printed page.

There has not been developed to date a sufficient body of scientific data to allow for any final pronouncement on what is the best method of teaching reading to illiterate foreigners. Several significant experiments are under way in Delaware, New York, Connecticut, California, and Massachusetts. The two opposite points of view center generally on the "phonic" method and the "sentence" method.

It may be stated here for the purpose of suggesting a method, if not the best method, that the following plan has produced good results:

1. Select a very short reading lesson. (Three or four sentences.)
2. Make sure that every student understands (orally) the meaning of the pivotal words in every sentence.

3. Teacher speaks sentence and writes on board, repeats several times after writing.
4. Class and individuals repeat sentence as teacher points on board.
5. Teacher selects individual words, pronounces, repeats.
6. Class pronounces and repeats.
7. Teacher breaks word into syllables, pronounces, repeats.
8. Class does same.
9. Teacher spells word, class repeats.
10. Teacher uses devices to strengthen visual impression of students.
11. Pupils continue similar study of other sentences and words under teacher's leadership.
12. Teacher and class turn from board study to printed page of text, or loose-leaf sheet, and read together the same lesson as developed on board.

The question of the amount of phonic study must be determined by the needs of each class. In general every teacher of illiterates should make certain that all the students learn the fundamental phonic sounds. This is an essential part of the equipment of every person learning to read English. These sounds may be found in chart form in Webster's Dictionary.

The following list contains the sounds which are generally considered most troublesome for adult immigrants: Th-wh-w-v-r-d-t-p-b-s-l-h-ng-nk-ow-or. The teacher should have access to a modern phonic system, such as one finds in the manuals for primary readers.

The experienced teacher realizes the importance of repetition and interesting drill in the task of clinching in the student's mind the correct expression of new language symbols. Do not be satisfied with mere recognition by the pupils. They must repeat the new words over and over before they really become a part of the student's equipment.

The number of sentences and new words in each lesson must be kept at a low minimum, not more than 10 new simple words in any lesson during the first term.

Begin each lesson with a live thorough review of the preceding lessons.

Come prepared with abundant flash card material.

Encourage students to search for familiar words out of school, on signs, posters, newspapers, etc.

FOREIGN-BORN BEGINNERS (GROUP C)

Lesson Materials for Conversation, Reading, and Writing

Literates.—Foreign-born literates, because of ability to read and write in their own language, acquire the new language more quickly and retain it better than the illiterates.

Standards.—The lessons must be naturally interesting and attractive to the adult mind and on subjects which will be readily understood and most easily remembered. They should contain experiences of the adult's everyday life, things which he does, things which he knows about. They should apply to his personal finances, to his work, to his home life, to his friends, and to his community life. Lessons ought to present objects and incidents which can be easily dramatized.

The lessons should follow a natural association of ideas. Related things or ideas should be brought together. Objects and pictures illustrating the words should be used. Be sure that lessons are such that the student can use them in everyday life. Lessons prepared for a child and based on child life will not meet the situation.

Blackboards.—Much use is made of blackboards in the process of teaching English. Words and sentences are reproduced by the teacher with special effect. It affords opportunity to explain many parts of lessons.

Charts.—Large charts printed with clear heavy-type letters and used on the wall of the classroom have been found distinctly serviceable, in addition to lesson leaflets or books. They enable the students to fix their attention at one point at the same time and permit the teacher to see the expressions of their faces while they recite in unison or individually. The teacher can point to specific words or sentences on a chart and secure the immediate attention of the students. The effect produced by all of the students concentrating their efforts helps to deepen the impression on the mind. Letters and words are seen more clearly on a large chart, especially if the eyesight of some of the students is not the best. It helps quick action in recitation.

Pictures.—Other materials will include pictures and illustrations of nearly every object about which lessons are given. The pictures may be obtained from different sources, such as newspapers, magazines, and catalogues of goods. The full value of visualizing is fre-

quently demonstrated in this kind of teaching. The colored pictures on the popular weeklies have proved very effective in stimulating conversation in these classes.

Articles.—Small articles which a teacher can easily carry into the classroom, such as pieces of metal, coins, tools, and toy furniture, will grip the interest of the class and are essential for teaching the meanings of new sentences and words by the direct method.

Letters.—The printing of lessons in script letters as well as reading type is an additional help. The student learns the same lessons better by learning them in another form. This style also furnishes him with copy for his lessons in writing. The script should be of the simplest character of standard letters so that in copying them the best results may be obtained in handwriting.

Standard lesson materials for conversation and reading—

1. Our language: Part I, Federal Citizenship Textbook, Bureau of Naturalization, Washington, D. C. Free distribution to candidates for citizenship attending public-school classes.
2. Introductory set; Fifty Lessons for Beginners. Massachusetts Department of Education, Division of University Extension.
3. Texts for beginners. (See score card, p. 33.) A bibliography of these texts may be secured from the Division of Libraries, Massachusetts Department of Education, Boston, Mass.

Lesson materials for writing.—The student will benefit from a limited amount of copy work in each lesson. He should be encouraged to attempt independent written work just as soon as he is able. Simple friendly letters and occasional short business letters may be introduced.

The only standard for penmanship should be legibility. Do not waste time in developing fine shades of letter forms.

Methods of Teaching Conversation

The Teacher's Personality

Friendliness.—The teacher must display friendliness and a real interest in the welfare of the students. The teacher's personality is the most important factor in holding the interest of immigrant students.

Sympathy.—The adult foreign-born student will try to learn, and will be willing to make mistakes while learning, only when the teacher's attitude insures a sympathetic appreciation of his difficulties and embarrassments. Kindliness and cheerfulness are most important in teachers of these classes.

Immigrant background information.—A teacher should know about the conditions of living in the homelands of the students. A knowledge of the political, social, and cultural backgrounds of each race

is very important. It should be the teacher's aim to welcome the many excellent things which the students bring from their own countries and to point out the best of American customs, habits, institutions, and ideals. This requires special preparation.

The Direct Method

(See also under "Methods of Teaching Conversation," pp. 19-20)

The method.—The direct method has the basic idea suggested by Francois Gouin in his "Art of Teaching and Studying Language." It consists in using English only, from the very start, without any kind of translation into or through another language. It has been taught for many years to great numbers of classes of many nationalities and with wonderful results. The method was first used in the Young Men's Christian Association classes and later perfected in public-school classes so that there is a very general use of this method to-day.

Points for the teacher.—(1) Hearing: The ear is accepted as the principal organ for receiving language. This method is the process by which all languages are first acquired by children. The spoken language is usually acquired by children years before any knowledge of reading and writing. Hearing the words spoken should be the first impression, and there must be constant practice from the human voice.

(2) Speaking: In the very first lesson an adult will listen to the sounds of the new words given with objects and action and will imitate them, actually speaking some English without any previous knowledge of the language.

(3) One language: The teacher in using this method does not require any acquaintance with the language of the student. It is deemed preferable that he should not know it, because the tendency would be to use time in translation instead of using English entirely.

(4) Progress: The rate of teaching a group should be judged by the medium student rather than by the fastest or the slowest member of a class.

(5) Pronunciation: The method of teaching pronunciation will often require exaggerated motions of the lips and tongue so as to make clear to the student the different sounds. This is especially true of certain English words which are quite hard for some students to imitate. Time should be taken by the teacher to give personal coaching to each student sufficient to enable him to produce the sounds accurately, or as nearly so as seems possible for him.

Using the theme.—Every good conversation lesson is in theme form. The teacher performs the action described in each sentence, speaks the sentence, repeats, and calls on the class to repeat the sentence

after him. Then individual students perform the action and speak the sentence.

After developing the theme orally the teacher goes back to the first sentence and writes the sentence on the board. The class and individuals read the sentence and give special attention to the difficult words. The last step is the copying of the theme by the students into the notebooks.

Methods of Teaching Reading and Writing

Reading.—The teaching of reading is correlated with the teaching of conversation. The principles suggested for conversation should be used also where they will apply to reading and writing.

Word study.—Before the oral reading, the teacher should define carefully and fully all words that are not clear to the class. Difficult words should not be found during the earlier lessons. When more advanced work is reached, definitions will also be more readily understood.

Concert work.—In reading, as in conversation, the method of having an entire group read sentences together with the teacher is quite desirable. This is followed by the class reading together without the teacher, while he listens and corrects. Then the teacher should hear the students read individually.

Assisting.—Another effective variation is to have each student read in turn until he makes an error in pronunciation or is unable to read a word, then the next student takes a turn and endeavors to make the correction. This is repeated until everyone in the class has had a turn.

Variants.—In connection with reading there should be introduced simple changes in grammar. This may be done gradually, as the student is able to follow. It can be made interesting so that he learns different tenses of verbs and other parts of grammar without taking it up as a separate study.

Spelling.—Spelling is to be introduced slowly, after entire words have been recognized and learned.

Counting.—Lessons in figures and in money values will always prove interesting.

Living.—In the reading lessons subjects of health and good living conditions may well be introduced.

Materials and Teaching Suggestions for Citizenship Lessons

(See also "Elementary Citizenship Problems" pp. 16-17)

Lesson materials.—In addition to paragraph (b) History (p. 16), it is suggested for foreignborn beginners that they study, in English,

sketches of the lives of men from other countries who have contributed much to American history. The names of some of these men are as follows:

Christopher Columbus, from Italy.
 Pánfilo de Narvaez, from Spain.
 Marquis de Lafayette, from France.
 John Paul Jones, from Scotland.
 Alexander Hamilton, from the West Indies.
 Robert Morris, from England.
 John Barry, from Ireland.
 Isador Straus, Jew.
 Nathian Straus, Jew.

Oscar Solomon Straus, Jew.
 Thaddeus Kosciusko, from Poland.
 Vladimir Karapetoff, from Russia.
 John Jacob Astor, from Germany.
 John Ericsson, from Sweden.
 Michael Anagnos, from Greece.
 Louis Agassiz, from Switzerland.
 James Jerome Hill, from Canada.
 Jacob Riis, from Denmark.

Teaching suggestions.—Since these students can not speak nor read English, formal lessons in social science must be delayed until a knowledge of English is secured. Some of the first reading lessons should be on such subjects as the geography of the city, how to travel to and from work on the street cars, local health regulations, the police department, and the fire department. However, nearly all immigrants have heard of our great heroes, and brief biographies of such men as Washington and Lincoln can be introduced soon. Emphasize the part taken by foreigners who helped us during the Revolutionary War. The National and State holidays afford excellent opportunities for teaching patriotism.

Since many of these men and women come to school to prepare for the naturalization examination, they should be given this material as early as possible. They are eager to study our Constitution and National Government, so the early work in civics must include these. All Europeans know about their own governments, have heard about ours, and want to know more. In fact, some immigrants come to escape the old world tyrannies. The modern method of teaching civics is to begin with local government and go to the National Government last.

But the more fundamental principle of proceeding from the known to the unknown should apply here. In Europe national governments are stronger than local governments, and so immigrants know more about their national government. They naturally want to know about our National Government first. Care must be exercised by the teacher in selecting civic topics which can be discussed with pupils in this class, owing to the very limited amount of English which they understand. Avoid the lecture method.

Use such statements as "Washington was the first President," "St. Paul is the capital of Minnesota," "_____ are manufactured in this city," and "Calvin Coolidge is the President now," as facts to be memorized. Use them in writing also.

It is very important in teaching adults to know the students intimately and to adapt the subject matter to their needs and desires. If the immigrant lives in a city, he should be taught those things which he needs to know about a city. If he lives on a farm, he should know about rural problems and rural life.

Many immigrants left Europe to escape the taxations of tyrants. They fail to understand why taxes are necessary in free America. So special emphasis should be placed upon the benefits secured through the Government.

NATIVE AND FOREIGN-BORN ILLITERATES (GROUPS A AND B)

Lesson Materials and Methods of Teaching Writing

The illiterate student, native or foreign, is unable to write anything. In addition there are many students who write a little, and that very illegibly. The teacher must be prepared to give such pupils definite, practical help in learning to form the letters of the alphabet and to write simple sentences.

It is generally believed that the accepted systems of penmanship-training for children in day schools are not adapted to the needs or the interests of the illiterate adult. Time limitations in evening school and the stiffened muscles of the adult's arm and hand must be considered in recommending any method or system for these unique classes. Experience proves that the one aim in penmanship work with adults is legibility. Speed and the fine shades of form can not be considered. The most effective and economical procedure is based on imitation of the teacher's model. There are certain groupings of individual letters which allow for considerable time saving when taught together. (See following outlines.)

The choice of lesson materials must depend on the use of writing which the adult will make after he leaves school. Simple letters obviously must receive the largest amount of time and attention.

The following outline of 20 lessons in writing contains a grouping of letters with sentence illustrations which have proved helpful in adult work in North Carolina:

Lessons 1 and 2.—a, d, g, q.

Lessons 3, 4, and 5.—e, l, h, b, k, f.

Lessons 6, 7, and 8.—i, j, u, w, p, t.

Lessons 9, 10, and 11.—m, n, v, x, y, s.

Lesson 12.—c, o, r, s.

Lesson 13.—ba, be, bi, bo, bu, br.

Lesson 14.—ov, om, on, ob, ox, og, oh, of—B, H, K, P, R, K.

Lesson 15.—va, ve, vi, vo, vu, vr—F, T.

Lesson 16.—wa, we, wi, wo, wu, wr—M, N, U, V.

Lesson 17.—wr, wh, tr, th—W, X, Y, Z.

Lesson 18.—A, O, C, D. Review ba, ov, wr, vi, wa.

Lesson 19.—qu, aqu—Q, I, J, G, S, L.

Lesson 20.—The quick brown fox jumps over the lazy dog.

Test students' ability to recognize all letters. Test to find how many small letters can be written from dictation.

A committee of supervisors of alien education in Massachusetts has approved the following outline of 30 lessons in writing for classes of foreign-born illiterates. Each lesson outlines definite practice in writing one's name and address, several letters of the alphabet, and short sentences based on the letters which have been learned.

Outline of Thirty Lessons

1. First name (trace).
m-e-s
me-see.
2. First name (trace and write).
n-o
no-one.
3. Last name (trace).
I-S
I see.
See me.
4. Last name (trace and write).
t-i
I sit.
5. First and last name (trace).
a-d-g
I stand.
I go.
6. First and last name (trace and write).
u-y
I see you.
7. First name (write from memory).
w
I see a woman.
8. Last name (write from memory).
T-h
The man stands.
9. Both names (trace and write).
O-p
Open the window.
10. Both names (write from memory).
r
Shut the door.
11. Address (trace and write).
L-l-k
Look.
Look at me.
12. Address (write from memory).
C-c
Come-school.
Come to school.
13. Review (name and address).
H-He.
He walks to the door.
How do you do.
14. Place of employment (trace and write).
G-Give.
Give me a pencil.
15. Place of employment (memory).
J-x
John has six pencils.
16. Review (name—address—place of employment).
v-b-book.
I have a book.
17. Age (trace and write).
Y-You.
You open your desk.
18. Age (write from memory).
F
Find a paper.
19. Review (name—address—place of employment—age).
M-f
My glass is full.
20. Place of birth (trace and write).
N
No, Mary is not here.
21. Place of birth (memory).
D-Do.
Do not move.
22. Review (name—address—place of employment—age—place of birth).
B
Bring me a book.
23. Time in country (trace and write).
E
Eight men are here.
24. Time in country (write from memory).
A-j
Antonio can jump.
25. Review (name—address—place of employment—age—place of birth—time in country).
Q-q
Quick-John.
Mary is quick.
26. All facts of identification.
P-R
Put on your hat.
Ring the bell.
27. W
We go to school.
28. V
Vegetables are good.
29. U-Use.
Use your pencil.
30. X-Z-z
Zero zero.

The first part of those 30 lessons deals with identification. This will be found difficult; therefore the lessons are so arranged that only one step will be taken at a time.

The second part of these 30 lessons deals with letters, easy words, and sentences. It is expected that the portion of the lesson attempted will be traced and also written independently in the same lesson.

Spelling Helps and Word Lists

Aim.—To give the pupil the ability to spell correctly, ordinary words in everyday usage. To accomplish this:

1. Teach the spelling of the usual written vocabulary.
2. Teach the pupils to realize when they can or can not spell.
3. Teach the pupils how to make and use an alphabetical list, and to acquire the habit of consulting a dictionary.

Material—

1. Phonic drills.
2. Words selected from reader.
3. Misspelled words in written work.

The following prepared list might be helpful:

1. The Essential Printer Vocabulary.
2. Ayer's List of 300 Words.
3. High Frequency Vocabulary. (Based on Thorndike's Word Book.)
4. Spelling Demons.
5. Ayer's List of 1,000 Words.
6. Rejall's Citizen's Vocabulary of 4,000 Words.

Time and assignment.—Fifteen minutes per day is sufficient time to devote to spelling. Lesson assignment should be determined by ability of pupils—three to six new words, with six review words.

Method.—The aim of the teacher should be "to show pupils how to apply thinking to the mastery of words. Her task is to point out to the pupils what there is to think about in a word and to show them how to think about it before attempting to memorize it."

The following method is suggested:

1. Write a word on the board, pronounce it, and have pupils pronounce it.
2. Develop meaning of the word by having pupils give definition, name a synonym, or use the word in a sentence.
3. Divide word into syllables, call on pupils to pronounce and to spell by syllables.
4. Call attention to difficult and familiar parts of word, as *sep a rate*.
5. Have pupils visualize word, spell quietly, then write on practice papers, spelling as they write.
6. Review words for a few minutes, concentrating on difficult words.
7. Erase all words and dictate the entire lesson.

Motivation

1. Motivate the work by having pupils keep a spelling booklet. Draw a line through the middle of the page. Use the left for words dictated, the right for correct spelling of any words misspelled. On the opposite page, have pupils write sentences using words correctly. This arrangement will enable pupils to review easily the word misspelled.
2. Let pupils assist in making a special study list. These lists will differ with each pupil.
3. Have pupils compete with class in spelling matches and with self by keeping score. Get them interested in Ayer's test.

A SUGGESTIVE LIST

<i>Animals.</i>	Wednesday	weeds	people
horse	Thursday	vegetables	friend
cow	Friday		
pig	Saturday	<i>Health.</i>	<i>Locations.</i>
chicken		well	above
sheep	<i>Food.</i>	sick	up
goat	bread	strong	there
cat	meat	weak	here
dog	fish	pain	under
cattle	eggs	disease	below
	milk	ache	down
<i>Birds.</i>	apple		ground
robin	corn	<i>House.</i>	away
sparrow	beans	door	front
hawk	butter	window	back
eagle	coffee	room	
crow	sugar	porch	<i>Money.</i>
wren	tea	veranda	cent
bluebird	ice	steps	penny
owl	flour	stairway	nickle
	lard	hall	quarter
<i>Body.</i>	pork	kitchen	dollar
head			dime
hands	<i>Furniture.</i>	<i>Human beings.</i>	<i>Months.</i>
mouth	chair	man	January
teeth	table	woman	February
legs	lamp	husband	March
feet	stove	wife	April
eyes	sofa	Mr.	May
stomach	bureau	Mrs.	June
nose	bookstand	gentleman	July
ears	desk	lady	August
arms	pictures	boy	September
throat		girl	October
hair	<i>Garden.</i>	child	November
	shovel	baby	December
<i>Days.</i>	rake	father	
Sunday	hoe	mother	<i>Numbers.</i>
Monday	spade	brother	one
Tuesday	flowers	sister	two

three
four
five
six
seven
eight
nine
ten
eleven
twelve
thirteen
fourteen
fifteen
sixteen
seventeen
eighteen
nineteen
twenty
thirty
forty
fifty
sixty
seventy
eighty
ninety
one hundred

Clothing.

cap
hat
dress
shoe
coat
stockings
vest
collar
shirt
trousers
waist
skirt

Colors.

blue
red
white
black
green
yellow
brown

Pronouns.

I
he, she
we
you
they
me
him, us
her, them
our
your
mine
his
hers
ours

Quantity.

many
much
more
less
half
piece
pint
pound
some
any
both
all
part
little
big

Religion.

God
Lord
Christ
Jesus
Church
Temple
worship
reverence
prayer
chapel
Spirit
Heaven
Hell
Love
faith
clergyman

Time.

hour
week
month
now
then
old
again
to-night
to-day
early
late
night
last

Verbs.

walk
ride
run
work
play
speak
write
clean
bring

go
sit

get
take

cut
break

sew

go

do

put

come

carry

lift

see

rise

wash

iron

buy

wear

call

earn

save

learn

find

breathe

hold

say

vote

obey

sell

give

read

keep

look

make

ask

fall

Prepositions.

to

with

for

out

up

over

under

through

down

in

by

Adjectives and adverbs.

hard

soft

pretty

ugly

strong

weak

brave

timid

earnestly

Weather.

snow

storm

blow

heat

sun

hot

cold

warm

wind

rain

winter

summer

Score Card for Texts for Adult Illiterates

Though the most important factor in the success of an evening school for adults is the teacher, yet it is desirable that texts be carefully selected. The following questions will suggest important points:

(a) Physical Make-up:

1. Is the book well illustrated?
2. Is the paper strong and of good color?
3. Is the type large and legible?
4. Is the binding strong and durable?
5. Is the book small enough to be carried easily?

(b) Subject Matter:

1. Is the subject matter such as to interest the students? Does it help them to understand and appreciate America?
2. Does the text include the necessary variety of subject matter?
3. How many words are provided for the first year? For the second year?
4. Is there sequence of thought within each lesson? Is there a gradual increase in difficulty from lesson to lesson?

(c) Method of Presentation:

1. Is the book written for adults and not for children?
2. Is the book inspirational in tone?
3. What particular method is used in this text?
4. Is ample provision made for drill on words and language forms?
5. Is language taught through use and not through formal grammar?

(d) The Author:

1. What experience has the author had in this work?
2. When was this book written?