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IOWA HANDBOOK FOR TEACHERS
IN ADULT BASIC EDUCATION

"The urgency of meeting the needs of undereducated people becomes more critical with each passing day. Rapid cultural and technological progress has developed as our population growth continues; therefore, steps must be taken to provide the avenues by which mature citizens can enter the mainstream of the American work force. What is required of the area of continuing education, especially basic education, is that it must be concerned with the whole person, i.e., the total development of the individual. Merely to train a person to perform a routine or even skilled task without consideration for his total growth is giving him short term help which must be repeated continually as his job changes."

Richard M. Nixon

Pre-election position paper on
national educational policy

State of Iowa . Department of Public Instruction
1969

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DEDICATION
TO THE ADULT BASIC EDUCATION INSTRUCTOR

This handbook has been prepared for you in an effort to direct your enthusiasm for the program in a more effective manner. Those who have worked with Adult Basic Education have included an army of the most dedicated people imaginable. Many of the leaders have been highly qualified academically; others have been recruited from less educated ranks; some have been graduates of adult high schools across the state. All have shared a demonstrated sense of adventure and dedication to an overlooked segment of our society--those who have achieved in the educational scale at less than the 9th grade.

You have been selected because your administrator feels you possess qualities which will make it possible for you to help people reach an educational goal. You will be expected to play your hunches, invent methods which work with a given individual, and lead adults to belated successes. Programmed instructional materials and modern educational media will be available to aid you; but you, the instructor, will be the critical force that determines the success of the ABE student.

As you study this handbook, we sincerely hope that you will find it helpful. Everyone involved has long agreed that in this program the instructor of the ABE class and his relationship to that class is the primary ingredient for success. We feel that to do the job, we need all the help we can get. In this spirit we offer this handbook--to the instructors who are as highly individualized as the people they serve. All of us--adult students, instructors, administrators--are working together to whip the common problem of functional illiteracy.

PREFACE

This handbook is the result of a two week institute held in Des Moines, Iowa, October 7 to 19, 1968. The following administrators in Adult Basic Education participated:

Mrs. Dona Eckhardt, Eastern Iowa Community College, Muscatine
Mr. Dennis Eitmann, Iowa Western Community College, Council Bluffs
Mr. William Ervine, Area X Community College, Cedar Rapids
Mrs. Marty Fisher, Iowa Lakes Community College, Estherville
Mrs. Dorothy Hanisch, Hawkeye Institute of Technology, Waterloo
Mrs. Doris Hamilton, Area X Community College, Cedar Rapids
Mr. Kelly Morgan, Des Moines Public Schools, Des Moines
Mr. Jack Rolinger, Des Moines Area Community College, Ankeny
Mr. Richard Schneider, North Iowa Area Community College, Marshalltown
Mrs. Jane B. Sellen, Western Iowa Tech, Sioux City
Dr. Gordon Wasinger, Asst. Dir. Instructional Services,
State University of Iowa, Iowa City

In addition, I wish to pay tribute to Mr. C. J. Johnston, chief, Adult Education Section, Department of Public Instruction, who originated the handbook idea; Mr. Ken Russell, consultant, Adult Education Section, Department of Public Instruction, who guided us through those two weeks and to whom I turned frequently for advice; Dr. Philip Langerman, assistant superintendent, Institutional Services, Des Moines Area Community College, who has taken the time to read and make editorial suggestions for this handbook; and to my own teachers whom I have used as a sounding board.

Jane B. Sellen
June, 1969

FOOTNOTES: The bibliography on page 119 is numbered. Each footnote number refers to that list; the second number is the page. Example: (7:5).

CHAPTER I

I N T R O D U C T I O N

THE CHALLENGE IN ADULT BASIC EDUCATION

Recent developments and events in our society have combined to make the education of America's millions of functional illiterates cause for serious public concern. Statistics show that 24 million persons have less than an eighth grade level of academic achievement. The Bureau of the Census labels those illiterate who have not progressed academically beyond the fourth grade. Added to this staggering figure are thousands who cannot read at the fifth grade level. These problems are complicated further by the rapid rate of technological change. The U.S. Office of Labor predicts that by 1975 there will be little demand for unskilled or uneducated individuals.

The problem of illiteracy is non-geographic and nationwide, including Iowa. Approximately 15 per cent of Iowa's population over 25 years of age has completed less than eight years of formal schooling. The manifest proportion of this problem makes it mandatory that the objectives of Adult Basic Education become a reality as rapidly as possible.

BACKGROUND OF ADULT BASIC EDUCATION

Programs providing literacy education opportunities for adults and the need for such programs are not new to American society. In fact, publicly sponsored programs for basic education have been the major adult activity in many states. The need has also engendered the development of local literacy programs sponsored by public and private agencies. Continuous efforts over a long period of time

have been made to provide citizenship courses for foreign born migrating to this country.

Most of these programs suffered because they lacked support from the general public. In the late 1950's grassroots interest developed concerning the problems of the disadvantaged, particularly the educationally disadvantaged. This interest was reinforced by such activities as the Hillard study in Chicago which indicated illiteracy puts people on relief and keeps them there. The apparent success of literacy programs in urban centers in Russia increased the level of concern in the United States.

The major impact on the American public concerning the magnitude of the illiteracy problem came from releases of preliminary reports of the 1960 census in the fall of 1961. It was quite apparent from these reports that adult illiteracy in the United States was a major social problem and that many adult citizens were unemployable.

These factors stimulated federal legislation. During each session of Congress, starting in the late 1950's, adult education legislation was introduced. Some acts relating to adult education were passed, such as the vocational acts, manpower development acts, and library acts. However, specific adult education legislation designed to combat adult illiteracy was finally enacted on August 20, 1964, when the Economic Opportunity Act (P.L. 88-452) was signed into law. The declaration of purpose is stated in Section 212 of the Act:

"It is the purpose of this part to initiate programs of instruction for individuals who have attained age 18 and whose inability to read and write the English language constitutes a substantial impairment of their ability to secure or retain employment commensurate with their real ability, so as to help eliminate such inability and raise the level of education of such individuals with a view to making them less likely to become dependent upon others, improving their ability to benefit from occupational training and otherwise increase their opportunities for more productive and profitable employment, and make them better able to meet their adult responsibilities."

Adult basic education programs, after the development of guidelines and approved state plans, were implemented early in 1965. Eighteen months later it was apparent the need was so great and the success of the program so widespread that funding was inadequate in many parts of the country.

Consideration of the entire program was undertaken, and in the fall of 1966, with the passage of the Adult Education Act, responsibility for Adult Basic Education was transferred from the Office of Economic Opportunity to the U.S. Office of Education. There, as Title III of the Elementary and Secondary Education Amendments (P.L. 89-750), Adult Basic Education has continued to be viewed as significantly successful and federal funds have increased.

In Iowa, a state extremely proud of its high literacy rate and educational system, the public was appalled to learn that about 15 per cent of its citizens 25 years or older had not completed the eighth grade or that over half had not graduated from high school.

With the creation of the position of Chief of Adult Education in the Department of Public Instruction in early 1965, Iowa began organizing ABE programs in the state with the assistance of federal funds. The first adult basic education programs were begun in the public school systems of Des Moines and Iowa City. By June of 1966 a total of 2,503 were enrolled, and by the end of 1968 the total was 4,862.

The legislation creating area vocational schools effective July 4, 1965 provided the opportunity for the responsibility for ABE to be transferred to these schools in most instances. The supervision of ABE rests ultimately with the Director of Adult Education in the area schools.

PURPOSE OF ADULT BASIC EDUCATION

The Adult Education Act of 1966 was established for the primary purpose of providing a program of federal grants to the states and territories for the

expansion or initial establishment of both basic and supplemental adult education programs. High priority has been assigned to the basic skills, especially communication and computational skills.

Administered by the U.S. Office of Education, the Adult Basic Education program was designed to enable adults to overcome the barriers to productive employment and social growth. By improving their ability to read and write the English language, these people should become better and more effective citizens.

Primary objectives of the ABE program include the following:

1. Make educational opportunities available to the undereducated adult.
2. Help the undereducated adult understand the responsibilities and duties that parallel his rights as a citizen.
3. Help the individual adult upgrade his basic achievement skills.
4. Give the undereducated adult the chance to acquire a basic knowledge of health, science, social studies and economics.
5. Build confidence in his learning abilities.
6. Make each learning experience for the undereducated adult a successful and meaningful one. (7:5)

Secondary objectives include the following:

1. Help the adult acquire the skills necessary to compete in the job market.
2. Help the adult acquire the skills to become a more effective parent.
3. Help the adult acquire the knowledge necessary to become a wiser consumer.
4. Help the adult acquire the skills to become a more knowledgeable, active, and self-sustaining citizen.

Such objectives are not attained by simply raising the literacy levels, nor can our society afford to merely wait for these goals to materialize. The curriculum must be designed to provide for the student to change his living patterns. This change should aid the student in achieving and maintaining the objectives set forth.

Objectives like these cannot be obtained through a traditional elementary-type program. Our educational offerings must be tailored to meet each adult's needs, and to help him formulate realistic goals for himself.

To recapitulate, one could simply list the goals of ABE in the terms first stated by the Department of Public Instruction in their ABE bulletin #1066E. (11)

1. Employment
2. Academic achievement
3. Personal satisfaction
4. Improved attitude
5. Further training
6. Social improvement
7. Cultural change
8. Human dignity
9. Self-respect

CHAPTER II

THE INSTRUCTOR

QUALIFICATIONS OF THE ABE INSTRUCTOR

1. Compassionate
2. Possessing knowledge of adult learning processes
3. Adaptable
4. Experienced in group dynamics
5. Patient
6. Versatile
7. Possessing a sense of humor
8. Optimistic in outlook
9. Creative - innovative
10. Analytical - able to size up a situation quickly
11. Forward looking
12. Philosophical - cracker barrel variety

There is no certification requirement as such for ABE instructors in Iowa. Administrators are free to select those whose background, interest, and desire to acquire the necessary teaching techniques will most advantageously serve the undereducated. Workshops and in-service training can fill in many technical gaps in the teacher's education, but compassion cannot be taught.

DESIRABLE CHARACTERISTICS OF AN ABE INSTRUCTOR

The instructor should recognize that illiteracy is not a disgrace, nor does it necessarily indicate low intelligence. In many instances, when adults

were children, schools were not available to them. Others had to leave school and go to work. Others had to drop out because of unhappy school experiences. Still others led migratory lives. Many are foreign born and have not had the opportunity to learn our language and gain educational skills.

One of the most important elements of a successful adult basic education class is the instructor and his ability to effectively use the materials provided in dealing with each individual in the class. The instructor must become aware of his student's needs quickly and establish a close working relationship with him. Each adult has specific problems and unique goals, realistic and unrealistic, immediately attainable and long range. The teacher should attempt to ascertain why the student is enrolled and what needs he is trying to satisfy. Together, he and the student can develop goals and find helpful ways of achieving them.

The successful instructor:

- is aware of individual differences and is quick to sense discouragement or frustration.
- understands the physical, mental, and social characteristics of the undereducated adult.
- organizes work into short units, allowing for frequent success experiences and insuring such success at each class meeting.
- is optimistic without denying the difficulty a particular learner may experience.
- is cheerful and friendly and has a sense of humor.
- keeps accurate records and evaluates his class progress regularly.
- believes in the dignity of the individual.
- is accepting of the student as he is, utilizing his life experiences in building curriculum.

- takes advantage of community resources for helping the learning or social problems of his students.
- keeps abreast of the latest materials and strives for professional growth.
- helps promote ABE by whatever means possible.

INSTRUCTIONAL TECHNIQUES FOR ABE

When working with adults, the instructor must disregard tradition and find new methods to help motivate the student. The adult is not an overgrown child. His potential is great enough that with proper motivation, under conditions designed for him as an adult, he will produce a rate of learning which has little in common with that of a child. Then, too, his previous experiences far exceed those of a child. We can expect some adult students to learn at a rate much faster than that anticipated in a child.

No one method of instruction will be successful. The teacher should try a variety of approaches. One technique is the one-room school approach where students are working at many different grade levels at the same time. A one-to-one teaching situation is used, or two or three students are grouped together where appropriate. In some instances the more advanced students may help the others, thereby reinforcing their own knowledge. A second approach is the well equipped learning resources laboratory where new media are being employed to motivate the adult and secure meaningful achievement results.

In working with adults, the following suggestions are helpful:

1. The teacher should speak in a friendly, conversational manner, using a well-modulated and expressive voice.
2. Adults should be encouraged and stimulated, but they must not be rushed.
3. The classroom should be well-lighted. Older adults must have

approximately 80 foot candles of light at table top.

4. The teacher should expect quality work but remember that such work will take time.
5. The teacher must make a special effort to reassure adults that they can learn. He must help them overcome feelings of insecurity and fear of competition with younger adult students.
6. The urgency or seriousness of pursuing education may sometimes lead adults to expect more rapid progress than they can achieve. The teacher of adult students should be alert to signs of discouragement, because if it is not detected and if timely counsel and encouragement are not given, adults will drop out.
7. The classification or identification of adults for the purpose of placing them in certain classes should be determined on the basis of their previous educational achievement rather than upon chronological age.
8. Adults should be encouraged to participate in group activities and to feel that their opinions are important. Their wealth of experience and wide range of talents enable adults to make valuable contributions to the group.
9. Each student should be given the opportunity to express his goals at the outset and should be encouraged to set new goals as the class progresses.
10. The teacher must repeat essential information frequently and summarize often.
11. Since all students do not react to the same kinds of stimuli, the use of a wide variety of teaching methods and techniques will insure that each student will be able to profit from the

instruction given. Group discussions, buzz sessions, role-playing, observations, and demonstrations can be used in making the lessons understandable and meaningful.

12. It is preferable to use untimed tests with adults because they react more effectively when not under pressure of time limitations.
13. The teacher should take every opportunity to praise good work. Errors should be minimized. The error, not the person, should be corrected.
14. Adults who learn new skills often have to change long-established patterns--a time consuming and, in some cases, frustrating process. The teacher can soften the effect of this experience by explaining that the problem of changing such patterns is common among adult students.
15. The teacher of adults has a responsibility in convincing the community that people can learn throughout life, and that older people must be given the opportunity to continue to use their skills and productive capacities and to participate in community life.

A number of basic psychological laws control and affect adult students in the learning process. The teacher of adults should understand these laws if he is to make the learning experience effective and enjoyable for the students.

The Law of Effect. People tend to accept and repeat those responses which are pleasant and satisfying and to avoid those which are annoying. If an adult enrolls in a course expecting to learn a new skill, for example, and quickly finds that he is learning it and enjoying the process, he will tend to want to keep returning to class.

The Law of Primacy. First impressions are the most lasting. This means that those first classes are all-important. The teacher should

arouse interest, create a sense of need for the subject matter, and insure that the students learn it correctly the first time.

The Law of Exercise. The more often an act is repeated, the more quickly a habit is established. Practice makes perfect--if the practice is the right thing. Practicing the wrong thing will become a habit too, and one that is hard to break. The teacher should be sure that his students are performing an operation correctly.

The Law of Disuse. A skill not practiced or a knowledge not used will be largely lost or forgotten. The teacher should recognize the value of repetition in the classroom for reinforcing newly-gained knowledge or skills. Studies have shown that the period immediately following the learning process is the most critical in terms of retention. Important items should be reviewed soon after the initial instruction.

The Law of Intensity. A vivid, dramatic, or exciting learning experience is more likely to be remembered than a routine or boring experience. This does not mean the classroom should be a circus or a theatre-in-the-round. But, on the other hand, the teachers longest remembered are those who have the ability to "bring their subjects alive." Vivid examples and other supporting material can make teaching dramatic and realistic.

Learning is a behavioral change in an individual. Behavioral changes do not become a part of a person until he has reinforced them through use. Remember, students do not learn as a result of what teachers do but as a result of what teachers get them to do. (2:21-22)

SOME IDEAS FOR TEACHING READING

1. Teach several skills at once.
2. Provide opportunities with new words. Have students say them aloud, use them in conversation, write them on the board, read them,

use them in word games, spell them aloud, write them in letters or sentences, find them in the dictionary and encyclopedia.

3. Use words they already know.
4. Introduce a few words at a time. Give plenty of opportunity to speak, read, and write them before presenting new words.
5. Use real-life experiences.
6. Give students the opportunity to succeed. Failure is a way of life with these people. The best way to motivate them to learn is to make sure they experience some success during every class session.
7. Repeat, repeat, repeat.
8. Keep activities short.
9. Have students bring in lists of technical words used in their work.

Discuss the words with the class. Use them as a basis for spelling lists.

"Much of the knowledge we now have about the teaching of reading has been developed by a curious and--in terms of the lives of students--wasteful pattern of extremes. We learned a great deal about oral reading by having too much of it, about silent reading by neglecting oral reading, about extensive reading by neglecting intensive reading, about sight-vocabulary by neglecting phonics, about phonics and speed by neglecting comprehension. We are now involved in a great controversy over the relative virtues of a developmental program with systematic instruction and an individualized program with incidental instruction.

One would think that it should finally have dawned on us that all of these practices have value and that the sensible, most efficient program encompasses them all." (7:III4)

SOME IDEAS FOR TEACHING MATHEMATICS

1. Relate the arithmetic problems to practical experiences.
2. Use relevant problems to explain the meaning of installment buying and calculating interest.
3. Plan a family budget. Besides giving students practice in mathematics it can help them learn to get the most for their income.
4. Have students bring to class materials used in everyday life that involve mathematics.

5. Follow the step-by-step procedure of opening a bank account. Filling out the necessary forms and writing checks should be part of every student's classroom experience. Actual bank forms and checks should be used.
6. Instruct the class on how to fill out the income tax form several months before income tax time. Fill in a sample form for them to follow.
7. Make use of newspaper advertisements for all types of computation. Sale catalogues are also a valuable source of mathematical problems.

SOME IDEAS FOR TEACHING SOCIAL STUDIES

1. Use current events to offer a wide range of opportunities in:
 - studying news media as sources for learning to discriminate rumor from fact, bias from objectivity.
 - assigning reports on areas of further interest.
 - learning to verify background material in reference books, dictionaries, and encyclopedias.
 - presenting the pros and cons of current issues.
 - taking a vote to ascertain class preferences on a current topic or election.
 - writing a letter to an official--local, state, or national--to express the class consensus.
2. Learn about the voting procedures in your locale as well as nationally. See that the class members know how and where to register. Make sure the voting machine and its operation is not a mystery.
3. Obtain income tax forms from Internal Revenue Service and go over their purpose and application. This is a good opportunity to discuss who pays and how government is financed. Finally, who is the government.
4. Study the purpose of Social Security and Workmen's Compensation.

Each adult student should have a Social Security number. Be sure the class members are availing themselves of any benefits for which they may be eligible.

5. Discover how juries are selected and the purposes of a jury system.
6. Know the places of interest in the community. Use a map and learn how to read it and find important locations.
7. Study the origins of national holidays. If ethnic groups are represented in the class, have them explain their particular holidays and the customs that go with them.

SOME IDEAS FOR TEACHING FAMILY LIVING

1. Bring in speakers from various sources - welfare workers, legislators, or Social Security representatives.
2. Discuss newspaper stories or television reports on news of the day.
3. Outline budgets in conjunction with mathematics.
4. Study and discuss newspaper, radio, and television advertising.
5. View films on children's behavior or emotions.
6. Use role playing by teachers and parents to help understand children's problems.
7. Take field trips.

Checklist of Techniques for the Instructor: (6:Entire paper)

1. Before you start your class, thoroughly familiarize yourself with your materials. You may find it helpful to complete a set of workbooks yourself.
2. When interviewing students, try to get as much information as possible about them without being obnoxious. The more you know about a person the better you can understand his problems.
3. Be friendly, warm, and courteous.

4. Be a good listener. Many people in your class may have overwhelming problems. Often your supervisor can suggest or find help. Even when you can not help, your sympathetic understanding and concern may fill a need.
5. Use math placement tests so the student will not be bored by repeating what he already knows.
6. Use group discussions to create a good class atmosphere. Try to keep them on an educational plane. Discourage horseplay and do not let the discussions deteriorate into a "kaffee klatch."
7. Know your student's names.
8. Have up-to-date information on each student readily available.
9. Start and end your class at the appointed hours.
10. Report absences promptly and follow up on absent students.
11. Turn in all required records on time.
12. Never criticize. Encourage and praise the student whenever possible.
Be sincere.
13. Smile!

INSTRUCTOR SELF-EVALUATION

"All adult students learn more, and are more likely to stay, if their teacher is creative--constantly tries new ways to get his point across."

-----Techniques. February, 1968.

- _____ 1. Have I tried a really different approach (audio-visual aid, games, group discussions) with my class in the last month?
- _____ 2. Have I used a news article or cartoon from a newspaper or magazine as a basis for class discussion?
- _____ 3. Have I spent extra time and effort with a person even though
"I can't really see what he's doing in class"?

- _____ 4. Have I done anything to make my room more attractive, such as making use of a bulletin board?
- _____ 5. Have I tried to include consumer education in the 3R's?
- _____ 6. Have I found a means of working with the group so that a group feeling evolves?
- _____ 7. Have I made use of my students' talents by having them help each other?
- _____ 8. Have I helped my students feel they have made progress and found success in learning?
- _____ 9. Have I provided extra drill and practice in areas where the material provided is not sufficient?
- _____ 10. Have we practiced writing letters?
- _____ 11. Am I teaching for my needs or to help my students?
- _____ 12. Do I belong to IAPSAE? Am I growing professionally?

"Seven inhibitions can block creative thinking--pessimism, narrow-mindedness, blind conformity, self-satisfaction, super-perfectionism, timidity, and procrastination. And procrastination is the biggest block of them all." ---Techniques February, 1968.

CLASSROOM MANAGEMENT

ABE classes are made available to the students without charge; and all educational materials, such as texts, references, and supplies are furnished for the student.

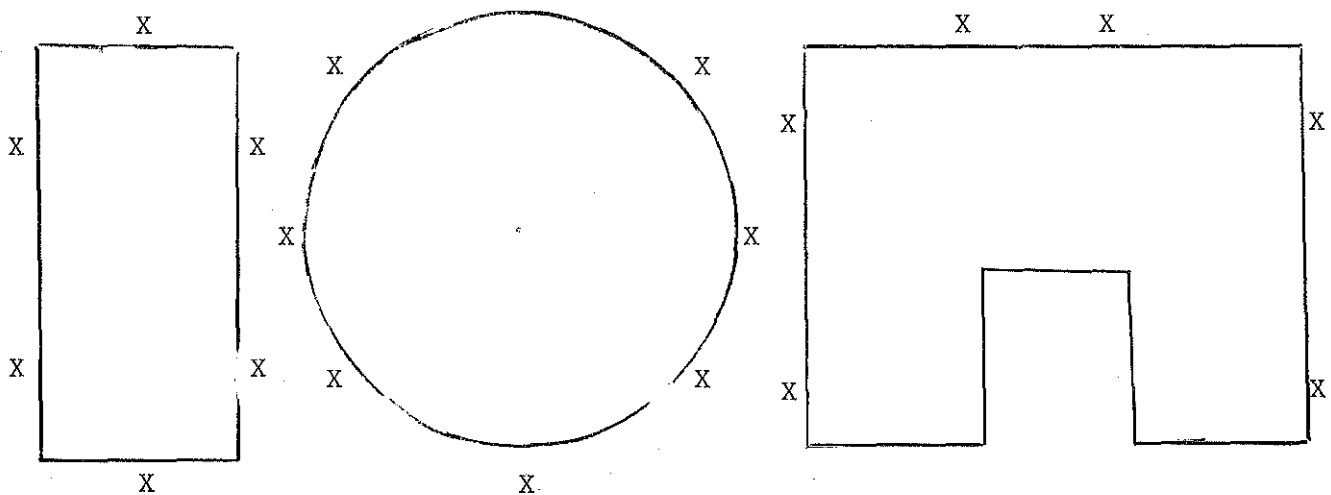
It is the philosophy of the Adult Basic Education Program to take the program to the student, because in working with the undereducated and the lower income adult it is necessary that the program be easily accessible.

Facilities for Adult Basic Education classes have been public schools and community college buildings. Other possible public facilities include Salvation

Army centers, libraries, YMCA, YWCA, CAP, and neighborhood community centers, community houses, and churches.

The recommended class size has been eight to ten students per teacher. The undereducated adult needs much more personal attention; therefore, the enrollment must be kept small to meet his individual needs.

The classroom arrangement is somewhat different too, for the adult student in that table and chairs are preferred. The following are suggested arrangements:



The adult student participating in the program may have achievement ranging from 0 to 9th grade level. Instruction is very similar to the one-room school in that it becomes a kind of individualized tutoring, taking students from the level they presently possess and helping them improve toward the 9th grade level.

A few minutes of each class session should be spent in general conversation to develop rapport with and among the students. Many classes have coffee breaks half way through each session. Some adults prefer to smoke while working.

The important thing to remember in the arrangement and management of a class is always to consider what will produce the best results for those involved.

GENERAL SUGGESTIONS FOR SUCCESS:

1. Be natural with your students. You, as a person, may share with them some of your concerns, some of your joys, something about your family life. You and your adult students have much in common.
2. Be a good listener. There are many aspects of life that your students know more about than you do. Always remember that any adult has had his share of experience even though he may not read or write well.
3. Accent the positive: Be cheerful, optimistic, and relaxed.
4. Be on time. Be a good host or hostess as well as a good teacher. Greet your students by name and with a smile. Tell them goodbye when they leave.
5. Recognize that adults who are valuable and interesting people in the eyes of the teacher will realize a new sense of their own worth.
6. Never reveal shock at anything a student tells you. Listen closely but do not over react.
7. Do not remind students they were foolish for dropping out of school or for never having been in school. They know this. Praise them for having the courage and interest to return.
8. Do not become discouraged. Be satisfied with small gains. Remember that many of these students have a long record of failure and are not going to change overnight.
9. Be prepared to answer patiently the most simple, obvious questions. A friendly, relaxed attitude will help the student feel comfortable and unthreatened.
10. Plan successive short courses in basic skills. They are more effective than one long course because a series of small successes helps to motivate and bring about new self-concepts and self-confidence.
11. Be sure that the student is made aware of the fact that learning is possible through making mistakes and that it is human to make mistakes.

12. Build in each student a responsibility for others. Let your classroom be a learning team process. Let everyone lead and everyone follow.

ORIENTATION OF STUDENTS - FIRST CLASS SESSION

When you meet your class of adult students for the first time, you may find yourself confronted with an entirely new situation and undoubtedly some unique problems. As in any teaching situation, a good beginning is one of the most important results to strive for, especially in the first class meeting.

1. Prepare a name tag for each student, using first and last names. Prepare one for yourself using first and last name. Everyone, including the teacher, should either be on a first name basis or on the more formal Mr. and Mrs. level.
2. Arrive early.
3. Arrange tables and chairs to best fit the particular group.
4. Start the coffee and perhaps have cookies to serve.
5. Display ashtrays and matches prominently.
6. Point out restrooms.
7. Greet each student at the door. Some will be almost too timid to enter the classroom the first time.
8. Be cordial, be friendly, and make introductions.
9. Make everyone feel welcome and important to the conduct of the class. Briefly outline the goals and objectives and how the class will function.
10. After a brief orientation, take a coffee break. During this time the class can look over the instructional material and get better acquainted. Visit a few minutes with each student individually. Administer the initial placement test and make a personal history record for each student.

11. Conduct initial interviews with these points in mind:

- be as informal and relaxed as possible.
- explain the purpose as, "I need to find out how well you read (or solve arithmetic problems) so as to know best where your class work should start," rather than a "I'm going to give you a test now."
- try to find a private place away from the group.
- let class members know that you will help them in the areas in which they feel they need help.
- give them a chance to tell you about their educational problems and successes.
- tell them their placement level.
- show them the materials they will be working with. Help each student select a short term goal.
- make sure each one gets a few minutes for the initial interview, since registration is a continuous thing and students may arrive at any time.
- give each student your telephone number so he may reach you if he can not attend the next session.

12. Try to have a brief and informal lesson planned. This will give students an idea of what the class will really be like.

13. Dismiss the group on time. Let them know that class will start and stop on time.

14. Be available if an individual student wants help after the class has been dismissed at the appointed time.

15. Indicate your genuine pleasure with the attendance of your students. See each one off and say good evening as they leave the class. Encourage them to be back the next session. Make this a regular practice.

16. Follow up on absences personally or by whatever means necessary-- telephone call, personal visit, or referral to original recruiter.

RECORD KEEPING IN ADULT BASIC EDUCATION

1. Attendance Records

Attendance records in the Adult Basic Education program are primary documents. The purposes for attendance records are:

- to assist in giving proper guidance.
- to allow for personal follow-up on students who may be having difficulty in meeting class schedules and whose attendance, or lack of it, may be hindering progress in the program.
- to compute full time equivalent enrollment (FTEE) for general state aid.

2. Personal and Educational Inventories

These forms can be filled out informally by the teacher and the student. The information is meant to help the teacher better understand the student and his needs. Some of the information can be added later as the teacher learns more about the student.

A folder containing records on each student can be kept on such things as evaluation and scores. This folder might contain remarks about special problems that the student is having. If the student has expressed his goals and reasons for being in the class, this information should be in his educational inventory folder as a reminder to the teacher. Any additional information which is of value in helping the instructor understand and help the student should be added to his folder.

Suggested forms for use in getting and keeping information on ABE students follow. These may be expanded or adapted to the individual program.

ADULT BASIC EDUCATION

PERSONAL INVENTORY

NAME _____ DATE _____

ADDRESS _____ TELEPHONE _____
(Street) (City)

AGE _____ SEX _____

MARITAL STATUS _____

NAMES AND AGES OF CHILDREN _____

PRESENT OCCUPATION _____

WHERE EMPLOYED _____

HOBBIES OR SPECIAL INTERESTS _____

PHYSICAL DEFECTS OR HANDICAPS: _____

ANY OTHER PERTINENT INFORMATION:

ADULT BASIC EDUCATION

EDUCATIONAL INVENTORY

NAME _____ DATE _____

YEARS OF FORMAL SCHOOLING _____

WHY DID YOU LEAVE SCHOOL? _____

SUBJECTS LIKED BEST _____

SUBJECTS LIKED LEAST _____

REASONS FOR RETURNING TO SCHOOL _____

INFORMAL READING LEVEL _____

MATH LEVEL _____

SPECIFIC READING DIFFICULTIES _____

RECOMMENDATIONS: _____

INSTRUCTION LEVEL	START	FINISHED
<u>LEVEL I - BEGINNING</u>		
<u>LEVEL II - INTERMEDIATE</u>		
<u>LEVEL III - ADVANCED</u>		
LIST OF MATERIALS USED: _____		

State of Iowa
DEPARTMENT OF PUBLIC INSTRUCTION
Paul F. Johnston, Superintendent
Des Moines, Iowa 50319

Date _____
Initial Report _____

STUDENT INFORMATION FOR
ADULT BASIC EDUCATION PROGRAM

Final Report June 30, _____

Name of Test Used: English _____
Math _____

[illegible]

VOLUNTEER WORKERS IN ABE

Adult Basic Education classes may be improved by the addition of carefully selected volunteers. These people who desire to provide service to the educationally disadvantaged can lavish time and attention in ways the instructor can not.

The volunteer may be just the one to go over a particularly difficult concept again and again until it becomes clear. He may be the serene friend the adult student needs at the time of stress in his own life. He may be able to reach the hostile "show me" person to whom life's bitter experiences seem to have taught that no one cares. The volunteer may relieve the instructor in paper work and clean-up detail so necessary to the success of any program.

As it is necessary to screen applicants for instruction carefully, so also it is important to select with care the volunteers to work in the ABE classes. Compassion, emotional stability and willingness to accept the adult student as he is without injecting middle-class mores are vital to the success of the volunteer program. The volunteer must let nothing interfere with regular attendance; adult students look for familiar faces at each session.

An in-service training session with selected volunteer workers will logically be as important, then, as with the instructors themselves. The volunteer should be familiar with the general social background of adult students, the particular aspects of ABE in that locale, and the state and national goals of basic education.

Volunteers are most likely to come from groups that are alarmed by problems of poverty, illiteracy, unemployment, welfare, or any of their concomitant aspects. These groups may be categorized generally as:

- church groups
- study clubs

- professional organizations
- retired persons
- service clubs

Volunteers take tremendous pleasure and pride in their work. The best ones become excellent new teachers, for they have already had training and experience.

CHAPTER III

THE ADULT STUDENT

COMMON CHARACTERISTICS OF ADULT BASIC EDUCATION STUDENTS

Probably the most important responsibility of the Adult Basic Education instructor is to know his students -- their intellectual capacities, environment, experiences, motivations, and personal characteristics.

Each student is an individual with certain distinctive qualities of his own, but the following characteristics are commonly found in adults who are in need of basic education: (8:II2-14)

1. Lack of Self-Confidence. Because disadvantaged adults have rarely experienced success either as children in school or in their work or social life since leaving school, they often feel inadequate, unable to learn and compete.

Implications: Teachers should help their adult students experience success during the first class session--and in every class session. The teacher should allow each student to set his own pace in approaching classroom tasks.

2. Fear of School. Fear usually stems from a student's unpleasant past experience with school. He may have been ridiculed by teacher or classmates because of his inferior clothing or his inability to attend regularly.

Implications: Teachers must avoid at all costs use of ridicule or sarcasm with undereducated adults. The need for warm, uncritical acceptance of the undereducated student's slowness in learning, of

their off-beat and perhaps dirty clothing, of their sometimes shocking language cannot be overemphasized.. However, one would hope these characteristics would improve because of class participation.

3. Living in Conditions of Economic Poverty. There is a high correlation between the level of education and the level of income--the less educated having the lower income.

Implications: When these physical handicaps exist, the teacher should seek a way to remedy them by referral to social agencies.

4. Values, Attitudes, and Goals Differing from Upper and Middle Class Norms. Undereducated adults, more likely than not, have a value system widely different from that of adults of the upper and middle classes.

Implications: Strong opposition to these values and attitudes is not the way to change them, nor is changing them always advisable. The instructor does not have to agree with the student's values, but he must accept the student as a person.

5. Weak Motivation. Motivation of undereducated adults is low because of their inability to accept the American middle class values of success, efficiency, practicality, work, equality, and freedom. They are easily discouraged and frequently exhibit an attitude of almost complete resignation because of these repeated failures.

Implications: The instructor should try to find material that the student can master and find interesting.. Success is important to achieve in small steps.

6. Feeling of Helplessness. When a student doubts his ability to learn, his thinking process is blocked or retarded.

Implications: The teacher should strive to build in the student a feeling of self-confidence.

7. "Live for Today" Philosophy. Many adults from lower socio-economic backgrounds have little concept of long-range planning in their lives.
Implications: This means that motivation to learn must be based on immediate rewards.
8. Hostility Toward Authority. Undereducated adults, initially at least, rarely view teachers as friends. Just acting friendly will not reassure the students.
Implications: The instructor may have to run the gamut of student hostility and defensiveness for quite a while before he is fully trusted. The adult instructor must project himself as a friend or guide, rather than as a teacher authority.

Compared with children, adults:

1. are more realistic.
2. have had more experience.
3. have needs which are more concrete and immediate than those of children.
4. do not comprise a captive audience.
5. are used to being treated as mature persons and resent having teachers talk down to them.
6. enjoy having their talents and information used in a teaching situation.
7. through their fifties, and sometimes well beyond, can learn as well as youth.
8. attend classes often with a mixed set of motives.
9. are sometimes fatigued when they attend classes.

The following are common characteristics of the adult learner:

1. The adult learner is likely to be rigid in his thinking and less willing to adopt new ways.
2. He usually requires extra time to perform learning tasks.

3. He is impatient in the pursuit of learning objectives.
4. He requires better light for study tasks.
5. The older adult has restricted powers of adjustment to external temperature changes and to distractions.
6. He has difficulty in remembering isolated facts.
7. He suffers from being deprived of success.
8. He has compelling responsibilities competing with education for his time.
9. Returning to school has been a momentous voluntary decision for him.

SCREENING AND PLACEMENT OF THE ABE STUDENT

It cannot be overemphasized that adults entering a formal education program for the first time, or after a lapse of many years, are very apprehensive. The screening process should be as informal as possible, with the emphasis placed on making the student feel accepted and at ease. Standardized tests can be used if the instructor knows the ability of the student and has achieved a good working relationship. Occasionally, it is wise to make a subjective judgment of placement based on the oral interview.

Testing in the Adult Basic Education program has four purposes:

- To determine the initial placement of the student.
- To measure the student's progress.
- To determine the student's eligibility for advancement.
- To evaluate the program.

To know at what level to begin reading instruction is a problem that faces every teacher of undereducated adults. Few adults are completely illiterate, and to save time a teacher should have a quick, convenient method for discovering each student's reading grade-level. The Gray Oral Reading Test is one simple and

satisfactory method of placement. Another may be teacher-devised.

The following material on levels and inventory is adapted from Teaching Reading to Adults, published by the National Association for Public School Adult Education, Washington, D.C., 1962.

Levels of Reading

1. The Frustration Level. On this level an adult knows and recognizes less than 90 per cent of the words he reads and has extreme difficulty comprehending what he has read. If there are too many strange words or ideas in such material, he will have difficulty understanding by use of word-attack skills alone. This will make reading laborious rather than pleasant, and the adult may become so frustrated that he drops out of class.
2. The Instructional Level. The adult at this level knows and recognizes more than 90 per cent of the words he reads and can understand what he has read. Although he will need help with materials on this level, he can, with instruction, learn the new words and make progress toward higher levels of skill. This is the actual level of his true reading ability and the point at which instruction will be most useful.
3. The Capacity Level. This is the level at which the student can understand and remember 75 per cent of the material READ to him. This level provides a rough estimate of his capacity and may improve with instruction.
4. Interpreting the meaning of levels. An adult may have an instructional level of 3.0. This is the level at which

learning will occur most effectively. Any material graded higher than 3.01 will tend to frustrate and discourage him; but with materials graded slightly lower than 3.0, such as 2.5, he will be able to read independently, with pleasure and a real sense of achievement.

Administration of the Inventory

Some adults will know more about reading than they realize, but many others are far less competent than they think. One of the first things the teacher will want to do is to determine the instructional reading level of each adult in his group. To do this he might use these procedures:

1. Select four books which have a range of difficulty covering varying degrees of ability. Any series of graded readers from grade one through grade eight will serve.
2. Beginning with the first, have the adult read the first sentence on every fifth page or so. Then try the next book, and the next. From this procedure the teacher should be able to decide in which book the student can read 90 to 95 per cent of the words.
3. Take the book selected during the reading trial. Have the adult read several pages. If he can read and understand most of what he has read, that is his instructional level. If not, try another book on a lower level; or just assume that the next lower level is his instructional level.
4. By rule of thumb, the independent level may be thought of as one grade below the instructional level, and the frustration level one grade above it.

5. The capacity level can be estimated by using an intelligence test or by reading to the adult from a graded reader and then asking questions about what has been read. It is doubtful that the teacher will want or need to determine the capacity level unless he has real doubts about an adult's mental capacity. In that case, of course, he would use a standardized test and seek help from reading and testing experts suggested by the administrator.

A teacher-made test in arithmetic should include both computation and reasoning problems. It should also include problems of graded difficulty from simple to more complex. The following skills should be covered: (13:139)

- Addition with no carrying
- Addition with carrying
- Addition using dollars and cents
- Subtraction with no borrowing
- Subtraction with zero difficulty
- Subtraction with borrowing, but no zero difficulty
- Multiplication with one multiplier
- Multiplication with a two-digit divisor
- Long division with a one-digit divisor
- Long division with a two-digit divisor
- Addition, subtraction, multiplication, and division of fractions
- Addition, subtraction, multiplication, and division of decimals
- Percentage problems
- Problems of measurement

Comprehensive tests may be provided in the arithmetic materials used in the program. They will quickly indicate points of difficulty. Of course, it must first be explained carefully that the place where difficulty is encountered is

the point in the book where the student will start.

In many cases a student will readily agree to work a few problems on each page until he himself recognizes he has reached the place in the book where he needs to work more thoroughly.

The feeling of success achieved by understanding the first problems he works will give him encouragement in tackling the harder ones.

MOTIVATION AND GUIDANCE OF THE ABE STUDENT

The undereducated adult needs frequent encouragement. His goals must be examined with him often and in short term objectives. Classroom atmosphere and the instructor's attitudes can have a great influence in motivating the student. The instructor can help him by selection of materials that are adult centered and which meet his needs.

One of the biggest student motivators in a basic education program is success. If the student gains success each session, he will be more determined to reach his long-range goals.

It is important that a good student-instructor relationship be established in the early stages. The personality and individual approach of each instructor will be vital in securing this relationship. These terms are the keys to motivation:

- Success
- Enthusiasm of instructor
- Praise

Those who enroll in an ABE class for economic reasons--to get a job or to advance in a job they already have--are usually interested students. The same can be said for those who enroll to improve their self-image or their image as parents. But those who enroll to fulfill a social agency requirement are more reluctant to participate, and the teacher may experience a feeling of frustration

in efforts to motivate them.

Motivation is the key to learning. Some adults have specific objectives, such as needing to earn a high school certificate for job improvement, while others have only a general interest in the subject matter. It is the teacher's responsibility to discover what motivates each adult student and to strengthen and reinforce that motivation.

Motivation of the Student

In the December 1968 issue of Techniques, Dr. Harry L. Miller describes two kinds of motivation--that which brings a student to class and that which keeps him there. They are not necessarily the same thing.

Dr. Miller states that for many vocationally-oriented students, the initial motivation is to improve performance on the job and thus, hopefully, to increase their income. For other students, the "love of learning" may be the initial motivation. Whether or not these initial motivations can be transformed into the specific motivations required to bring about learning depends, in large part, on the instructional skills of the teacher.

According to Dr. Miller, the teacher must deal with both the positive and negative forces in every learning situation. Examples of high motivation forces are the desire to get a better job, the fellowship of other students in the class, and the self-esteem of doing something worthwhile. Forces which tend to reduce motivational drive are the requirements of going to class after a busy day and fear of failure. The task of the teacher is to identify and then to remove the resistant forces. It may be impossible to eliminate night sessions; however, the pace can be varied, and the students can be provided with challenging activities so that the time does not drag.

Most men and women involved in adult learning activities have the choice of dropping out at any time or remaining until the completion of the course. This

lack of the compulsory aspect makes adult education a direct challenge to the holding power of the teacher.

If his classes drag,
if his techniques are boring,
if he doesn't maintain the interest of all,
he may find himself facing an empty classroom! (13:8)

Guidance of the Student

The instructor, because of his closeness to the adult student is in an excellent position to offer guidance. The undereducated adult needs help in:

- Establishing realistic vocational and educational goals.
- Finding out how and where to look for jobs.
- Solving personal and family problems that may be blocking his ability to learn or even to attend classes.
- Contacting community agencies that will help solve personal and family problems.
- Learning what his legal and social rights are.

The instructor should always be available to the student and show sincerity, interest, and respect.

The instructor is sure to question his own ability or training in the area of counseling. His chief function might well be to listen, to act as a friend, and to be aware of the places to go for help when it is apparent professional services are needed. Following up on a student's problems, and finding a solution can then make possible some learning on the part of the student.

Teachers who are particularly successful in informal personal conferences with their students use these attitudes and approaches:

The Teacher Listens. When individuals are so absorbed with self and so involved in telling they may have virtually lost--or never learned--the art

of listening. As evidence, witness the competition for the floor in any conversational situation. The student seeks out the teacher for an individual conference because he has something to say. He does not want the teacher to do all the talking.

The Teacher Clarifies. A particularly effective technique is the restatement of what the student has said. Even though nothing new has been added, the student's statement often assumes new meaning when he hears someone else say it.

The Teacher is Aware of Non-verbal Clues. Rejection can be communicated by the teacher's behavior as well as by his words. It is, therefore, of extreme importance that the teacher be aware of his own facial expressions, gestures, and movements--even the clearing of his throat. Such behavior, if inappropriately timed, can say to the student just as clearly as words: "I do not accept you and am not genuinely interested in you." The counselor must also be aware of non-verbal clues given him by the student. For example, trembling, fidgeting, twitching, and rigidity are tip-offs to emotional tension and high feeling.

The Teacher Uses Easy-to-understand Language. It is all too easy to intimidate and alienate students by using language which is "over their heads." Use of big words may have two unfortunate results: 1) the student feels stupid because he doesn't understand; 2) the teacher does not know that he is misunderstood, because the student is ashamed to tell him so.

The Teacher Knows How To Ask Questions. The teacher in his role as counselor asks only one question at a time, not two or three in the same breath... uses straight-forward questions. Trick questions may be amusing, but they can stop a conference. He should avoid asking questions in which the answer is

suggested: "Wouldn't you like to read more in your spare time?" Yes, some students may, but maybe not that particular student. Silence can be just as effective as questions in drawing out a student...if the teacher has the ability to feel relaxed and comfortable during a silence.

The Teacher Doesn't Tell What He Hears. The quickest and most effective way to destroy a good student-teacher conference is for the teacher to reveal information that has been given in confidence. Many bits of information make interesting small talk and gossip. But the teacher is ill-advised to repeat confidences, because the spoken word--like the proverbial penny--usually returns to its owner and can never be recalled. (8:V10-11)

GENERAL EDUCATIONAL DEVELOPMENT TEST

Since nearly half of the people of the State of Iowa are not high school graduates, the long range goal of Adult Basic Education may be the attainment of a high school equivalency certificate for each non-graduate. Information on the test and the mechanics involved is included here. It is meant to serve as a resource to the ABE instructor.

GED means General Educational Development. The name refers to a test used extensively in the armed forces and most states to evaluate the educational attainment of non-high school graduates. Since 1965 the State of Iowa has granted a high school equivalency certificate which has status equal to a diploma granted by a board of education. It has been accepted in most situations requiring a high school diploma--college, vocational school, job advancement, licensing, and union apprenticeship.

The test itself is in five sections:

- Correctness and Effectiveness of Expression
- Interpretation of Reading Materials in Social Studies
- Interpretation of Reading Materials in the Natural Sciences

- Interpretation of Literary Materials
- General Mathematical Ability

The first section includes grammar, syntax, spelling, and punctuation. The three "interpretation" tests are based on skill in reading with understanding so that an adequate vocabulary in each area is essential. The section on mathematics presumes a basic understanding of general mathematics, including some algebra and geometry. Tests one and five present the most difficulty to the average person.

The adult makes application to the Department of Public Instruction, Grimes State Office Building, Des Moines, Iowa 50319, to take the test. A facsimile of the form and instruction sheet are attached. The application is sent in duplicate with the five dollar fee. If one is under 21, a copy of his most recent transcript must accompany the application. This is to verify the applicant's eligibility, for he must prove that it is now one year past the date when his class graduated from high school. The GED is not a short cut for the teenage drop-out.

The student receives a form from the Department of Public Instruction acknowledging his application and directing him to the nearest testing center. Upon his successful completion of the test, his scores are reported to the Department of Public Instruction in Des Moines. The student then receives a form asking him exactly how he wants his name to appear on the certificate. That form plus a second five dollars is mailed to Des Moines. When the completed certificate is returned, the student is indeed considered a high school graduate.

Each of the five sections takes two hours or more to complete. No one should attempt to take all five sections in one day. One must achieve an average standard score of 45 and no lower than 40 on any one section of the test.

If a student fails to receive an acceptable score on one or two sections-- he may enroll or re-enroll in a GED review class. When the teacher is satisfied

that the student knows the material, he signs the form (copy attached). With five dollars the student makes application again, this time for a re-test. If he chooses not to review, he may reapply to take the test after one year.

An increasing number of Iowa residents are taking advantage of this method of becoming high school graduates.



STATE OF IOWA • DEPARTMENT OF PUBLIC INSTRUCTION

GRIMES STATE OFFICE BUILDING • DES MOINES, IOWA 50319

PAUL F. JOHNSTON • STATE SUPERINTENDENT
DAVID H. BECHTEL • ADMINISTRATIVE ASSISTANTW. T. EDGREN
Assistant Superintendent
AdministrationL. N. JENSEN
Assistant Superintendent
InstructionWM. BAILEY
Assistant Superintendent
Area Schools

In reply to your request, we are enclosing an application for a High School Equivalency Certificate.

You will need to meet the following requirements:

1. You must be able to state that you would have been graduated at least one year prior to the date of this application if you had not dropped out of school.
2. If you are less than 21 years of age, you must have an official transcript of high school credits sent to the Superintendent of Public Instruction.
3. You must take the General Educational Development Tests at an assigned center after approval of the application.
4. You must enclose a five-dollar fee with your application.
5. You must send an additional five-dollar fee for a certificate.
6. Please complete & return the enclosed application to:

C. J. Johnston
Chief, Adult Education
Department of Public Instruction
Grimes State Office Building
Des Moines, Iowa 50319

Sincerely,

C. J. Johnston
Chief, Adult Education

CJJ/np

enclosure

[illegible]

XXXXXXXXXXXXXXXXXXXX

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Bibliography

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C_{60} , C_{70} , C_{84} , C_{90} , C_{96} , C_{100} , C_{114} , C_{120} , C_{132} , C_{150}

$\text{H}_2\text{O} + \text{H}_2\text{O} \rightarrow \text{H}_2 + \text{OH}$
 $\text{H}_2 + \text{O}_2 \rightarrow \text{H}_2\text{O}_2$

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State of Iowa
DEPARTMENT OF PUBLIC INSTRUCTION
Paul F. Johnston, Superintendent
Des Moines, Iowa 50319

APPLICATION FOR HIGH SCHOOL EQUIVALENCY CERTIFICATE

Accompany this application with a \$5.00 fee (check or money order) made payable to the State Superintendent of Public Instruction and an official school transcript if the applicant is less than 21 years of age.

Send two (2) copies to: C. J. Johnston, Chief
Adult Education
Department of Public Instruction
Grimes State Office Building
Des Moines, Iowa 50319

1. Name _____
(Please Print) Last First Middle
2. Place of birth _____ Date of birth _____
3. Name on school record if different from Item 1 _____
4. Resident of Iowa? Yes ___ No ___ Dates of residency _____ to _____
5. Last school attended _____
(Name of School) (Date of last attendance)
- _____
- (Address of School) (City) (State) (Zip Code)

6. Have you previously taken the GED tests? Yes ___ No ___

If "Yes": _____
(Address where tests were taken) (Date tests were taken)

I CERTIFY THAT THE ABOVE STATEMENTS ARE TRUE TO THE BEST OF MY KNOWLEDGE

(Signature of Applicant) (Date Signed)

Address: _____
(Street)

(City) (State) (Zip Code)

FOR STATE USE ONLY

The above named applicant has been approved and is granted permission to take the necessary tests.

(Signature of State Superintendent of Public Instruction) (Date Signed)

$\frac{1}{2}$ 1 2 3 4 5 6 7 8 9 10 11 12

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[illegible]

© 2005 Wiley Periodicals, Inc. *J Polym Sci Part A: Polym Chem* 43: 1005–1014, 2005
DOI 10.1002/pola.20305

$\mathcal{P}_0 = \{ \text{Carnegie, Smithsonian, Harvard, Yale, } \dots \}$
 $\mathcal{M}_{\mathcal{P}_0} = \{ \text{Carnegie, Smithsonian, Harvard, Yale, } \dots \}$

$$J = \frac{1}{2} \int_{\mathbb{R}^n} |\nabla u|^2 dx - \frac{1}{2} \int_{\mathbb{R}^n} u^2 dx$$

$\partial^2/\partial x^2 + \partial^2/\partial y^2 = 0$

[illegible]

[illegible]

2000

100

1. *Journal of the American Medical Association*. 1998;279:1001-1005.

2000

$$\begin{aligned} & \frac{1}{2} \left(\frac{1}{2} \right)^2 = \frac{1}{8} \\ & \frac{1}{2} \left(\frac{1}{2} \right)^3 = \frac{1}{16} \\ & \frac{1}{2} \left(\frac{1}{2} \right)^4 = \frac{1}{32} \end{aligned}$$

[illegible]

$\rho_{\text{eff}} = \rho_0 + \frac{\rho_0}{2} \left(\frac{v}{c} \right)^2$

[illegible]

10

C. J. Johnston
Chief, Adult Education
Department of Public Instruction
State Office Building
Des Moines, Iowa 50319

Dear Mr. Johnston:

This is to inform you that _____,
Name
of _____,
Street City
_____, _____, satisfactorily completed
State Zipcode
study on _____, in the area or areas
Date
checked below:

_____ Correctness and Effectiveness of Expression
_____ Interpretation of Reading Materials in the
Social Studies
_____ Interpretation of Reading Materials in the
Natural Sciences
_____ Interpretation of literary materials
_____ General mathematical ability

I recommend that this person be approved for a retest.

(Signature of Adult Education Director)

[illegible]

CHAPTER IV

R E C R U I T M E N T

RECRUITING THE ADULT

Recruitment for the Adult Basic Education program is a major problem. There are many reasons:

- Society has attached a stigma of inferiority on the undereducated adult which has forced him to put up defenses to protect himself.
- For years the undereducated adult has survived without adequate education.
- He is embarrassed to have to admit that he has failed to learn as a child.
- He is very fearful of getting into a school situation similar to the one where he first faced academic failure and ridicule.
- Until recently the only jobs available to many in this group were in occupations one could hold without much formal education.

As a result of all these factors, the adult student has many fears concerning his participation in education of any form.

The adult basic instructor, directly or indirectly, becomes involved in recruitment. One direct method is to make personal calls on prospective students. This is an effective practice because it allows the instructor to meet the student in his home environment and help alleviate some of the fears the student may have about the program. It also gives the instructor an opportunity to become better acquainted with the student and his problems.

Another direct method of recruitment can be applied when a student stops coming to class. The instructor certainly should make contact with that student to try to determine the reasons for his absence.

Indirectly, the instructor influences other students to enroll in the program by his attitudes and methods of working with his present class. Nothing succeeds like success, and the satisfied adult student often recruits his friends, neighbors, and relatives to join him in learning.

METHODS OF RECRUITMENT

The key to recruitment is wide dissemination of information with an aggressive person-to-person program. The hard-core undereducated adult presents a special problem because ordinary information channels do not reach him.

The most successful program of recruitment has been a personal invitation from a member of the student's peer group.

Other methods and sources of recruitment that have been used successfully are:

- Newspapers. Obviously, the undereducated adult cannot or frequently does not read papers, so this is an indirect approach. But human interest stories of people in the program can help to arouse the general public to tell potential students about it.
- Spot Announcements on Radio and Television. With this method, the potential student learn that he is not alone in his handicap.
- Flyers. Flyers are best used when taken home by school children. They can also be stuffed into sacks at the friendly neighborhood grocery, left at a laundromat, distributed at neighborhood meeting places.
- Labor Unions and Employers. These groups can help to identify potential adult students and encourage them to enroll.

- Churches. Some undereducated people may have a close association with the church. The churches are very much interested in helping people improve themselves.
- Nationality Groups. These groups are often most eager to enter a literacy program.
- Minority Organizations. These organizations are usually most anxious to assist in literacy program recruitment.
- Schools. School records can help to identify potential students. School counselors and school nurses can be very helpful.
- Community Centers. In cities with neighborhood centers, the executive offices will know of those in need of further education and can help in recruitment.
- Governmental Agencies. Included in these groups are welfare agencies, community action programs, employment service, public health service, library, and law enforcement groups. Extreme tact is recommended when approaching these groups for help in recruitment.
- Service and Civic Clubs. These groups include Rotary, Kiwanis, Lions, Jaycees, Chamber of Commerce, Legion, VFW, lodge groups and others.
- Recruitment Posters. Posters placed in various locations where potential students congregate have produced results.
- Locating in Public Buildings. A recruitment information table in public welfare buildings will reach potential students.
- Neighborhood Gathering Spots. Consider taverns, barbershops, and pool halls. Where the neighborhood gathers, the proprietor will know who is in need of educational help and can speak a word tactfully to the right one.
- Word of Mouth. Information passed along by satisfied students probably is the most effective method.

The recruitment task is too large for any one person and must be a community project to be successful. Tact, goodwill, respect for the essential dignity of every human being, and a genuine concern for human betterment are essential characteristics in recruitment.

The foregoing suggestions have proved valuable in other communities and are worthy of consideration with each new group, but they do not comprise a total list. They should be used, modified, and supplemented by other suggestions in the light of local conditions.

THE RELATIONSHIP OF SOCIAL AGENCIES AND INSTITUTIONS TO RECRUITING ABE STUDENTS

Adult Basic Education was designed for the undereducated and disadvantaged who have long been known to social welfare agencies. Original emphasis was on financial support, but the Equal Opportunity Act of 1964 recognized that financial support was not the only kind of help that poor people needed.

The Community Action Program (CAP) of the Act makes an effort to give a voice to the poor in a way never attempted before. Adult Basic Education is a part of the program. Other federal legislation has provided help for the same undereducated group that ABE aims to serve.

Cooperation between social agencies and ABE should be a two-way street. Any person who feels that financial assistance is his first concern should learn that educational upgrading will also help. Certain persons can obtain financial assistance while acquiring the basic skills. Awareness that other agencies can provide medical, legal, and social needs adds depth to the program offered the ABE student.

Administrative staffs and group leaders must become knowledgeable about the services available in the community. It is the only way that they can contribute fully to the growth of the individual.

The major social agencies which exist in most communities are:

Government Agencies

Armed Forces Examiners

Community Action Program

County Extension Service

County Homes

County Social Welfare Departments

Courts

Division of Rehabilitation and Educational Services

Drivers License Examiners

Iowa Employment Security Commission

Police & Fire Department

Probation Officers

Soldiers Relief

State Institutions

Service Clubs

Jaycees

Kiwanis

Lions

Rotary

Veterans Organizations

Veterans of Foreign Wars

American Legion

Other Organizations

Chambers of Commerce

Children Evaluation Clinics

Children's Homes

CORE

Family Service

Goodwill Industries

Halfway Houses

Health Centers

Hospitals

Industrial firms

Iowa Citizens Council on Crime and Delinquency

Legal Aid

Lodge Groups

Mental Health Clinics

Ministerial Association

NAACP

Planned Parenthood

Salvation Army

Settlement houses

United Community Services

Veteran's Hospitals

YWCA - YMCA

Individuals and Groups

High School counselors

Homemaker

Ministers and church groups

Parochial school personnel

Public nurses

Public school personnel

CHAPTER V

C U R R I C U L U M

CONTENT ACCORDING TO LEVELS

"How do students learn what they learn, and how can this learning be accomplished more effectively?" (9:43)

Because of the diversity of environment, frame of reference, and experiences of the student, this curriculum guide must be supplemented by the creativity and concern of the instructor. It must be adapted to the basic needs of the individual, class, and ethnic group.

The curriculum should help the adult student acquire basic skills. It must be prepared according to levels and must be progressive. Reinforcement, repetition, and recall must be built into it.

The ability of the individual is the basic guide. Meaningful content and integration with job opportunity will spark others to participate.

The development and application of the curriculum must be adult, taught in adult language, illustrated in adult situations, and recognized as being important to adult life. Each program of instruction should be based on the educational deficiencies of the adults enrolled. The course of study should provide a planned logical sequence of those basic skills necessary for the individual to overcome his inabilities and deficiencies. (10:1)

Handwriting should be taught with emphasis on legibility rather than perfect letter formation. As soon as possible, the student should be taught to write his name, for this is a great satisfaction to one who could not sign his name

before. Then other writing practices with practical applications should be introduced, such as filling out forms and writing letters.

The following curriculum guide while not meant to be complete, will allow for individual differences in students as well as in instructors. The content of the curriculum wherever possible should be socially, culturally, and job oriented. Teacher-and student-devised materials are encouraged so that the program can be truly individualized. Reading of vocational manuals and becoming familiar with vocational vocabulary should be incorporated into all levels of instruction.

There are three levels of ABE in Iowa.

Level I refers to students from non-reader to grade 3.

Level II encompasses those working in grades 4 - 6.

Level III covers materials in grades 7 - 8.

Each level has its own skills and overlapping elements. The following is adapted from The Adult Basic Education Guide for Teacher Trainers, published by the National Association for Public School Adult Education in 1966.

Reading Skills

I. Level I (non-reader-grade 3)

A. Comprehension skills

1. Finding the main idea
2. Associating meaning with the printed word
3. Interpreting the main idea
4. Drawing conclusions
5. Recalling

B. Word recognition skills

1. Using pictures
2. Using the content of a sentence as an aid in identifying words.

3. Using configuration clues as an aid in identifying words
 - a. Length of word
 - b. Letters that are tall
 - c. Letters that are short
 - d. Letters that extend downward
 - e. Difference between capitals and lower case letters
4. Using phonetic analysis
 - a. Listening for words that rhyme
 - b. Listening for initial sounds
 - c. Listening for final sounds
 - d. Recognizing words that sound alike
 - e. Recognizing that two-letter consonant digraphs such as: ch, th, sh, represent one sound
5. Using structural analysis
 - a. Recognizing root words
 - b. Recognizing inflectional forms by the addition of endings to root words such as s, ed, ing.
- C. Vocabulary building skills
 1. Beginning to build a sight vocabulary
 2. Recognizing and using words that rhyme
 3. Recognizing words that are opposites
 4. Associating spoken words with pictures
- D. Location skills
 1. Locating a story by page number
 2. Locating a story by using a table of contents
 3. Recognizing the parts of a book
 4. Knowing the alphabet

5. Using simple maps or globes and supplementary books to locate information.

E. Organizing skills

1. Telling a story in sequence
2. Following a sequence of directions
3. Beginning to classify words into like categories
4. Arranging sentences in logical sequence
5. Summarizing.

F. Functional reading skills

1. Learning driving language (sufficient to obtain operator's license)
2. Recognizing signs--road and street
3. Locating places by map reading and following directions
4. Reading classified ads
5. Filling out application forms
6. Reading food and clothing labels

II. Level II (grades 4-6)

A. Comprehension skills

1. Finding the main idea
2. Reading for information
3. Understanding that a sentence is a unit that states a thought or asks a question
4. Interpreting the main idea
5. Forming conclusions
6. Distinguishing between fact and fantasy
7. Recalling specific facts
8. Following directions

9. Recognizing cause and effect

B. Word recognition skills

1. Using contextual clues such as the whole sentence as a clue in determining the meaning of new and unfamiliar words
2. Using configuration clues in observing the total shape of the word
3. Using phonetic analysis
 - a. Recognizing initial and final consonants
 - b. Recognizing other consonant sounds
 - c. Recognizing and producing long and short vowels
 - d. Recognizing silent letters
 - e. Recognizing digraphs
 - f. Adopting known speech sounds to new or unfamiliar words as an aid to word recognition
 - g. Recognizing that a letter has more than one sound.
4. Using structural analysis
 - a. Recognizing root words
 - b. Recognizing the inflectional form of a word formed by adding s, ed, and ing to a known root word
 - c. Recognizing compound words made from known root words (cannot)
 - d. Recognizing known words in new compound words

C. Vocabulary building skills

1. Building sight vocabulary
2. Recognizing and using words that are apparent opposites, yet mean the same

D. Information reading

1. Reading to gain information
2. Reading to answer questions

E. Functional reading

1. Using all skills in introductory stage
2. Comprehending newspaper stories
3. Following written directions
4. Improving reading speed and comprehension

III. Level III (grades 7-8)

A. Comprehension skills

1. Interpreting motives of characters in a story
2. Comparing and contrasting ideas
3. Selecting pertinent facts to remember
4. Rereading to verify or recall
5. Reading to gain implied ideas

B. Word recognition skills

1. Using contextual clues
2. Using configuration clues
3. Using phonetic analysis
 - a. Adapting known speech sounds to new and unfamiliar words as an aid to word recognition
 - b. Pronouncing words by sound units: other consonant sounds
 - c. Recognizing and producing long and short vowel sounds
 - d. Using other vowel sounds
 - e. Recognizing silent letters
 - f. Recognizing digraphs
 - g. Recognizing that some letters have more than one sound
 - h. Using a dictionary and glossary as a guide to the pronunciation of words
 - i. Recognizing that different letters or combinations of letters may represent the same sounds

- j. Becoming aware of the pronunciation key in the dictionary and glossary

4. Structural analysis

- a. Root words
- b. Prefixes and suffixes
- c. Syllables
- d. Inflectional forms
- e. Compound words
- f. Contractions
- g. Possessives

C. Vocabulary building skills

- 1. Recognizing and using synonyms, antonyms, and homonyms
- 2. Accumulating a reading vocabulary of words needed in the adult world
- 3. Developing a more technical vocabulary

D. Location skills

- 1. Learning to use many sources to locate information
 - a. Table of contents
 - b. Title Page
 - c. Index or appendix
 - d. Glossary
 - e. Dictionary
 - f. Encyclopedia and reference books
 - g. Charts, graphs, maps, globes
 - h. Footnotes and bibliographies
- 2. Learning dictionary skills
 - a. Locating the part of the dictionary in which a certain word is listed.

- b. Using the alphabet to locate a word in the dictionary
- c. Using guide words
- d. Selecting the appropriate definition
- e. Using the dictionary as a guide to pronunciation by noting the syllables, accent marks, and the long and short diacritical marks.

E. Organizational skills

- 1. Recalling events of a story in proper order
- 2. Selecting the main idea of a paragraph as an aid to organizing
- 3. Preparing a simple outline with the teacher
- 4. Summarizing a story
- 5. Finding the topics of a paragraph as an aid to beginning an outline
- 6. Beginning to outline--two or three main headings

F. Informal readings

- 1. Reading to solve problems, find information, verify a point, or answer a specific question
- 2. Reading more than one author on the same subject
- 3. Reading at different speeds for different purposes

G. Recreational reading

- 1. Reading for enjoyment
- 2. Getting acquainted with our literary heritage

H. Functional reading

- 1. Reading in fields of general interest
- 2. Reading to advance occupational or vocational knowledge

Basic Language Skills

Basic language skills--writing, spelling, grammar, speaking--should be closely related to the reading activities. The skills identified in the following pages should be introduced, in so far as possible, from actual reading materials.

If the reading materials do not provide appropriate exercises to develop these language skills, the teacher should prepare activities while the students are learning to read.

I. Level I.

A. Speech skills

1. Enunciation and pronunciation

- a. Say words correctly and clearly, with attention
to correct vowel sounds and to beginnings and
endings of words.
- b. Practice initial and final, k, d, l, lf, es, lves, and t.
- c. Pronounce correctly all words commonly used.

2. Proper use of the voice

- a. Speak loudly enough for all to hear.
- b. Make the voice reflect meaning and feeling.

B. Writing skills

1. Capitalization. Learn to capitalize:

- a. First word in sentence and in line of verse
- b. Words I and O
- c. Proper names--person, month, day, street, town, state,
country, common holidays
- d. Abbreviations of proper names--initials
- e. Titles before names--Miss, Mr., Mrs.

- f. Greetings and closings in letters
 - g. Titles--books, reports, stories, lists, outlines
 - 2. Punctuation. Learn to place a period after:
 - a. Declarative sentences
 - b. Imperative sentences
 - c. Abbreviations
 - d. Titles such as Dr., Mrs., Mr.
 - 3. Spelling. Demonstrate:
 - a. Ability to find correct spelling of any word from teacher, book, or list
 - b. Habit of spelling all words correctly
 - c. Mastery of commonly-used contractions
 - d. Ability to detect misspellings in editing own papers
 - 4. Paragraphing. Show knowledge of:
 - a. Correct use of indentions
 - b. Correct sentence form in paragraphs
 - 5. Manuscript writing. Demonstrate:
 - a. Correct form for notes, letters, and envelopes
 - b. Habit of checking written work
- C. Listening skills
 - 1. Recall specific information heard
 - 2. Acquire a feeling for correct word forms and sentence elements
- D. Vocabulary skills
 - 1. Use newly-learned words in communicating facts and ideas
 - 2. Understand and use terms encountered in study of English
- E. Sentence sense
 - 1. Develop the concept of the sentence as a complete thought

2. Understand the need for three kinds of sentences--statement,
question, command
3. Distinguish complete sentence from fragment
4. Eliminate run-on sentence and and fault
5. Compose correct, interesting, original sentences; vary sentence
beginnings

F.. Thought organization

1. Learn to adhere to a topic in conversation or discussion
2. Relate the events of a story in sequence
3. Notice that a paragraph is restricted to a single topic
4. Make a simple, main-topic outline

G. Correct usage

1. Learn to use correctly

come, came, come

wasn't, weren't

see, saw, seen

have, has

bring, brought, brought

burst, bursting

do, did, done

run, ran, run

is, are, was, were

go, went, gone

isn't, aren't

2. Learn to use has and have instead of has got and have got
3. Use pronouns I and me in correct order with other pronouns
and nouns, such as Mary and I or my father and me
4. Learn to use those and them correctly

H. Grammar

1. Learn the function of nouns
2. Learn the function of adjectives
3. Learn the function of verbs

II. Level II

A. Speech skills

1. Voice

- a. Speak loudly and distinctly enough for all to hear
- b. Strive for clear and pleasing tone
- c. Speak with expression

2. Enunciation and pronunciation

- a. Speak each word clearly and distinctly, sounding
initial and final consonants clearly
- b. Use lips, teeth, and tongue to enunciate clearly
- c. Avoid common errors in pronunciation
- d. Learn to use pronunciation aids in dictionary, such
as syllabication, accent marks, and diacritical marks
- e. Practice pronouncing every syllable

B. Writing skills

1. Capitalization. Learn to capitalize

- a. Proper names
- b. Titles (Mother, Father, Doctor, etc.) when used in place
of name
- c. Buildings
- d. Topics in an outline
- e. First word in a quotation
- f. Names of organizations
- g. Proper adjectives: region of the country, such as North,
South, East, West

2. Punctuation. Learn to use

- a. Colon after greeting in a business letter

- b. Exclamation point
 - c. Period in a list or outline
 - d. Quotation marks and other punctuation marks in quotations
 - e. Comma to separate a word or address from the rest of the sentence; with words in series; with interjections; to separate clauses in compound sentences
 - f. Hyphen to break a word at the end of a line; separate parts of a compound word; in written numbers
3. Paragraphing. Learn rules involving
- a. Complete sentences
 - b. Indention
 - c. Detecting extraneous sentences
 - d. Writing original paragraphs
 - e. New paragraphs for each speaker in written conversation
4. Manuscript writing. Learn
- a. Standards for headings, margins, indentions, and for writing and spelling in all written work
 - b. Form for business letter
 - c. Self-appraisal and checking
- C. Listening skills. Be able to
- 1. Recall material required to answer specific question
 - 2. Follow the logic and sequence of a discussion
 - 3. Add new, interesting words to the vocabulary
 - 4. Receive directions and messages accurately
 - 5. Take notes during talk or report
 - 6. Summarize an oral report
 - 7. Evaluate radio programs and television presentations

8. Select key words, important ideas, transitional phrases, etc.
9. Recognize emotive expressions

D. Vocabulary skills. Be able to

1. Use new words in discussion, reports, explanations
2. Get meaning of new words from context
3. Develop ability to choose vivid, descriptive, and action words to add to interest of sentences
4. Enrich vocabulary by using new meanings for already familiar words
5. Choose words to express exact meaning
6. Replace overworked words and expressions by more vivid and interesting synonyms
7. Apply knowledge of grammar (parts of speech) to aid in selecting the right word for the desired function, as well as the correct word form

E. Sentence sense. Be able to

1. Recognize sentence as complete thought
2. Recognize four kinds of sentences--declarative, interrogative, imperative, exclamatory
3. Distinguish between complete and incomplete sentences
correct faulty sentences
4. Vary sentence beginnings
5. Write original sentences, especially within paragraphs
6. Understand purpose and form of the kinds of sentences
7. Avoid short, choppy sentences by combining them through the use of connection words
8. Use various kinds of sentences to vary expression

9. Teach subject and predicate in detail, including and complete subject and predicate and compound subject and predicate; teach the object of a verb in action and the object of a preposition

F. Thought organization. Be able to

1. Phrase and arrange sentences effectively
2. Learn to keep to the topic under discussion
3. Determine the topic of a simple paragraph
4. Prepare a three topic outline
5. Outline and classify data for a specific project
6. Outline facts and ideas learned from a talk
7. Discuss a problem or question in order to reach a conclusion
8. Organize notes and make an outline
9. Plan a study
 - a. Break down a broad topic into major problems
 - b. Outline each problem into sequential minor problems or questions

G. Correct usage. Be able to

1. Use correctly:

eat, ate, eaten	drink, drank, drunk
write, wrote, written	fly, flew, flown
draw, drew, drawn	blow, blew, blown
know, knew, known	ring, rang, rung
speak, spoke, spoken	choose, chose, chosen
break, broke, broken	lie, lay, lain
give, gave, given	lay, laid, laid
begin, began, begun	ride, rode, ridden

says, said

grow, grew, grown

sit, sat, sat

sing, sang, sung

throw, threw, thrown

set, set, set

ought

2. Use s and an correctly
3. Leave out unnecessary words
4. Use correctly the forms:

any - no

let - leave

can - may

teach - learn

don't - doesn't

at - to

good - well

in - into

himself - themselves

among - between

I - me

5. Compare adjectives and adverbs correctly
6. Choose the correct forms of pronouns for subject and object
7. Use their and there correctly
8. Eliminate this here and that there

H. Grammar. Be able to

1. Distinguish between common and proper nouns
2. Use nouns in singular or plural form; learn to spell common forms of plurals
3. Use and spell singular and plural possessive nouns
4. Understand function of noun, verb, pronoun, adjective, adverb, preposition, conjunction, and interjection
5. Recognize the preposition and prepositional phrase
6. Differentiate between singular, plural, and possessive pronouns, subject and object forms of pronouns.
7. Recognize agreement of predicate with subject (usage)

III. Level III

A. Speech skills

1. Voice. Show progress in
 - a. Improving pitch, volume, tone quality, inflection
 - b. Self-analysis
2. Enunciation and pronunciation. Be able to
 - a. Use pronunciation aids in dictionary
 - b. Eliminate reversals of letters
 - c. Use words that have more than one pronunciation

B. Writing skills. Be able to

1. Use capitalization skills from grades 0-3 and grades 4-6
2. Use punctuation skills from graded 0-3 and grades 4-6
3. Use comma with an appositive; after an introductory adverbial clause; to set off participial phrase
4. Use an apostrophe in the plural of a figure or sign
5. Show correct form for written papers
6. Write letters (business and social)
7. Properly address envelopes and package labels

C. Listening skills. Be able to

1. Enrich vocabulary and background for use in oral and written expression
2. Extend ability to take notes and to summarize a report
3. Receive and interpret directions accurately
4. Recognize bias in a talk, slanted news, or opinions
5. Understand and interpret the ideas and beliefs reflected in everyday speech
6. Think critically and objectively about ideas expressed on radio, television, in films

D. Vocabulary skills. Show ability to

1. Use a systematic plan for learning new words
2. Strive for shades of meaning and for words that sharpen
and enrich the context of spoken and written expression
3. Choose forceful verbs and vivid adjectives
4. Use skill in building words through use of root, prefix, and
suffix
5. Develop exactness in speaking and writing
6. Use skillfully all dictionary aids for more accurate and
effective language.

E. Sentence sense. Be able to

1. Vary sentence beginnings by inverting order of subject and
predicate, or by opening with prepositional phrase or adverb
2. Vary sentence beginnings by using subordinate clauses
3. Vary sentences by compounding two or more adjectives or two
adverbs; by using compound predicates or subjects, by
using compound objects or verbs or prepositions
4. Vary sentences by use of compound and complex structures
5. Change sentence patterns by use of participles, participial
phrases, and appositive expressions
6. Avoid wordy sentences

F. Thought organization

1. Learn techniques of observation:
 - a. Ask questions in advance
 - b. Look for specific data
 - c. Compare observed data with known facts
 - d. Draw conclusions

2. Take notes and arrange them topically
3. Outline data from notes
4. Increase knowledge of the paragraph
5. Understand a story pattern:
 - a. Opening
 - b. Development
 - c. Climax
 - d. Closing
6. Review the techniques of paragraph construction. In reading, recognize instantly the key thought or topic of a paragraph. In writing, build each paragraph around a key thought.
7. Increase the store of information that the mind can hold by reading, by listening to the radio, by interviewing people, and by sharing conversation and discussion with others

G. Correct usage

1. Review all verb forms listed in grades 0-6.
2. Be able to compare adjectives and adverbs
3. Show understanding of the double negative
4. Use correctly the forms of the verbs:

beat	forgive	spring
climb	land	wear
swear	swing	drive
become	drink	hang
forget	sink	hide
hurt	tear	wring
strive	dive	shake
drag	get	steal

shrink	raise	arise	show
swim	tell	fall	
buy	drown	rise	

5. Demonstrate correct use of:

- a. Possessive pronoun forms
- b. Personal pronoun forms in compound subjects, objects,
and predicate pronouns
- c. Case forms of personal, relative and interrogative
pronouns
- d. Agreement of pronoun with noun and other pronoun
- e. Adjectives and adverbs: easy-easily; most-always;
quiet-quietly; real-really; sure-surely
- f. Verbs: agreement of verb and subject in more
difficult cases; elimination of dangling participles
- g. Pronoun form as object after the infinitive

H. Grammar

1. Review

- a. Different kinds of sentences; sentence recognition,
correcting fragment-fault
- b. Subject and predicate, simple and compound
- c. Object of verb or preposition
- d. Predicate noun or pronoun and predicate adjectives
- e. Agreement of subject and predicate
- f. Functions and names of parts of speech
- g. Words and phrase modifiers

2. Show understanding of

- a. Troublesome verbs and correction of usage errors

- b. Function of a linking verb, predicate nominative, predicate adjective, agreement of pronoun with noun antecedent
- c. Auxiliary verbs
- d. Direct and indirect objects
- e. Adjective and adverbial phrases; functions of prepositional phrases as modifiers
- f. Simple, compound, and complex sentences; coordinate clauses
- g. Conjunctions--coordinating and subordinating
- h. Pronouns--case; relative, interrogative, demonstrative, indefinite; agreement with antecedent; compound personal
- i. Use of noun, adjective, and adverbial clauses

Mathematical Concepts

I. Level I

- A. Writing number symbols--1 to 10
- B. Understanding the rational number system, simple concepts, and language sets
- C. Learning mathematical vocabulary--add, subtract, less, more, etc.
- D. Mastering one hundred addition and subtraction facts
- E. Learning the processes of addition and subtraction
- F. Working mental arithmetic problems involving dollars and cents for shopping purposes
- G. Understanding functional mathematical concepts
 - 1. Location of places by number
 - 2. Distance
 - 3. Speed
 - 4. Volume
 - 5. Time

6. Size
7. Fractional concepts: $\frac{1}{2}$ hour, $\frac{3}{4}$ mile, $\frac{1}{2}$ lb., time-and-a-half
for overtime, clothing at half price or one-fourth off.
8. Per cent as it applies to credit buying
9. Taxes
10. Insurance

II. Level II

- A. Number symbols
- B. Number systems to 100,000
- C. Addition and subtraction
 1. Understanding addition and subtraction facts
 2. Adding and subtracting dollars and cents
 3. Adding and subtracting tens, hundreds, and thousands
 4. Adding and subtracting measures (feet, inches, yards, pints,
quarts, gallons, minutes, seconds, hours)
 5. Adding and subtracting like fractions
 6. Using vocabulary--add, subtract, less, more, addend, sum,
difference, total, minuend, subtrahend, etc.
 7. Solving word problems, one-step variety
- D. Multiplication
 1. Using basic facts (tables)
 2. Multiplying one-, two-, and three-place numbers by one-
and two-place multipliers
 3. Multiplying dollars and cents by one- and two-place
multipliers
 4. Using vocabulary--times, multiplier, multiplicand, product,
partial product

- b. Function of a linking verb, predicate nominative, predicate adjective, agreement of pronoun with noun antecedent
- c. Auxiliary verbs
- d. Direct and indirect objects
- e. Adjective and adverbial phrases; functions of prepositional phrases as modifiers
- f. Simple, compound, and complex sentences; coordinate clauses
- g. Conjunctions--coordinating and subordinating
- h. Pronouns--case; relative, interrogative, demonstrative, indefinite; agreement with antecedent; compound personal
- i. Use of noun, adjective, and adverbial clauses

Mathematical Concepts

I. Level I

- A. Writing number symbols--1 to 10
- B. Understanding the rational number system, simple concepts, and language sets
- C. Learning mathematical vocabulary--add, subtract, less, more, etc.
- D. Mastering one hundred addition and subtraction facts
- E. Learning the processes of addition and subtraction
- F. Working mental arithmetic problems involving dollars and cents for shopping purposes
- G. Understanding functional mathematical concepts
 - 1. Location of places by number
 - 2. Distance
 - 3. Speed
 - 4. Volume
 - 5. Time

6. Size
7. Fractional concepts: $\frac{1}{2}$ hour, $\frac{3}{4}$ mile, $\frac{1}{2}$ lb., time-and-a-half for overtime, clothing at half price or one-fourth off.
8. Per cent as it applies to credit buying
9. Taxes
10. Insurance

II. Level II

A. Number symbols

B. Number systems to 100,000

C. Addition and subtraction

1. Understanding addition and subtraction facts
2. Adding and subtracting dollars and cents
3. Adding and subtracting tens, hundreds, and thousands
4. Adding and subtracting measures (feet, inches, yards, pints, quarts, gallons, minutes, seconds, hours)
5. Adding and subtracting like fractions
6. Using vocabulary--add, subtract, less, more, addend, sum, difference, total, minuend, subtrahend, etc.
7. Solving word problems, one-step variety

D. Multiplication

1. Using basic facts (tables)
2. Multiplying one-, two-, and three-place numbers by one- and two-place multipliers
3. Multiplying dollars and cents by one- and two-place multipliers
4. Using vocabulary--times, multiplier, multiplicand, product, partial product

- b. Function of a linking verb, predicate nominative, predicate adjective, agreement of pronoun with noun antecedent
- c. Auxiliary verbs
- d. Direct and indirect objects
- e. Adjective and adverbial phrases; functions of prepositional phrases as modifiers
- f. Simple, compound, and complex sentences; coordinate clauses
- g. Conjunctions--coordinating and subordinating
- h. Pronouns--case; relative, interrogative, demonstrative, indefinite; agreement with antecedent; compound personal
- i. Use of noun, adjective, and adverbial clauses

Mathematical Concepts

I. Level I

- A. Writing number symbols--1 to 10
- B. Understanding the rational number system, simple concepts, and language sets
- C. Learning mathematical vocabulary--add, subtract, less, more, etc.
- D. Mastering one hundred addition and subtraction facts
- E. Learning the processes of addition and subtraction
- F. Working mental arithmetic problems involving dollars and cents for shopping purposes
- G. Understanding functional mathematical concepts
 - 1. Location of places by number
 - 2. Distance
 - 3. Speed
 - 4. Volume
 - 5. Time

6. Size
7. Fractional concepts: $\frac{1}{2}$ hour, $\frac{3}{4}$ mile, $\frac{1}{2}$ lb., time-and-a-half
for overtime, clothing at half price or one-fourth off.
8. Per cent as it applies to credit buying
9. Taxes
10. Insurance

II. Level II

- A. Number symbols
- B. Number systems to 100,000
- C. Addition and subtraction
 1. Understanding addition and subtraction facts
 2. Adding and subtracting dollars and cents
 3. Adding and subtracting tens, hundreds, and thousands
 4. Adding and subtracting measures (feet, inches, yards, pints,
quarts, gallons, minutes, seconds, hours)
 5. Adding and subtracting like fractions
 6. Using vocabulary--add, subtract, less, more, addend, sum,
difference, total, minuend, subtrahend, etc.
 7. Solving word problems, one-step variety
- D. Multiplication
 1. Using basic facts (tables)
 2. Multiplying one-, two-, and three-place numbers by one-
and two-place multipliers
 3. Multiplying dollars and cents by one- and two-place
multipliers
 4. Using vocabulary--times, multiplier, multiplicand, product,
partial product

5. Solving word problems involving multiplication

E. Division

1. Using basic facts (tables)

2. Dividing one-, two-, and three-place dividends by one- and two-place divisors

3. Dividing dollars and cents by one- and two-place divisors

4. Using vocabulary -- divisor, dividend, quotient, remainder, trial divisor

5. Solving word problems involving division, one-step variety

F. Addition and subtraction of like fractions

1. Defining fractions (develop the meaning of fractions, whole number, part, numerator, denominator)

2. Addition and subtraction of fractions without and with reducing answer to lowest terms

3. Addition and subtraction of mixed numbers

4. Solving word problems involving adding and subtracting fractions and mixed numbers

G. Functional mathematical understandings

1. Installment buying

2. Budgeting, including income, fixed charges, etc.

3. Money management

4. Values in purchasing

5. Time as related to earning power, work-day, time-clock

III. Level III

A. Review and expansion of processes learned in elementary stage

B. Decimals

1. How to read and write decimals

2. How to change fractions to decimals
 3. Addition
 4. Subtraction
 5. Multiplication
 6. Division
- C. Percentage
1. How to read and write per cents
 2. How to change per cents to decimals and fractions
 3. How to find what per cent one number is of another
 4. How to use per cents larger than 100
 5. How to use short cuts in finding per cents
 6. How to find a number of which a per cent is given
- D. Measurement
- E. Functional mathematical understandings
1. Money management
 2. Consumer buying
 - a. Preparation for becoming a wise consumer
 - b. Getting information on where to buy
 - c. Understanding the protection a consumer has
 - d. Understanding taxes -- sales, luxury, gasoline
 - e. Reading tags and labels
 - f. Judging values
 - g. Evaluating ads and sales
 3. Credit
 - a. Credit buying in relation to the consumer, the business, and the economy
 - b. Advantages of credit:

- Easier sales
- Consumer less concerned with price
- Increased sales
- Opportunity to "trade up"
- More convenience for consumer

c. Kinds of credit:

- Open-credit account

30-day account

three-pay plan

revolving credit

option charge account

- Installment account credit

conditional sales contract

chattel mortgage contract

- Personal loan credit

for unforeseen emergencies

for professional services

for gas, oil, meals, motel, etc.

d. Keeping a good credit rating:

- Making payments on due date or before
- Choosing purchases carefully and planning each transaction
- Knowing amount committed to pay
- Explaining to merchants and lenders the reasons for late payment

Other Basic Concepts

I. Citizenship Skills and Knowledge

- A. Government - forms
- B. Community
- C. Duties of citizen
- D. Privileges of citizen
- E. Important persons in our history
- F. Principles and objectives from which our government developed.

II. Family Skills

- A. Promotion of health and safety
- B. Management of food
- C. Management of clothing
- D. Management of housing
- E. Budgeting
- F. Parent-child relationships

III. Vocational Skills

- A. Development of positive work attitudes, techniques, behavior
 - 1. Responsibilities
 - 2. Ability to follow directions
 - 3. Reasons for losing jobs
- B. Understanding one's behavior
 - 1. Human relations
 - 2. Thinking before acting
 - 3. Traits necessary to work with people
- C. Individual choice of occupation
- D. Improving one's self
 - 1. Health and hygiene
 - 2. Personal development
 - 3. Appearance

E. Techniques of getting a job

1. Locating job opportunities
2. Applying for job
 - a. References
 - b. Personal appearance
 - c. Interview
 - questions
 - tests
3. Things employers look for in prospective employees
4. Planning for work

SELECTION OF TEACHING MATERIALS

Some of the repeated criticisms of the materials used in adult basic education are: (7:25)

- They are not interesting enough.
- They do not relate to the needs of adults.
- They do not use a tested approach to achieve predetermined objectives.
- They do not present a realistic picture of culturally and economically disadvantaged minority groups.
- Most of the materials for teaching language skills are too formal in content.
- Materials tend to overstress vocabulary development.

To overcome these problem-situations, a student must develop:

- Intrinsic or extrinsic motivation.
- Success expectancy.
- A critical and reflective attitude toward his performance.
- Association between what he learns and his life situation.

- A method of overcoming inhibitions arising from fear of failure or loss of status.

CRITERIA FOR SELECTION

Appropriate instructional materials can be determined by asking these questions: To what extent does the textbook, workbook, visual aid, or learning system (7:27)

- Relate to the student?
- Provide for initial success?
- Provide for natural progression?
- Ensure carryover?
- Allow for absences?
- Serve a diversity of learning abilities?
- Respect the adult's maturity and his background of experiences?
- Motivate acquisition of occupational and social skills?
- Increase learning and teaching efficiency?
- Enhance the ability to retain and thus recall?
- Support or supplant traditional methods and materials?
- Provide for expansion or enrichment?
- Provide for teacher-made reinforcement?
- Enhance a variety of teaching approaches?
- Keep within the educational budget?

CHECKLIST FOR EVALUATING MATERIALS (7:34)

- Does the material allow for varied backgrounds of previous experiences?
- Does the material show respect for adult maturity (upgrade self-esteem)?
- Does it provide for initial success with teacher assistance?
- Are first impressions stimulating?

- Is repetition sufficient?
- Does it provide for vivid, dramatic learning experiences?
- Does it lend itself to teacher-made reinforcements?
- Is there a variety of exercises?
- Is there a variety of approaches?
- Is the format attractive?
- Is the cost appropriate?
- Is the style readable?
- Is there a functional sequence of difficulty?
- Can the student interpret and evaluate subject content and illustrations in terms of his own life situation?
- Is this the most effective material for achieving course objectives?

LIST OF EDUCATIONAL MATERIALS

(Please see list of publishers' addresses starting on page 110)

Materials for adult basic education are available from widely scattered sources. This list includes materials that are available and are presently being used in adult basic education classes. Appraisals of the materials are not absolute but serve only as a starting point. The list is by no means exhaustive.

No one set of materials currently published could be considered a total instructional system applicable in all adult learning situations. It is doubtful whether such material will ever be printed because of the many different learning problems of the adult basic student. Because of this problem there is a great need for the instructor to be able to innovate and create teacher-made materials.

The following materials have been grouped according to their grade level and subject matter field.

Level I - (non-reader to grade 3)

Level II - (grades 4 to 6)

Level III - (grades 7 to 8)

I. Level I (Non-reader - grade 3) - Instructional Material

A. Language Arts (Grades 1-3)

1. Basic Language Skills, 300 A and 300 B, 1966, Mott Allied Education Council.

The Mott Basic Skills Program is intended to take the student through the third grade level. It uses a strong phonics approach, including visual discrimination, sound discrimination, classification, sight word skills, and some language development and writing of sentences. The work is carefully arranged in sequence, and no words are used whose phonic elements have not already been studied. Highly recommended.

2. Mott Basic Language Skills, Semi-Programmed Series Red, Allied Education Council.

The Semi-Programmed Series provides maximum utilization of teacher time for both group and individual instruction.

3. Programmed Reading for Adults, McGraw-Hill.

Each student can start where he is now and advance to a sixth grade reading level. Eight-book series.

4. Cambridge Adult Basic Education Series, Reading Books, 1, 2, 3, 4, Cambridge Publishing Company.

Step by step program for teaching reading and comprehension to adults, using only adult situations, references and examples. Each book introduces approximately 400 new words.

5. Building Your Language Power, Silver Burdett.

Series of six programmed workbooks; phonics approach, reading and writing.

6. Operation Alphabet.

100 lessons designed to accompany the home TV course; may be used independently. Reading, writing and illustrated sight vocabulary.

7. English Lessons for Adults, Books 1, 2, & 3, Harcourt, Brace & World

Designed for the functionally illiterate. Emphasizes the visual recognition of words and the teaching of letter sounds. Each workbook lesson is built around aspects of practical life.

8. New Streamlined English Series, Frank Laubach; MacMillan Company

The first three books are available. Basic reading skills, including phonics, structural analysis, comprehension, and vocabulary development are taught.

9. Systems for Success, Book I, Follett Publishing Company.

A program that utilizes a phonics approach to build skill in reading, writing, spelling, arithmetic, and English. Good arithmetic lessons and English lessons. The phonic patterns are introduced too quickly. There is much to be recommended in these texts.

10. Getting Started, Series I (Grades 1-2), Follett Publishing Company

11. On the Way, Series II (Grades 3-4), Follett Publishing Company.

This program utilizes applied linguistics to the teaching

of reading, writing, spelling, and basic English. Teaches writing at the same time as reading.

12. Reading for a Purpose, Dr. Adair; Follett Publishing Company.

Develops basic reading skills by utilizing the sightwork approach.

13. Steps to Learning, Book 1 & 2, Steck-Vaughn Company.

These two books meet the needs of adults in beginning reading, writing, and number study by providing interesting reading and word-type material in sequential order.

14. Adult Reader, Steck-Vaughn Company.

Designed to teach adult beginners to read, this book features a basic vocabulary of words most frequently used by adults.

15. Remedial, Behavior Research Laboratories.

This is one of the new series dealing with programmed reading for adults. Series I is for the very poor reader. Books 1-4 deal with the teaching of vocabulary and word attack skills through pictures combined with meaning.

16. Home and Family Life Series, Croft Education Services.

The series takes a whole word and sentence approach to reading. Special effort is made to be interracial in story content and illustrations.

17. New Rochester Occupational Reading Series, Science Research Associates.

The text and exercises deal with job attitudes. The exercise book stresses reading skills that are based on knowledge of the text. Can be used with other texts.

18. I Want To Read and Write, Steck-Vaughn Company.

Controlled vocabulary, exercises, reviews, and tests provide adequate instruction in all basic reading skills for beginners.

19. Learning and Writing English, Steck-Vaughn Company.

This book provides additional study of verbs, capitals, punctuation, sentences, and other fundamentals.

20. The New Reading Skill Builder, Grades 1-4, Reader's Digest Services, Inc.

21. Reading Skills Builder, Grades 4-6, Reader's Digest Services, Inc.

Articles taken from the Reader's Digest. Strengthens comprehension skills, develops word power, stimulates oral and written activities.

22. Reading in High Gear, Science Research Associates.

Is a highly structured, semi-programmed phonic reading system. Content material uses slang not appealing to the adult. The programmed nature of the material is against any heterogeneous grouping in the class.

23. Learning To Read and Write, Holt, Rinehart, and Winston, Inc.

Essentially a linguistic approach to teaching reading, emphasizing the relationship between the sounds and their written forms.

B. Arithmetic (Level I - non-reader to grade 3)

1. Basic Numbers and Money, 300, 1965, Mott Allied Education Council.

The purpose of this book is to help the student read and

understand newspaper advertisements and to assist him in using numbers and handling money. The material covers basic arithmetic.

2. Figure It Out, Book I, Mary C. Wallace; Follett Publishing Company.

Develops important arithmetic skills needed for everyday living and for vocational work. Addition, subtraction, multiplication, and division.

3. Arithmetic, Dr. Edward Brice; Holt, Rinehart, and Winston, (Grades 1-6).

Its aim is to help adults increase their skill in working with number concepts.

4. Working With Numbers, Book 3, Steck-Vaughn Company.
5. Ditto Masters, Continental Press.

Learning New Skills in Arithmetic

Very useful drills on specific areas of difficulty. Considering the easy level, the drills are surprisingly adult. Modern math approach.

6. Cambridge Adult Basic Education Series, Arithmetic Books 1, 2, 3, & 4.

Each book is 8" x 10" abundantly illustrated; problems and examples use adult references to jobs, family life, health, self-improvement, and recreation.

C. Supplementary Material (Level I)

1. Accent Education Titles, Grades 3 and 4, Beatrice Dane and Edward Wolfe; Follett Publishing Company.

- a. You and They
- b. You Are Heredity and Environment
- c. Taking Stock
- d. You and Your Needs
- e. You and Your Occupation
- f. Getting That Job
- g. Instructor's Guide, Each Title

Develops thinking skills through discussion in areas of basic skills and concepts. Non-readers can participate.

2. Life With the Lucketts, Morris; Holt, Rinehard and Winston, Inc.

A story of the problems encountered in urban living with subsequent solutions.

3. The Thomases Live Here, Goss; Holt Rinehart and Winston.

A story of family life in rural environment. The daily routines, the problems and pleasures of rural living.

4. Get Your Money's Worth, Toyer; Holt, Rinehart and Winston.

Consumer education text offering practical data and direction for protection of the buyer's interests.

5. How To Get Along on the Job, Cooper and Erving; Holt, Rinehart and Winston.

Job-guidance handbook with simple, psychologically-oriented vignettes of actual case histories to help employees develop positive work attitudes and habits.

6. Measure, Cut and Sew, Starks and Randolph; Holt, Rinehart and Winston.

"How to" information for making basic wardrobe, including

instructions for simple alterations and basic patterns in sewing.

7. Your Family and Your Job, Angelica Cass; Noble and Noble, Publishers.

Depicts situations and problems faced daily by adults.

8. From Words to Stories, M. L. Guyton and M. E. Kielty; Noble and Noble Publishers.

Develops reading abilities of adult illiterate and retarded readers.

9. Ditto Masters, Continental Press.

- a. Reading and Thinking Skills Book
- b. Sounds
- c. Thinking Skills
- d. Visual Discrimination

10. News for You, Edition A; New Readers Press.

Summarizes in simple language the weekly news.

11. Basic Sight Vocabulary Cards, Garrard Publishing Company.

Small cards containing the 220 words which make up 50-75 per cent of all school reading matter.

12. Vowel Lotto, Garrard Publishing Company.

Pictures on a series of cards. Beside the picture is the phonic sound.

13. Group Word Teaching Game. Garrard Publishing Company.

Bingo type game. The 220 basic sight vocabulary words are taught.

14. Group Sounding Game. Garrard Publishing Company.

Bingo type game. Players must identify the sounds as they are read by the caller.

15. Read and Say Verb Game. Garrard Publishing Company.

Gives oral practice in a game situation of correct verb usage.

16. Be Informed Series, New Readers Press.

Lessons in leaflet format on personal credit, consumer buying, government, and family life.

17. Word Bank, 300, 1966, Mott Education Council.

A picture text consisting of photographs of common objects identified for vocabulary purposes in both upper and lower case print with definition through sentence usage.

18. English That We Need, Frank E. Richards, Publisher.

Instruction in simplified comprehensive grammar for the disadvantaged.

19. Basic Dictionary of American English, Holt, Rinehart and Winston.

A dictionary for basic education students.

20. English Step by Step With Pictures

The lessons are developed around the picture themes.
For the non-reader.

21. Adult Readers, Reader's Digest Services, Inc.

Attractive 12-book series of supplementary readers. Very good.

22. Science Readers, Green Book, Readers Digest Services, Inc.

High interest informational reading with activities that emphasize the processes of investigation.

II. Level II - Grades 4-6 - Instructional Material

A. Language Arts

1. Basic Language Skills, 600 A and 600 B, 1966, Mott Allied Education Council.

Each book contains 15 units dealing with a specific skill such as word building via prefixes and suffixes, dictionary skill, or syllabication. Each is followed by a long reading article, a spelling exercise word study, a suggested composition for homework, and a group of everyday words related to a specific activity or theme. The reading selections are fairly good. The selection of words in terms of their usefulness to adult students appears to be quite arbitrary.

2. Mott Basic Language Skills, Semi-Programmed Series Yellow.

Lessons in the program require an instructor to present new concepts and to show students how to proceed at their own rate.

3. Systems for Success, Book 2, Grades 5-8, Follett Publishing Company.

Similar to Book I.

4. On the Way and Full Speed Ahead, Follett Publishing Company.

Extends development of a basic understanding of reading and writing, primarily employing a linguistic approach.

5. Reading for a Purpose, Grades 1-6, Dr. J. B. Adair; Follett Publishing Company.

6. How To Read Better, Book 1 and Book 2, Steck-Vaughn Company.

Each lesson presents an easy, adult-centered story followed by exercise material, which directs attention toward getting main ideas, remembering facts, and analyzing situations. Vocabulary

is on 5th and 6th grade reading levels.

7. I Want To Learn English, H. A. Smith and I. L. King Wilbert; Steck-Vaughn Company.

Workbook designed to provide adults with the fundamentals of English, reading, and writing.

8. Reading Skill Builders, Grades 4-6), Reader's Digest Services, Inc.
9. Reading in High Gear, Science Research Associates.
10. Reading for Understanding, Junior Edition (3-8), Science Research Associates.

This individualized reading program develops the student's ability to grasp the full meaning of what he reads by teaching him to analyze a sequence of ideas and make logical conclusions.

B. Arithmetic (Level II)

1. Figure It Out, Book II, Mary Wallace; Follett Publishing Company.

Presents dry, liquid, and linear measures, working with fractions, decimals, percentages, and money.

2. Working with Numbers, Books 4, 5, and 6; Steck-Vaughn Company.
3. Arithmetic, Dr. Edward Brice; Holt, Rinehart and Winston Company.
4. Useful Arithmetic, Frank E. Richards, Publisher.

Sixty-four pages of material in practical arithmetic.

5. Useful Arithmetic, Book II, Frank E. Richards, Publisher.

Eighty pages of practice material similar in content to Book I.

6. Guidebook to Mathematics, Economy Company.

After instruction and practice in the simplest elements of

addition and subtraction, the student proceeds to multiplication, division, fractions, per cents, graphs, and basic geometric figures.

C. Supplementary Material (Level II)

1. Science Readers, Reader's Digest Services, Inc.

Orange Book, Blue Book, and Red Book (Grades 4, 5, and 6).

2. Study Lessons in Our Nation's History, Dr. Jack Abramowitz; Follett Publishing Company.

Develops understanding of responsible citizenship, provides vocabulary growth, gives reading direction, develops ability to read maps, graphs, and charts.

3. Vocational Reading Series, L. Leoner and Margaret Moller; Follett Publishing Company.

- a. Marie Persone, Practical Nurse
- b. The Delso Sisters, Beauticians
- c. John Leneron, Auto Mechanics
- d. The Millers and Willie B.- Butcher, Baker, Chef
- e. Teacher's Guide

Vocation-oriented stories motivate the study to think positively about attainable career opportunities.

4. Learning Your Language/One, Dr. Harold Herber; Follett Publishing Company.

Covers areas of literature and English composition.

5. Turner-Livingston Reading Series, Richard Turner; Follett Publishing Company.

- a. The Person You Are

- b. The Money You Spend
- c. The Family You Belong To
- d. The Jobs You Get
- e. The Friends You Make
- f. The Town You Live In

6. We Are What We Eat, Steck-Vaughn Company.

Each comprehension lesson is followed by a drill stressing what has been read. Stories stress nutrition, meal planning, care and selection of good foods, and economical shopping habits.

7. Ditto Masters, Continental Press.

Reading and Thinking Skills

8. New Rochester Occupational Series, Science Research Associates.

The text and exercises deal with job attitudes.

9. Ditto Masters, Continental Press.

- a. Building in Numberland
- b. Learning New Skills in Arithmetic
- c. Working with Decimals
- d. Working with Percentages

10. News for You, Edition B, New Readers Press.

This newspaper summarizes in simple language the weekly news. The vocabulary is controlled. Articles are meaningful and popular with adults. Illustrations are of interest to adults.

11. Self Teaching Flash Cards.

- a. Addition
- b. Subtraction

c. Multiplication

d. Division

12. Fun With Numbers, Exclusive Playing Card Company.

a. I Win - (multiplication)

b. I Win - (short division)

Some cards have problems; others have answers.

13. The Original Multo

Drill and review of multiplication table in game form.

14. Just Married, Containers, Family of Five, On Your Own, Retail Salesclerk, Paycheck, Head of Household, Follett Publishing Company.

This series of books deals with jobs, job models, and family finances. Very good.

15. I Want a Job, Frank E. Richards, Publisher.

Vocabulary development, interesting to adults, family, community, getting a job, taxes, etc.

16. English, Holt, Rinehart & Winston.

Basic instruction in American English, language skills, sentence structure, punctuation, writing letters, and reading.

17. Making the Most of Your Money, Institute of Life Insurance.

Stories of people having money problems and what can be done about them.

III. Level III - Grades 7-8, Instructional Material

A. Language Arts

1. Basic Language Skills, 900A and 900B, Mott Allied Education Council.

Covers full range of basic language skills normally presented in the first three years of the secondary school. Wide use of supplemental materials with this book is recommended.

2. Reading Skill Builders, Reader's Digest Services, Inc.
Reading Level 7 and 8.
3. Success in Language/ A, Ethel Tincher; Follett Publishing Company.

A sequentially developed and integrated program that develops language skills in reading, writing, listening, and speaking.

B. Arithmetic Material (Level III)

1. Figure It Out, Mary Wallace; Follett Publishing Company.
2. Working with Numbers, Book 7 - 8, Steck-Vaughn Company.
3. Basic Essentials of Mathematics, Part 1 and Part 2.

Part 1 stresses the four fundamental operations with whole numbers, common fractions, and decimal fractions. Part 2 includes a study of per cent, measurement, ratio and proportion, and simple equations.

4. Ditto Masters, Continental Press.
 - a. Learning New Skills in Arithmetic
 - b. Working with Decimals
 - c. Working with Percentage

C. Supplementary Material (Level III)

1. Turner-Livingston Communication Series, Richard Turner; Follett Publishing Company
 - a. The Television You Watch

- b. The Language You Speak
- c. The Newspaper You Read
- d. The Letters You Write
- e. The Movies You See
- f. The Phone Calls You Make

Makes student acutely aware of his involvement in his environment while developing communication and reading skills.

2. Understanding the Automobile, John Beck; Follett Publishing Company.

Graphically presents the nine systems of the automobile to guide students.

3. World History, Dr. Jack Abramowitz; Follett Publishing Company.

Develops reading and comprehension skills as it outlines the great periods of world history.

4. American History, Dr. Jack Abramowitz; Follett Publishing Company.

Helps adults align themselves with events and persons important to our nation's history.

5. Study Lessons on Documents of Freedom, Dr. Jack Abramowitz; Follett Publishing Company.

6. English Essentials, Jewel Varnado; Steck-Vaughn Company.

7. Basic Science for Living, Books I and II, Jewel Varnado; Steck-Vaughn Company.

Books used for preparing to take the GED test.

8. English and You, L. P. Shehan; Holt, Rinehart, and Winston.
9. Hunting and Holding a Job, Philip Langerman, Iowa Training School for Boys, Eldora, Iowa.

10. Your First Job, Larry Knauff, Mind, Inc.
11. Using Your Money Wisely, American Banking Association.
12. Ditto Masters, Continental Press.

Mastering Good Usage

13. Money Management Booklets, Household Finance Corporation.
 - a. Your Budget
 - b. Children's Spending
 - c. For Young Moderns
 - d. Your Food Dollar
 - e. Your Clothing Dollar
 - f. Your Shelter Dollar
 - g. Your Home Furnishing Dollar
 - h. Your Equipment Dollar
 - i. Your Shopping Dollar
 - j. Your Automobile Dollar
 - k. Your Health and Recreation Dollar
 - l. Your Savings and Investment Dollar

These booklets cover management of money, how to plan, and how to buy wisely.

14. Knowing How To Budget and Buy, Understanding Consumer Credit, Investing Your Savings, Social Insurance, The Law and You, Follett Publishing Company.

Each book includes realistic examples to illustrate the points that are made, and each includes exercises that give practice in the mathematical and reasoning skills needed for the subject area.

15. Making the Most of Your Money, Institute of Life Insurance.

Lessons in consumer education for adults.

IV. Citizenship Material

1. Becoming a Citizen Series, Book 1, 2, and 3, United States Government Printing Office.
2. Our Constitution and Government, U. S. Government Printing Office.
3. English, Home and Community Life, U. S. Government Printing Office.
4. My Country, Steck-Vaughn Company.
5. DAR Manual for Citizenship, National Society, Daughters of the American Revolution.
6. Foundations of Citizenship, Frank E. Richards, Publisher, Phoenix, N.Y.
7. How To Become a United States Citizen, Noble and Noble Publishers, Inc., New York, N.Y.

V. Multi-Media Equipment and Materials

The multi-media method is the coordinated use of more than one medium toward specific learning goals. Instructors have been using this idea for as long as they have had textbooks and blackboards. Today, with the use of additional equipment, the instructor can better stimulate and motivate his students. With the benefit of the multi-media approach, the student should derive a degree of learning not possible in the isolated use of a single medium.

The following is a list of multi-media equipment and materials that can open up new dimensions in the Adult Basic Education classroom.

1. Tape Recorder.

Can be used for programmed instruction in teaching of reading and phonetics. Use is limited only by the creativity

of the instructor.

2. Film Strip / Slide Projector.

Completely self-contained and compact. Switches from film strips to slides and back.

3. Overhead Projector.

Many commercially produced materials are available.

4. Sound Film Strip Projector.

5. 16mm and 8mm Projectors.

6. Language Master, Bell & Howell Company.

An audiovisual instructional device. A wide variety of prepared material is available on such subjects as language arts, adult literacy, and English as a second language. Blank cards are made available for the addition of teacher-constructed material.

7. Learning 100, Educational Developmental Laboratories.

This is a system of basic education for the under-educated adults and out-of-school youths. The core of Learning 100 is its communication skills program which utilizes a total systems approach to provide instruction in reading, writing, listening, speaking, observing, and the thinking skills that underlie these acts.

8. Mast Teaching Machine, Mast Development Company.

Linear programmed instruction on 35mm cartridge film strips. Learning material is projected from the film onto a self-contained 4" x 6" screen. Programs encompass such subjects as mathematics, science, social studies, and language arts.

9. New Craig Reader, Craig Corporation.

An automatic individual reading improvement program. Provides serial tachistoscopic training, preceptual training, and linear type programs in reading and math.

10. Hoffmans' Reading Improvement Program, Hoffman Information System.

An audiovisual projector that presents a multi-sensory learning experience. Improves reading ability through motivating stories. Comprehension is checked through a series of questions. Vocabulary is developed through word attack skills in a series of phonics and structural analysis drills.. (grades 4-6)

11. Tach - X, Educational Developmental Laboratories.

Tachistoscopic accuracy training is designed to develop high levels of visual discrimination and visual memory and to improve eye-hand coordination.

12. Aud - X, Educational Developmental Laboratories.

A new audiovisual teaching device with sight-sound synchronization that makes possible unique forms of instruction. Materials available for non-readers through 6th grade are especially designed for adults.

13. Flash - X, Educational Developmental Laboratories.

Through timed exposures of pictures, numbers, letters, words, and other material, the student learns to concentrate, builds speed and accuracy of perception, and learns to retain material in a more orderly fashion.

14. Controlled Reader, Educational Developmental Laboratories.

Controlled reading makes possible the improvement of vital interpretive and functional skills. Complete range of material from first grade through high school. Some especially designed for adults.

15. Tachomatic 500, Psychotechnics, Inc.

Reading training film strip projector for group instruction. Designed to be used at any grade level. Students progress from reading word-by-word to phrase-by-phrase and ultimately thought-by-thought.

16. Shadowscope, Psychotechnics, Inc.

Reading pacer. An inch-wide beam of light is the motivating factor. Any reading material may be used.

17. T-Matic 150, Psychotechnics, Inc.

Tachistoscopic accuracy training instrument.

18. Plan Programmed Vocabulary Builder Tape Series, Plan, Inc.

Provides a comprehensive multi-level programmed vocabulary builder tape series in six difficulty levels. Each level consists of 12 tapes. Phonetics, sight recognition, and contextual clues are employed with inductive learning.

19. Consumer Education, Health and Nutrition, Practical Government, National Education Association Publications Division.

The series provides basic information on social

living. A comprehensive multi-media unit, dramatic full color film strips, tape recorded narration and graphic transparency masters. Can be used by adults at all levels.

VI. Publisher's Addresses

Allied Education Council, Box 78, Galien, Michigan 49113

American Bankers Association, 90 Park Avenue, New York, N. Y. 10016

American Southern Publishing Company, Box 408, Northport, Alabama 35476

Behavioral Research Laboratories, Box 577, Palo Alto, California 94302

Bell and Howell, Audio-Visual Products Division, 6100 McCormick Road,
Chicago, Illinois 60645

California Test Bureau, Del Monte Research Park, Monterey, California
93940

Collier-Macmillan International, 60-5th Avenue, New York, N. Y. 10011

Continental Press, Inc., 1451 Dundee Avenue, Elgin, Illinois 60120

Croft Educational Services, 100 Garfield Avenue, New London, Connecticut
06301

Craig Corporation, Reader Division, 3410 South La Cienega Boulevard,
Los Angeles 90016

Educational Development Laboratories, Inc., Huntington, New York

Educational Reading Aids Publishing Corporation, Cenco Educational
Aids, Carle Place, Long Island, New York 11100

Encyclopedia Britannica Press, Inc., 425 North Michigan Avenue,
Chicago, Illinois 60611

Fearon Publishers, Inc., 2165 Park Boulevard, Palo Alto, California
94306

Field Enterprises Educational Corporation, 510 Merchandise Mart Plaza,
Chicago, Illinois 60654

Follett Publishing Company, 1010 West Washington Boulevard, Chicago,
Illinois 60607

Garrard Publishing Company, 1607 North Market Street, Champaign,
Illinois 61821

Government Printing Office, c/o Superintendent of Documents, Washing-
ton, D. C., 20402

Harcourt, Brace, and World, Inc., 757 Third Avenue, New York,
York 10017

Harper and Row, Publishers, 49 East 33rd Street, New York, New York
10016

Hoffman Information Systems, Inc., 5626 Peck Road, Arcadia, Califor-
nia 91006

Holt, Rinehart and Winston, Inc., 383 Madison Avenue, New York, New
York 10017

Mast Development Co., Educational Systems Div., 2212 East 12th
Street, Davenport, Iowa 52803

McGraw-Hill Book Company, Webster Division, Manchester Road,
Manchester, Missouri 63011

Money Management Institute of Household Finance Corporation,
Prudential Plaza, Chicago, Illinois 60601

Mind, Inc., 18 West Putman Avenue, Greenwich, Connecticut 06830

National Association of Public School Adult Educators, 1201
Sixteenth Street, Washington, D. C. 20036

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

Noble and Noble Publishers, Inc., 750 Third Avenue, New York, New
York 10017

F. A. Owen Publishing Co., Instructor Park, Dansville, New York 14437

Peterson Handwriting System, Greensburg, Pennsylvania 15601

Plan, Inc., Box 3281, 1307 West Markham, Little Rock, Arkansas 72201

Psychotechnics, Inc., 7433 North Harlem Avenue, Chicago, Illinois
60648

Public Affairs Pamphlets, 381 Park Avenue South, New York, New York
10016

Random House School & Library Service, Inc., 457 Madison Avenue,
New York, New York 10023

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

Regents Publishing Co., Inc. 200 Park Avenue South, New York, New
York 10003

Frank E. Richards, Publishers, 215 Church Street, Phoenix, New York
13135

Scholastic Magazine, 902 Sylvan Avenue, Englewood Cliffs, New Jersey
07632

Science Research Associates, Inc., 259 East Eric Street, Chicago,
Illinois 60611

Scott, Foresman and Company, 1900 East Lake Avenue, Glenville,
Illinois 60025

Silver Burdett Company, Park Avenue and Columbia Road, Morristown,
New Jersey 07960

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

George Wahr Publishing Company, 316 South State Street, Ann Arbor,
Michigan 48103

CHAPTER VI

PROFESSIONAL GROWTH

INSERVICE TRAINING

Inservice training sessions are created to help understand adult learners-- their attitudes, their short term and long term goals, and their deficiencies and background differences. They are designed to help the instructor see a larger overall picture and to better identify within it. It seems reasonable to require that ABE teachers attend these sessions.

Some instructors of basic adult classes are relatively isolated from each other and have little opportunity for a sharing of ideas and experiences. Therefore, it is important that they be brought together occasionally to discuss mutual problems and successes and to learn of the new materials available for their use.

Instructors cannot really be told how to teach, any more than students can be told how to learn. This is particularly true for instructors in adult basic education since it is a new and unique field, but often suggestions and guidelines can come from inservice training session workshops.

Another excellent and practical method of inservice training is actually to observe and work with a good instructor in action.

The adult basic education program should be structured to best meet the individual needs of each adult in the program. This statement applies to the instructor also. It is also an absolute must that before an inservice training session is developed and attendance required, there must be a definite need for

such a program. It is also essential that an inservice training session be carefully and thoroughly planned.

Three areas of information may be included:

1. Professional growth
2. Shop talk--teaching techniques, curriculum, problems, etc.
3. Informational services

Professional growth is a continuous process provided by adequate, ongoing inservice training.

ORGANIZATIONS

Several organizations are open to educators of adults. These organizations are chiefly concerned with providing helps and upgrading the profession. Brief descriptions follow:

NAPSAE - National Association of Public School Adult Education,
1201 Sixteenth Street, N.W., Washington, D.C. 20036. Dues
\$15 per year. Meets annually in November. Membership
nationwide. Publishes Techniques, Pulse, and Swap Shop.

IAPSAE - Iowa Association of Public School Adult Education,
Department of Public Instruction, Grimes State Office
Building, Des Moines, Iowa 50319. Dues \$1 per year.
Meets in October at same time as ISEA and holds a spring
fellowship meeting. Publishes Communicator (quarterly)
and Pink Provocateur (yearly, preceding spring meeting).

AEA - Adult Education Association of the USA,
1225 Nineteenth Street, N.W., Washington, D.C. 20036.
An umbrella organization for all those involved in any
way with adult education. Cuts across agency and national

lines. Dues \$15 per year. Meets annually in November. Membership nationwide. Publishes Adult Leadership (monthly during the school year), Adult Education Quarterly (research).

IAEA - Iowa Adult Education Association, Department of Public Instruction, Grimes State Office Building, Des Moines, Iowa 50319. An umbrella organization as above. Dues \$2 per year. Meets annually in the spring. Publishes newsletter intermittently.

MVAEA - Missouri Valley Adult Education Association.

Composed of adult educators from the states of Missouri, Kansas, Iowa, Nebraska, Minnesota, North Dakota and South Dakota. Dues \$2 per year. Meets annually in April. Publishes annual newsletter.

State Advisory Committee. Composed of representative interested educators and lay people from all areas of the state. Promotes programs and discusses problems relating to adult education.

A SELECTED LIST OF PUBLICATIONS USEFUL TO THE INSTRUCTOR

The following publications are recommended for the teacher and coordinator interested in more knowledge and skill in the field:

Adult Basic Education - A Guide for Teacher Trainers, NAPSAE, 1966

Alesi, Gladys and Mary C. McDonald. Teaching Illiterate Adults To Read: College Adult Reading Instruction. (Perspective in Reading No. 1) Newark, Delaware. International Reading Association, 1964.

Cass, Angelica, and Arthur Coaltree, Adult Elementary Education. Noble and Noble, Publishers, Inc., New York.

Free and Inexpensive Learning Materials, 1966-67 Ed. Nashville: George Peabody College for Teachers, 1966.

- Gray, William S., The Teaching of Reading and Writing.
Chicago: Scott Foresman and Company, 1961.
- Greenleigh Associates. Education Rehabilitation: An Evaluation of
the Adult Basic Education Program of the State of Illinois. New York, 1965.
- Harrington, Michael. The Other America.
- Harris, Albert J. How To Increase Reading Ability. New York:
David McKay Company, Inc., 1961.
- Kottmeyer, W. Teach's Guide for Remedial Reading. St. Louis:
McGraw-Hill Book Company, Webster Division, 1959.
- Knowles, Malcolm, Handbook of Adult Education in the United States.
Adult Education Association of the U. S. A.
- Lanning, Frank W. and Wesley A. Many. Basic Education for the
Disadvantaged Adult: Theory and Practice. Boston: Houghton Mifflin
Company, 1966.
- Miller, Harry. Teaching Adults, (selected readings).
- Mott Adult Reading Center. Teaching Adults To Read. Galien, Michigan:
Allied Education Council, 1966.
- NAPSAE Publications:
1. A Treasury of Techniques for Teaching Adults
 2. How Adults Can Learn More Faster
 3. When You're Teaching Adults
 4. Counseling and Interviewing Adults
 5. Teaching Reading to Adults

Otto, Wayne and David Ford, Teaching Adults To Read. Boston: Houghton Mifflin Company, 1967.

The Office of Economic Opportunity, Catalog of Federal Programs for Individual and Community Improvements. Washington, D.C.: The U. S. Government Printing Office, 1965.

Reisman, F. The Culturally Deprived Child. New York: Harper and Brothers, 1962.

Smith, Edwin M. and Marie P. Smith. Teaching Reading to Adults. Washington, D.C.: National Association of Public School Adult Educators, 1962.

UNESCO, International Bureau of Education. Literacy and Education for Adults. XXVIIth International Conference on Public Education. Geneva, 1964.

Wallace, Mary C. Literacy Instructors' Handbook. Chicago: Follett Publishing Company, 1965.

GLOSSARY OF ACRONYMS

ABE	Adult Basic Education
AEA	Adult Education Association
BIA	Bureau of Indian Affairs
CAMPS	Cooperative Area Manpower Service
CAP	Community Action Program
CEP	Concentrated Employment Program
CORE	Congress of Racial Equality
DPI	Department of Public Instruction

DRES	Division of Rehabilitation
EOA	Economic Opportunity Act
GED	General Educational Development (Test)
HEW	Health, Education, and Welfare, Department of
HUD	Housing and Urban Development
IAPSAE	Iowa Association for Public School Adult Education
ICAP	Iowa Comprehensive Alcoholism Project
IESC	Iowa Employment Security Commission
MDTA	Manpower Development Training Act
MVAEA	Missouri Valley Adult Education Association
NAACP	National Association for the Advancement of Colored People
NAPSAE	National Association for Public School Adult Educators
NYC	National Youth Corps
OEO	Office of Economic Opportunity
OJT	On the Job Training
PHN	Public Health Nurses
VISTA	Volunteers In Service To America
WIN	Work Incentive

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2. California State Committee on Basic Education. Basic Education for Adults. Sacramento, California, 1967.
3. Church Women United To Work With Educationally Disadvantaged Adults in the USA. Q and A, Where can Volunteers Begin in Adult Basic Education?
4. Eitmann, Dennis. Handbook for Teachers, Adult Basic Education. Council Bluffs, Iowa, 1968.
5. Institute for Teachers in Adult Basic Education Programs. Adult Basic Education. East Lansing, Michigan, 1965.
6. King, Janet - checklist for the Instructor - unpublished paper.
7. Koehler, Lawrence E. Handbook for Teachers of Adults. Sacramento, California, 1968.
8. National Association for Public School Adult Education. Adult Basic Education, a Guide for Teacher Trainers. Washington, D.C., 1966.
9. National University Extension Association. Educational Technology, Preparations and Use in Adult Basic Education Programs. Washington, D.C., 1967.
10. State Department of Education, Division of Adult Education. Curriculum Guide for Adult Education. Columbia, South Carolina, 1967.

11. State of Iowa Department of Public Instruction, Adult Education Section.
Continuing Education Holds Our Future. Des Moines, Iowa, 1966.
12. State of Iowa Department of Public Instruction. Iowa Adult Basic Education Programs. Des Moines, Iowa, 1968.
13. State of Missouri. A Teachers Guide for Adult Basic Education.
Columbia, Missouri, Revision, 1967.

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