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DESCRIPTORS- \*ADULT BASIC EDUCATION, \*ANNOTATED BIBLIOGRAPHIES, \*LITERACY EDUCATION, ILLITERATE ADULTS, MANPOWER DEVELOPMENT, PUBLIC SCHOOL ADULT EDUCATION, ADULT EDUCATORS, TESTING, ENLISTED MEN, NON ENGLISH SPEAKING, TEACHER EDUCATION, TEACHER EVALUATION, TEACHER ATTITUDES, RESEARCH, PROGRAM DESCRIPTIONS, PROGRAMED INSTRUCTION, INSTRUCTIONAL MATERIALS, PROGRAM ADMINISTRATION, GEOGRAPHIC REGIONS, INSTRUCTIONAL TECHNOLOGY, FAMILY LIFE EDUCATION,

AN ANNOTATED BIBLIOGRAPHY ON ADULT BASIC EDUCATION CONTAINS 38 INDEXED ENTRIES, MOST OF WHICH ARE ALSO ABSTRACTED. SUCH TOPICS AS READING INSTRUCTION, PROGRAMED INSTRUCTION AND RELATED TECHNOLOGY, TEACHER ATTITUDES AND CHARACTERISTICS, MANPOWER DEVELOPMENT, REGIONAL NEEDS, PROGRAM PLANNING AND ADMINISTRATION, TEACHER TRAINING, AND LITERACY EDUCATION FOR ENLISTED MEN AND NON ENGLISH SPEAKING MEXICAN-AMERICANS, ARE REPRESENTED. ALSO NOTED IS A COLLECTION OF ABSTRACTS OF RESEARCH STUDIES CONDUCTED IN NEW MEXICO, ARIZONA, NEVADA, UTAH, IDAHO, WYOMING, AND COLORADO.  
(LY)

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ADULT BASIC EDUCATION, #1  
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## CLEARINGHOUSE ON ADULT EDUCATION

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November 1967

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AC 001 045 I CHARACTERISTICS OF TEACHERS AND METHODOLOGY IN ADULT BASIC EDUCATION.  
Stanislaus County Multi-Occupational Adult Retraining Project, research  
topic 4. Pearce, Frank C. Modesto Junior College, Calif. California.  
State Dept. of Education. Bur. of Adult Educ. JUN 66 52p.

TERMS: \*adult basic education, \*adult teaching, \*teacher characteristics,  
\*needs, \*evaluation, adult educators, teacher experience,

ABSTRACT: This study was made to determine the desired characteristics of a teacher of adult basic education, the background experiences which contribute to these characteristics, and ways of identifying them in interviews with potential teachers. The ideal characteristics cited by the respondents (85 trainees, 7 teachers, and 2 administrators) tended to be similar despite differences in emphasis and terminology. Administrators wanted people-oriented teachers, the teachers stressed a need for understanding, and the students themselves sought teachers who would help them develop their self-confidence. The teachers surveyed had a wide background of work, experience in working with ethnic and cultural subgroups, and some acquaintance with isolation and insecurity. They came from families with a single predominant parental figure, were raised in a provincial community, believed strongly in the value of human dignity, and were creative individualists who did not fit the traditional teacher mold or setting. The findings were used to devise an interview form to assess background, education, experience, and personal qualities. Document includes the interview form and recommendations for research.  
(author/ly)

SECONDARY TERMS: interpersonal competence, professional competence, individual characteristics, teacher evaluation, personnel data, Modesto, Stanislaus County, California,

AC 00C 763 E MEASUREMENT AND CLASSIFICATION OF TEACHER ATTITUDES TOWARD ADULT ILLITERATES.  
Johnson, Raymond L. \* and others. 67 EDRS PRICE MF-\$0.09 HC-\$0.44  
1lp.

TERMS: \*illiterate adults, \*teacher attitudes, \*changing attitudes, \*adult basic education, \*measurement instruments, negroes,

ABSTRACT: As a first step in a study of the role of attitude and attitude change as a variable in the interaction between basic literacy teachers and their adult students, a general procedure for the classification of attitudes by detecting "attitude clusters" was developed. This report demonstrates how the member components of clusters may be represented as a simple closed structure called a circumplex. Cluster analysis and the construction of a circumplex are used with group data obtained from a class of 23 young Negro women teacher trainees in adult basic education. This method is also appropriate for intensive study of a single subject. Each trainee completed a 100 item attitude scale at the beginning of a 1 week orientation and training course and again at the end of the course. Respondents' judgment for each item was made on a 7 point bi-polar "true or false" scale, with intervals numbered consecutively from 1 through 7. This report includes the detection of clusters, the construction of the circumplex, the attitude scale used, and circulant correlation matrices. (aj)

SECONDARY TERMS: females, attitude tests, research, tables (data),

AC 000 005E BASIC EDUCATION TEACHERS, SEVEN NEEDED QUALITIES--Stanislaus County  
ED 010 677 Multi-Occupational Adult Training Project, Teacher Characteristics,  
Report 4.1. Pearce, Frank C. Modesto Junior College, Modesto, Calif.  
Adult Division. SEP 65 EDRS PRICE MF-\$0.09 HC-\$0.72 18p.  
mimeo.

TERMS: \*adult basic education, \*teacher characteristics, \*teacher attitudes,  
\*teacher evaluation, \*effective teaching, research,

ABSTRACT: A study was made by Modesto Junior College at the New Hope Adult Retraining Center, part of the Modesto Multi-Occupational Project under the Manpower Development and Training Act, in which trainees, teachers, and administrators identified characteristics of an effective adult basic education teacher. Student opinions were obtained through group discussion, brainstorming, and questionnaires. Depth interviews were conducted with the teachers using a case history approach. Teachers and administrators described a hypothetical teacher. The study showed that maintaining respect for the student is of primary importance. The teacher must have understanding, flexibility, patience, humor, practicality, creativity, and preparation. An interview schedule was designed for screening potential teachers. It includes background information and a measurement of attitudes by the applicant's reaction to set situations and to a series of position statements. 8 refs. (ja)

SECONDARY TERMS: interviews, teacher selection, questionnaires, administrator attitudes, student opinion, teaching skills,

AC 000 996 I READING SPECIALISTS IN AN OCCUPATIONAL TRAINING PROGRAM (IN The reading  
teacher, 20/525-31, Mar 67). Stauffer, Russell G. \* Cramer, Ronald  
L. MAR 67 9p.

TERMS: \*program development, \*reading instruction, \*language arts, \*teacher training, \*evaluation, program descriptions,

ABSTRACT: This 1964-65 language arts program at the Manpower Development Training School MDT in Wilmington, Delaware, was set up to train teachers in language arts methods, techniques, and materials, with emphasis on reading, and to develop an instructional program for MDT trainees in basic spelling, writing, and reading skills. The pilot project recruited 6 college graduates and one high school graduate, who then attended lectures and discussions followed by classroom demonstrations and supervised practice. Likewise, lectures, reading, and discussion, followed by demonstrations and practice, were used in instructing the trainees. Spelling lists, accounts of personal experiences, vocabulary building, written exercises, and the Rochester Occupational Series (textbooks dealing mainly with skills needed to find and hold a job) were used to link formal instruction with occupational training. Despite the brevity of the course and some irregularity in attendance, many trainees showed gains of 2 or 3 years in reading achievement. (ly)

SECONDARY TERMS: curriculum, textbooks, teaching techniques, spelling, writing, vocabulary, teacher characteristics, reading consultants, language enrichment, Wilmington, Delaware, Rochester Occupational Series,

AC 001 266 E NATIONAL TEACHER TRAINING ADULT BASIC EDUCATION PROGRAM, FUNDED UNDER THE ADULT EDUCATION ACT OF 1966. Third progress report. (Extended and revised). National University Extension Association, Washington. U.S. Office of Education. Division of Adult Education. JUN 67 OEG2-6-061894-1894 EDRS PRICE MF-\$0.09 HC-\$1.64 41p.

TERMS: \*adult basic education, \*federal aid, \*program development, \*program descriptions, \*inservice teacher education, student costs,

ABSTRACT: As a continuation of a 1966 project, National University Extension Association (NUEA), under a grant from the U.S. Office of Education (USOE), conducted 20 regional adult basic education training institutes in the summer of 1967. Three educational experiments were carried over -- an accelerated national program for preparation of teachers for the educationally deprived, application of educational technology to the problems of teaching basic skills to adults, and an experiment in creative educational federalism. Elaborations in 1967 included development of a national core curriculum, conferences for participating universities and state directors, teacher-trainer institutes conducted by universities in each USOE region, pre- and in-service training programs organized at the local level, and design for an evaluation system. In part one of this report the staff, definitions, finances, and a review of the 1966 and 1967 functions of the USOE, NUEA, participating institutes, and state directors are given. Part two contains details of the production of the curriculum guide and materials, and program evaluation. In part three participant costs for three-week and two-week sessions are described. Part four includes descriptions of the staff and its functions and of the communications network. (aj)

SECONDARY TERMS: institutes (training programs), teacher education, program administration, federal legislation, educational finance, educational technology, regional programs,

AC 000 139 I LEADERSHIP TRAINING INSTITUTE FOR PUBLIC SCHOOL ADULT BASIC EDUCATION (Report of proceedings, Florida State University, Tallahassee, Oct 18-22, 1965). Hand, Sam E., ed. Florida State Univ., Tallahassee. School of Education. Florida. State Dept. of Education, Tallahassee. OCT 65 135p.

TERMS: \*adult basic education, \*adult characteristics, \*participant characteristics, \*public school adult education,

ABSTRACT: This leadership training institute for adult basic education covered content, purposes, and objectives of adult basic education, characteristics of undereducated adults, and ways of identifying, reaching, and involving potential students. Social, occupational, and civic competence, and inculcation of desirable health practices and ethical values, were discussed both as goals and as criteria for evaluation. Various educational, cultural, economic, and environmental problems and deficiencies confronting undereducated adults, and more general adult characteristics such as stronger motivation, broader life experience, psychological needs and physical limitations, and increased responsibilities, were presented as challenges necessitating special facilities or environments, more flexible, imaginative teaching, and freer communication and program coordination among organizations, especially those under various titles of the Economic Opportunity Act of 1964. Brainstorming sessions produced (1) a list of groups, individuals, and activities to locate and contact potential students, (2) criteria for identifying undereducated adults, and (3) approaches and activities conducive to meaningful learning. Community action structures for combating poverty with maximum participation by the poor were discussed. Adult education needs, and proposed and existing programs, in Florida were outlined. Document includes institute itinerary and roster. (1y)

AC 000 828 E GUIDELINES FOR TEACHING THE "UNDER-EDUCATED" ADULT. Donohue, Dan.  
\* and others. Washington. State Office of Public Instruction.  
66 EDRS PRICE MF-\$0.18 HC-\$4.52 113p.

TERMS: \*teaching guides, \*illiterate adults, \*literacy education, \*adult basic education, motivation techniques, evaluation

ABSTRACT: The Washington State Department of Public Instruction prepared these guidelines for teachers of under-educated adults -- illiterate, functionally illiterate, and non-English-speaking. The rate of illiteracy has been declining, standing in 1960 at 18,059. Functional illiteracy is harder to define, since criteria are constantly changing, but it is found mostly among rural populations and migrants. In 1960, there were 178,658 foreign-born persons in the state. Student teacher relationships are discussed first -- the problems of the school situation for adults, developing strong motivation, a minimal testing program, varied methods of teaching depending on the type of student, and desirable teacher qualifications. Communication skills are presented in a sequential manner to show the students the everyday applications of such skills for their advantage -- English language (grades 0-3, 4-6, and 7-8), spelling, reading, handwriting, arithmetic. Included in the appendix are tips for teachers, a condensed reading curriculum, a bibliography of texts for teaching reading, basic reading texts, supplemental reading materials, a list of audio-visual aids, and film catalogs. (eb)

SECONDARY TERMS: techniques, instructional aids, audiovisual aids, language skills, reading skills, arithmetic, handwriting, teacher qualifications, annotated bibliographies, reading materials, functionally illiterate, non English speaking, participant characteristics, teaching methods, spelling, Washington (state),

AC 001 264 E THE ADMINISTRATION OF ADULT BASIC EDUCATION, A MANUAL OF TRAINING MATERIALS. National Association for Public School Adult Education, Washington. National University Extension Association, Washington. U.S. Office of Education. Division of Adult Education. JUN 67 OEG2-6-061894-1894  
EDRS PRICE MF-\$0.09 HC-\$1.80 45p.

TERMS: \*adult basic education, \*case studies (education), \*manuals, \*administrative personnel, \*instructional materials,

ABSTRACT: Training materials, developed for the 1967 summer institutes for administrators of adult basic education programs, are presented in two parts -- (1) case studies developed around events commonly occurring in the administration of adult basic education programs, and (2) program guidelines meant to suggest approaches to handling specific situations. Through analysis and discussion of the case studies, participants in administrative institutes can arrive deductively at guidelines of their own that are applicable to their program and communities. Discussion and analysis of pre-existing guidelines may assist participants in comparing their own experiences with commonly accepted principles of administrative practice. Case study topics are -- bringing about a change in a hierarchy, educational technology, inter-agency cooperation, and comprehensive educational planning. Guidelines are -- the development of an advisory council, effective administration of adult basic education programs, the use of paraprofessional personnel, and the use of community resources. (aj)

SECONDARY TERMS: administration, professional training, guidelines, organizational change, educational technology, interagency cooperation, educational planning, community resources, school personnel,

AC 000 604 I SELECTION AND EVALUATION OF TRAINEES IN A BASIC EDUCATION EXPERIENCE UNDER THE MANPOWER DEVELOPMENT AND TRAINING ACT. Whittemore, Robert G. \* Echeverria, Ben P. Nevada. Dept. of Educ. Vocational-Technical and Adult Educ. JUN 65 24p.

TERMS: \*measurement instruments, \*evaluation, \*adult basic education, \*participant characteristics, \*tests, aptitude tests, pretests,

ABSTRACT: This study was developed to examine the utility of 10 measurement instruments as applied to MDTA basic education classes, the instruments to be used for grouping in classes, for mathematics and reading levels, and for personality dynamics. The tests were administered from time to time during an 18-month period to trainees in Las Vegas and Reno, Nevada, who had been delineated by age, educational level, and GATE "G" score. The Herman-Nelson Test of Mental Ability, the Sequential Test of Educational Progress, and the Minnesota Multiphasic Personality Inventory were found to be inapplicable. The following were found applicable and are recommended -- (1) for homogeneous grouping in classes, the GATE "G" score as an initial placement device, the Revised Beta for further clarification of class, and the California Test of Mental Maturity for language and non-language capacity identification, (2) for measuring reading and computational levels, the Iowa Silent Reading Tests, Gates Reading Survey, and Differential Aptitude Test, (3) for measuring personality dynamics, the California Psychological Inventory and the Kuder Interest Inventory. An analysis of the time and cost factor involved in such a testing program would indicate approximately 7 hours of testing time and an initial cost per trainee of \$2.85. Includes 5 tables. (eb)

SECONDARY TERMS: psychological tests, reading tests, intelligence tests, achievement tests, interest tests, language tests, tables (data), grouping (instructional purposes), research, MDTA, Nevada,

AC 000 665d A STUDY OF CATEGORY IV PERSONNEL IN BASIC TRAINING. Goffard, S. James \* and others. George Washington Univ., Washington. HumRRO. TR-66-2 U.S. Dept. of the Army, Washington. DA-44-188-ARO-2 APR 66 36p. illus.

TERMS: \*participant characteristics, \*enlisted men, \*intelligence level, \*performance, army training, attitudes, socioeconomic background,

ABSTRACT: In anticipation of the Army's projected Special Training and Enlistment Program to upgrade the capabilities of marginal personnel, this study was made of the nature and problems of these men. It examined men in Mental Category IV on the Armed Forces Qualification Test during basic combat training and compared them with those in other categories, in terms of background, experiences, and achievement. Samples of men were matched on the basis of their Army component. Information was gathered from Army records, peer and superior ratings, and an interview. It was found that more of the men in Category IV came from poor social, economic, educational, and occupational backgrounds and more of them had favorable attitudes toward the Army and had tried to enlist at some earlier time. Although their measured aptitudes, especially those demanding verbal and symbolic abilities, were considerably inferior to the others, there was extensive overlapping of the two groups, particularly on measures of performance. It was concluded that many men in this group are capable in respect of both training and job performance and can be used in the Army without having gone through a program of general educational development. (author/eb)

SECONDARY TERMS: research, verbal ability, tables(data), aptitude, slow learners, interviews, testing, AFQT,

AC 000 012 I BASIC EDUCATION FOR ADULTS. A report of the California State Committee on Basic Education. California. Dept. of Educ. Bureau of Adult Education. AUG 65 84p.

**TERMS:** adult basic education, \*program administration, \*adult teaching, \*instructional materials, teacher characteristics, literacy

**ABSTRACT:** This report is designed to assist in the development of methods and materials appropriate for older youth and adults in elementary education, high school subjects, and with minor adaptations, in Citizenship, and English as a second language, and also to afford an opportunity for school districts to evaluate the counseling and guidance services essential to those with special educational handicaps, who are not easily measured on available testing instruments. It discusses the responsibility for planning, establishing and operating basic education programs, characteristics of the students and how their abilities can be assessed, and what qualifications a teacher needs. An instructional program is outlined in considerable detail. A list is provided of helpful teaching aids, a bibliography of reading materials at different levels and in different subject areas, and tests for basic skills. (eb)

**SECONDARY TERMS:** education, participant characteristics, teacher qualifications, California,

AC 000 021 E ADULT BASIC EDUCATION, Evaluation through Research. Stanislaus County Multi-Occupational Adult Training Project, General research findings, Report 5. Pearce, Frank C. Modesto Junior College, Calif. Adult Division. JUN 66 EDRS PRICE MF-\$0.09 HC-\$0.44 11p.

**TERMS:** \*program evaluation, \*adult basic education, \*employment potential, \*unemployed,

**ABSTRACT:** This is an evaluation report on the effectiveness of the adult basic education programs at the New Hope School initiated by Modesto Junior College under the auspices of the Manpower Development and Training Act. Evaluation measures are academic achievement (tested academic progress through various educational tests), attitude modification relative to involvement, dropouts, follow-up study of those trainees who became employed and stayed on the job, student characteristics, teacher characteristics, and effectiveness of teaching. The findings indicate that the Modesto adult training programs are effective and progress is being made through the adult basic program. (pg)

**SECONDARY TERMS:** academic achievement, changing attitudes, prevocational education, participant characteristics, teacher characteristics, research, Modesto, MDTA, New Hope Project, California,

AC 000 055† RESULTS OF AN EXPLORATORY STUDY OF FUNCTIONAL ILLITERATES IN MACON COUNTY, ALABAMA. CHAPTER 7, SUMMARY OF MAJOR FINDINGS AND RECOMMENDATIONS. Pinnock, T. James \* and others. Tuskegee Institute, Tuskegee, Ala. U.S. Office of Health, Education, and Welfare, sponsor. 66 76p.

TERMS: \*illiterate adults, \*literacy classes, \*training allowance, \*intelligence, \*age differences, student motivation, reading

ABSTRACT: Tuskegee Institute conducted a study of needs and methods of education for illiterates in Macon County, Alabama, using sample of 658 Negro and Caucasian adults. Experimental teaching and testing was carried out with 118 functional illiterates, whose class attendance was unexpectedly high. The Gray Oral Reading Test showed an average gain in reading grade equivalent of 1.3 years. An experiment was designed to find out whether persons under 40 years old could learn more in 2 weekly meetings than those over 40, who met 3 times weekly, and to determine whether a small competitive cash incentive would affect the learning of the older group. An effort was made to keep classroom conditions constant for the 2 groups. The older group showed an average increase of 1.5 grade equivalent years, the younger group, 0.7. The use of two variables left the investigators uncertain as to the cause of this difference, but they felt it was the cash incentive. The Wechsler Adult Intelligence Scale showed significant increase in IQ for most students. Participants and teachers were enthusiastic about the program. (ja)

SECONDARY TERMS: achievement, educational needs, program evaluation, research, Tuskegee Institute, Alabama, Gray Oral Reading Test, Wechsler Adult Intelligence Scale,

AC 000 855 I THE ADULT LITERACY PROJECT, A STUDY OF VARIED EDUCATIONAL AND OPERATIONAL RESEARCH IN THE TRAINING OF FUNCTIONALLY ILLITERATE ADULTS. An interim report (vols. 1 and 2). Krebs, Annette B. Brandeis Univ., Waltham, Mass. U.S. Office of Economic Opportunity, Washington, sponsor. Massachusetts Council for Public Schools, Boston, sponsor. NOV 66 CAP-593-D 130p. Funding \$341,206

TERMS: \*illiterate adults, \*evaluation, \*programmed texts, \*reading skills, \*individual instruction, literacy education, adult dropouts,

ABSTRACT: This is a report on 12 months of action-research in a continuing research and demonstration project in Greater Boston for teaching reading skills to illiterate adults (16 or over), who test at 6th grade level or below on a battery measuring reading and arithmetic achievement, intelligence, and various visual-perceptual skills presumed to be related to reading progress. The student population is widely heterogeneous -- a programmed system taught in small class groups and an eclectic system using volunteer tutors in a one-to-one relationship with students. Problems and recommendations are summarized. Topics covered also include -- operational research on the establishment and maintenance of literacy centers, analysis of results of initial tests and retests after 50 and 100 hours of instruction, preliminary evaluation of the two methods of instruction used, demographic characteristics of volunteer tutors, adult illiterates in the program and outside, and students who leave training. Preliminary evaluations and analyses reported in vols. 1 and 2 will be further developed in future progress reports. Appendixes include modifications to the adult literacy project proposal, intercorrelations between pairs of tests, the students in the program, etc. (author/sm)

SECONDARY TERMS: participant characteristics, program evaluation, tests, program administration, intelligence, attendance, recruitment, adult teaching, volunteer teachers, Reading in High Gear, Boston,

AC 000 867\*1 THE EFFECTS OF A PARTICIPATION TRAINING PROGRAM ON ADULT LITERACY EDUCATION IN A MENTAL HOSPITAL (Ph.D. thesis). Drane, Stephen R. Indiana Univ., Bloomington. JUN 67 116p.

TERMS: \*literacy education, \*adult education programs, \*participation, \*mental patients, \*evaluation, psychiatric hospitals, T groups,

ABSTRACT: This study was made to determine whether or not participation training followed by literacy education would be more effective than literacy education alone. Subjects were 30 patients at Central State Hospital, Indianapolis, institutionalized for over a month, 15-65 years old, with an I.Q. of above 70, a reading level below the 6th grade, and a probability of staying in the hospital for the 14-week study. The Nelson Reading test was administered 4 times. In comparing group mean scores on improvement at 6 weeks, 10 weeks and 4 weeks after the study, no differences were found at the .05 level of significance using Fisher's "t" test. However, there was a slight improvement in the training group over the literacy group for the 3 tests. When participation training replaced literacy instruction for 4 weeks there was at least as much improvement. The relationship of participation training to good mental health practices would justify continued research in these areas, where the relationships formed in and through learning experiences can implement learning. Recommendations for future research include adjusting time allotments, changes in setting and tests, and the use of a control group. (author/a.j)

SECONDARY TERMS: research, doctoral theses, Nelson Reading test, Fisher's "t" test, Indianapolis,

AC 000 818FI RESULTS OF AN EXPLORATORY STUDY OF FUNCTIONAL ILLITERATES IN MACON COUNTY, ALABAMA (ED 010 123). Pinnock, Theo. J. \* and others. Tuskegee Inst., Ala. BR-5-0023 USOE. Cooperative Research Program. CRP-D-184  
66 EDRS PRICE MF-\$0.36 HC-\$8.16 204p. Summary of Study --

AC 000 055 I

TERMS: \*illiterate adults, \*literacy classes, \*training allowance, \*intelligence, \*age differences, student motivation, reading

ABSTRACT: Tuskegee Institute conducted a study of needs and methods of education for illiterates in Macon County, Alabama, using a sample of 658 Negro and Caucasian adults. Experimental teaching and testing was carried out with 118 functional illiterates, whose class attendance was unexpectedly high. The Gray Oral Reading Test showed an average gain in reading grade equivalent of 1.3 years. An experiment was designed to find out whether persons under 40 years old could learn more in 2 weekly meetings than those over 40, who met 3 times weekly, and to determine whether a small competitive cash incentive would affect the learning of the older group. An effort was made to keep classroom conditions constant for the 2 groups. The older group showed an average increase of 1.5 grade equivalent years, the younger group, 0.7. The use of 2 variables left the investigators uncertain as to the cause of this difference, but they felt it was the cash incentive. The Wechsler Adult Intelligence Scale showed significant increase in IQ for most students. Participants and teachers were enthusiastic about the program. (ja)

SECONDARY TERMS: achievement, educational needs, program evaluation, research, Negro education, rural areas, educationally disadvantaged, Alabama, Tuskegee Institute, Gray Oral Reading Test, Wechsler Adult Intelligence Scale,

AC 000 974 E REVIEW OF STANISLAUS COUNTY MULTI-OCCUPATIONAL VOCATIONAL TRAINING PROJECT, 1964-1965. Modesto Junior College, Calif. Adult Division. SEP 65 EDRS PRICE MF-\$0.18 HC-\$2.84 71p.

TERMS: \*adult vocational education, \*manpower development, \*retraining, \*adult basic education, investigations, program administration,

ABSTRACT: This report outlines problems encountered and progress made in the Stanislaus County, California, training project. Initial difficulty in securing Federal approval and funds for prevocational or basic education was ended by the amended Manpower Training and Development Act. However, difficulties, mainly in reorienting prevocational and vocational instructors, obtaining suitable materials, setting up courses, and selecting trainees, and the medical, emotional, financial, and other problems of trainees, still had to be met. Projects, in basic reading and arithmetic and in reading above Grade 4 level used Readers' Digest materials, the SRA Reading Laboratory Kit, News for You (Level B), and local newspapers, and stressed practical activities and exercises, tests and drills, audiovisual aids, and discussion and counseling. Community resources (field trips, work experience, resource persons, cultural enrichment) supplemented the classes. Vocational and prevocational programs and auxiliary services come under the Yosemite Junior College Board. Placement followups showed gains in employment, wage scales, job tenure, and training related work. Document includes personnel requisites, test results, employment data, patterns of local and state cooperation, the overall status of projects, and the community service role of the junior college. (1y)

SECONDARY TERMS: statistical data, job placement, interagency cooperation, unemployed, prevocational education, program descriptions, instructional staff, educational facilities, federal legislation, evaluation, test performance, employment patterns, Modesto, Stanislaus County, California, MDTA,

AC 000 056 I DEMONSTRATION PROJECT IN WORK READINESS. Progress report. Clatsop Community College, Astoria, Ore. U.S. Dept. of Health, Education and Welfare, sponsor. 66 EDRS PRICE MF-\$0.09 HC-\$0.88 22p. illus.

TERMS: \*welfare recipients, \*demonstration projects, \*employment qualifications, \*adult vocational education,

ABSTRACT: This report describes a program designed to improve the employability of welfare recipients through a vocationally oriented training program at Clatsop Community College. The Clatsop County Welfare Commission is working with the College on the project under the supervision of the State Public Welfare Commission. Prospective participants are referred to the program by welfare caseworkers. When possible, tests are administered prior to admission. Courses in adult basic education, liberal arts, and vocational and technical training have been chosen by 112 participants. Services were purchased from the Mental Health Clinic, Public Health Service, public schools, Tongue Point Job Corps, Division of Vocational Rehabilitation, Oregon State Employment Service, and the County Courts. Personnel from some of these agencies have attended weekly meetings to discuss cases with a view toward cooperating on problems. Tables indicate sources of assistance, program costs, grades, disposition of cases, and other statistics. Twelve case histories are included. Tests are listed. (ja)

SECONDARY TERMS: liberal arts, case histories, program costs, tests, interagency cooperation, tables (data), community colleges, program descriptions, Clatsop Community College,

AC 000 647JI SELF-PERCEIVED EDUCATIONAL NEEDS OF ADULTS (IN Adult Education, 16(2),  
Win 66, pp.92-100). Dobbs, Ralph C. 66 9p.

TERMS: \*educational needs, \*evaluation, \*socioeconomic influence, \*adult  
educational programs, adults, adult characteristics,

ABSTRACT: A survey of the expressed educational needs of a sample group of 100  
adults, evenly divided between a declining and a nondeclining neighborhood in Indianapolis,  
Indiana, ascertained predominant aims (largely economic), aspirations, major problems  
and ways seen to solve them, and specific educational interests. Interest in further  
training was expressed by 80 percent. Findings on both groups and the total, including  
educational background and socioeconomic data, indicate considerable need for evening  
programs of vocational training (mainly mechanics and business), adult basic education,  
and high school certification courses. Document includes 8 tables. (1y)

SECONDARY TERMS: statistical data, tables(data), research, interviews, educational  
background, adult interests,

AC 000 007E LITERACY ACTIVITIES IN PUBLIC LIBRARIES. A REPORT OF A STUDY OF SERVICES  
ED 010 855 TO ADULT ILLITERATES. MacDonald, Bernice. American Library Association,  
Chicago. Ill. Adult Services Division. 66 EDRS PRICE MF-\$0.18  
HC-\$2.56 64p. (ALA price, \$1.25)

TERMS: \*public libraries, \*library extension, \*instructional materials, \*illiterate  
adults, \*literacy education, cooperative planning,

ABSTRACT: Field visits were made to 15 public libraries to gather information  
on local sponsors of literacy education, including personnel, teaching methods, and  
instructional and supplementary materials. Patterns of cooperation between educational  
agencies and individual libraries and the adequacy of library services and reading  
materials were investigated. In most libraries surveyed, programs of service or library  
involvement were limited, but each library engaged in active community planning with  
other agencies-- welfare agencies, the Federal Manpower and Development program,  
private and volunteer organizations, foundations, boards of education, reading clinics,  
television stations, and private tutors. Shortages of trained personnel and effective  
literacy materials were a critical problem. Recommendations include--distribution  
of easy-reading bibliographies to all public libraries, expansion of the ALA Adult  
Services Division's Committee on Reading Improvement for Adults, a meeting of national,  
state, and local library leaders to promote organization and development of literacy  
services and a literacy services consultant at ALA headquarters. Report includes  
appendixes. (1y)

AC 001 148 E KANSAS STATE PLAN FOR ADULT BASIC EDUCATION (UNDER THE ECONOMIC OPPORTUNITY ACT OF 1964, TITLE 2, PART B). Kansas. State Dept. of Public Instruction, Topeka. OCT 65 EDRS PRICE MF-\$0.18 HC-\$2.52 63p.

TERMS: \*adult basic education, \*program development, \*federal aid, \*state programs, program planning, interagency cooperation,

ABSTRACT: The Kansas Plan is designed to help establish new local adult basic education programs, and to expand and improve existing ones. Instructional content will include reading and writing, speaking and listening skills, citizenship, consumer education, human relations, and family life education. Early stages of planning (to June 30, 1966) will stress the formulation of instruction and the recruitment and training of teachers, with State officials advising and assisting local school districts and community action groups. The State Director of Adult Education will oversee record keeping, instructional materials, program evaluation, staff training, publicity, program coordination and expansion, and local fiscal policy. Document includes provisions for quality control of instruction and of pilot projects, State of Kansas technical and supervisory services, aspects of Federal financial participation and control (auditing, reimbursements, salaries and benefits, etc.); appendixes (State of Kansas legal authority, State cooperative health service plan), and an organizational chart of the State Department of Public Instruction. (1y)

SECONDARY TERMS: educational policy, community action, federal legislation, state legislation, program administration, teacher qualification, teacher recruitment, teacher education, educational responsibility, criteria, Kansas, Title 2 (88 452),

AC 001 027 C OPERATION ALPHABET 1. Coates, Robert H., ed. 67 130p.  
Pub by Noble and Noble.

TERMS: \*literacy classes, \*manuals, illiterate adults,

AC 000 837 C EDUCATION, AN ANTIDOTE TO POVERTY (AAUW Program Topic for 1965-67). American Association of University Women, Washington, D.C. 20037. 65 57p.

TERMS: \*annotated bibliographies, \*economically disadvantaged, \*adult basic education, \*testing, \*films,

ABSTRACT: This study discussion kit includes definitions and program plans, an annotated list of films, and annotated bibliographies on Adult basic literacy, Testing the disadvantaged, Teachers for the deprived, Preschool education, Legislation, and general works. (aj)

AC 001 228 E INVENTORY OF FEDERALLY SUPPORTED EXTENSION AND CONTINUING EDUCATION PROGRAMS. PART 1. REPORT AND RECOMMENDATIONS. PART 2. PROGRAM ABSTRACTS AND INDEXES (Report to the President's National Advisory Council on Extension and Continuing Education). Greenleigh Associates, Inc., New York. U.S. Office of Education. Division of Adult Education Programs. MAR 67 EDRS PRICE MF-\$0.54 HC-\$14.92 373p.

TERMS: \*federal aid, \*federal programs, \*directories, \*program descriptions, \*adult education programs, federal legislation, financial support,

ABSTRACT: One of the first concerns of the President's Advisory Council after it was appointed under Title I of the Higher Education Act of 1965, was to identify and evaluate all federally-supported extension and continuing education programs, including community service programs, to eliminate duplication and effect coordination. Nineteen agencies or independent commissions identified 132 separate programs in response to the questionnaire developed and circulated by Greenleigh Associates, and 16 offices reported they had no programs in this area. The responses created the most extensive listing extant of such programs, along with more abundant information on individual programs. The abstract of each program includes the title, administering agency, purpose, eligibility, number of colleges and universities involved, legislative authorization, facilities, problems, funding, jurisdiction, communication to the national council, and publications. Programs are indexed by title, agency, area of major emphasis (urban or rural), type of training provided, populator sector served, and programs providing continuing education for government employees. It is recommended that the inventory be revised annually. Document includes tables and the questionnaire. (This document is available from Greenleigh Associates, Inc., 355 Lexington Ave., New York, N.Y. 10017) (aj)

AC 001 293 C ADULT BASIC EDUCATION COUNCIL FOR SPANISH SPEAKING (Progress report, from December 19, 1966 to April 30, 1967). Aqua, Helena. Adult Basic Education Council for Spanish Speaking, Milwaukee. Jun 67 20p.

TERMS: \*adult basic education, \*illiteracy, \*educationally disadvantaged, \*culturally disadvantaged,

ABSTRACT: The report deals with the background of the El Centro's Adult Basic Education Program, their instructional staff, in-service seminars, student-teacher relationship, statistical data of the Program, etc. (sm)

AC 001 086 E RESEARCH STUDIES WITH IMPLICATIONS FOR ADULT EDUCATION, MOUNTAIN-PLAINS REGION, 1945-1966. Burrichter, Arthur. \* Jensen, Glenn. Wyoming Univ. Dept. of Adult Educ. and Instructional Services. MAR 67 EDRS PRICE MF-\$0.18 HC-\$3.36 84p,

TERMS: \*adult education, \*annotated bibliographies, research, adult learning, higher education, university extension, public school

ABSTRACT: This compilation of abstracts of adult education research studies conducted in New Mexico, Arizona, Nevada, Utah, Idaho, Wyoming, and Colorado covers college and university adult education, public school adult programs (mainly secondary and adult basic education), vocational and technical training (including industrial inservice training), adult learning and creativity and appropriate testing, migrant adult education, civil defense education, educational methods and media, program administration, socioeconomic influences, the need for research personnel, and the needs, interests, and other characteristics of various clientele groups (rural dwellers, veterans, the aged, welfare recipients, etc.). Criteria for judging the significance and suitability of these studies included (1) studies completed since 1945, (2) specific studies carried on in each state and distinctly pertaining to that state, and (3) studies done in a given state, involving people of projects outside the state where the findings would apply to the entire field of adult education. Each abstract contains the purposes and methods used and a summary of the findings. (1y)

SECONDARY TERMS: adult education, adult basic education, leadership training, rural extension, participation, vocational training, professional training, adult educators, educational interest, doctoral theses, masters theses, migrant adult education, participant characteristics, educational methods, womens education, educational needs,

AC 000 017E FIELD TEST AND EVALUATION OF SELECTED ADULT BASIC EDUCATION SYSTEMS.  
ED 011 090 Greenleigh Associates, New York. 66 EDRS PRICE MF-\$0.36 HC-\$8.80  
220p. tables.

TERMS: \*illiterate adults, \*reading skills, \*reading programs, \*evaluation, \*literacy education, literacy materials, welfare recipients, word

ABSTRACT: This project evaluated four reading systems -- Learning to Read and Spell, Reading in High Gear, Mott Basic Language Skills Program, and Systems for Success -- in a large-scale field test with functionally illiterate adults. Testing was conducted in 7 communities in New York, 3 in New Jersey, and 5 in California, providing a mix of rural and urban residents and diverse ethnic groups. The participants in each state were welfare recipients, 18 or over, not in school, and below fifth grade reading level. Control groups each contained 125 participants similar to experimental groups in literacy level and other respects. (Small size of control groups made results inconclusive.) Variable was level of teacher preparation-- trained teachers (preferably experienced in adult education), college graduates, or high school graduates. Criteria for evaluating reading systems--(1) short-term change in reading level--(2) ability to qualify for occupational training or available job opportunities--(3) ability to meet adult responsibilities--(4) highly teachable systems, requiring least possible skill, plus capacity to withstand poor teaching--(5) flexibility in accommodating learners with varying literacy levels and educational backgrounds--(6) level of interest--(7) feasibility--(8) contribution to the positive education and social experience of learners. 39 references. (1y)

SECONDARY TERMS: study skills, dropouts, reading speed, achievement tests, intelligence tests, research, adult teaching, teaching quality, Learning to Read and Spell, Reading in High Gear, Mott Basic Language Skills Program, Systems for Success,

AC 001 263 E    EDUCATIONAL TECHNOLOGY, PREPARATION AND USE IN ADULT BASIC EDUCATION PROGRAM. National University Extension Association, Washington. U.S. Office of Education, Division of Adult Education. JUN 67 OEG2-6-061894-1894 EDRS PRICE MF-\$0.18 HC-\$4.92    123p.  
TERMS:        \*instructional technology, \*adult basic education, \*manuals, \*audiovisual aids, \*instructional materials, adult education

ABSTRACT:    Audiovisual materials, when combined with consideration of the ways people learn, can offer new ways of expressing ideas, presenting information, and making instruction challenging and efficient. This publication, directed at teachers of adult basic education and their administrators, illustrates applications of instructional technology to adult literacy programs. Local production techniques are emphasized and program planners are urged to make full use of professional and paraprofessional services of the community. Sections include a glossary, plans for training sessions (in-service training, workshops, and institutes), available resources, media used in adult basic education (video and audio tape recorders, programmed instruction, computer-assisted instruction, 8mm motion pictures, film loop and overhead projectors, tele-lecture systems, including Victor Electrowriter Remote Blackboard and Blackboard-by-Wire-System), and classified, annotated bibliographies. (aj)  
SECONDARY TERMS:    programs, programmed instruction, annotated bibliographies, tape recorders, computer assisted instruction, televised instruction, films, program planning, telecourses, teacher workshops, telephone communication systems,

AC 001 273 E    MATERIALS FOR 'THE ADULT BASIC EDUCATION STUDENT', A BIBLIOGRAPHY. National University Extension Association, Washington. U.S. Office of Education, Division of Adult Education. MAY 67 OEG-2-6-061894-1894 EDRS PRICE MF-\$0.27 HC-\$5.56    139p.  
TERMS:        \*adult basic education, \*annotated bibliographies, \*instructional materials, \*reading materials, \*programed texts, textbooks,

ABSTRACT:    The Division of Adult Education Programs of the U.S. Office of Education affirms that adult participants should not use child-oriented materials. Aside from being ego-destructive, such materials do not take advantage of the opportunity to apply reading and computational skills to the needs of adults in an adult world. Reading about the world of work adds to the student's knowledge of occupations while improving communication skills. Such materials, designed to assist adults in applying their reading, writing, and computational skills to adult life, are included in this annotated bibliography of materials suitable for use in adult basic education classes at the elementary school level, grades 0-8. Programed materials which enable the student to progress at his own rate according to the principles of adult-learning psychology are grouped in separate sections. Subjects covered are communication skills, computation skills, social studies, the world of work, individual and family development, and materials for the Spanish-speaking student. Supplements are planned. Use of programed instruction and criteria used in book selection for beginning adult readers are outlined. (author/aj)  
SECONDARY TERMS:    communication skills, arithmetic, Spanish Americans, social studies, individual development, audiovisual aids, job application, occupational information,

AC 001 272 E MATERIALS FOR THE ADULT BASIC EDUCATION ADMINISTRATOR AND TEACHER, BIBLIOGRAPHY. National University Extension Association, Washington. U.S. Office of Education. Division of Adult Education. JUN 67 OEG2-6-061894-1894 EDRS PRICE MF-\$0.09 HC-\$2.24 56p.

TERMS: \*adult basic education, \*programed instruction, \*instructional technology, \*bibliographies, \*information sources, teaching

ABSTRACT: Psychological studies consistently testify to the fact that the adult learner reacts favorably to material which enables him to progress at his own speed. He does not want to revert to the child-oriented classroom because, for many, this atmosphere produced failure. For this reason, programed learning and its related field of educational technology are stressed in this selected bibliography of materials suitable for use by administrators and teachers of adult basic education programs. Subjects covered are programed instruction, educational technology, administration, teaching methods and materials, understanding the adult basic education student, and testing and counseling. Many of the publications were used successfully in 1966 ABE Training Program. (author/aj)

SECONDARY TERMS: methods, counseling, testing, administration, audiovisual aids, films, literacy, literacy education, instructional materials,

AC 001 262 E PERSONAL AND FAMILY DEVELOPMENT IN ADULT BASIC EDUCATION, CURRICULUM GUIDE AND RESOURCE UNITS (Preliminary draft). National University Extension Association, Washington. U.S. Office of Education. Division of Adult Education. JUN 67 OEG2-6-06-1894-1894 EDRS PRICE MF-\$0.27 HC-\$6.24 156p.

TERMS: \*adult basic education, \*curriculum guides, \*resource units, \*family life education, annotated bibliographies, family

ABSTRACT: Adult basic education has the underlying goal of strengthening individuals, families, and communities and the immediate task of helping the under-educated attain skill in speaking, listening, reading, writing, and arithmetic so he can be trained or retrained for a job. The Curriculum Guide was prepared for the use of adult basic education teachers, counselors, teacher-trainers, curriculum consultants, and administrators and to encourage student participation. Units cover the areas of health and safety, money management, adult and childhood growth and development, homemaking skills, family relationships, and the family in the community. Each unit has a background statement, questions and discussion topics, activities, and suggested materials. The annotated lists of booklets, posters, films, and filmstrips appropriate to each unit give age and reading levels, price, and source. Sources of materials, speakers, volunteer aids, and consultants and general suggestions for unit organization are given. (aj)

SECONDARY TERMS: relationships, family health, teaching techniques, individual development, homemaking skills, child development, films, filmstrips, money management, instructional materials, group discussion, program, adult development,

AC 000 249C CURRICULUM GUIDE TO ADULT BASIC EDUCATION, BEGINNING LEVEL. USOE.  
Bureau of Adult and Vocational Education. OE-13032 66 352p.  
GPO.

TERMS: \*adult basic education, \*curriculum guides,

AC 001 154 C CURRICULUM GUIDE FOR ADULT BASIC EDUCATION. Nix, Jack. Georgia.  
State Dept. of Education. 66 20p.

TERMS: \*adult basic education, \*curriculum guides, \*guidance counseling,  
\*teaching techniques, \*communication skills,

ABSTRACT: Suggestions for courses at 3 skill levels are given for language arts,  
mathematics, social sciences, and health and science education. There are outlines  
for personal and vocational guidance counseling. (1y)

AC 001 153 C PARTIAL LIST OF MATERIAL AND EQUIPMENT FOR ADULT BASIC EDUCATION.  
Georgia. State Education Department. 65 11p.

TERMS: \*adult basic education, \*bibliographies, \*instructional materials,  
\*literacy materials,

AC 000 646JI THE FUNCTIONAL READING WORD LIST FOR ADULTS (IN Adult Education,  
16(2), Win 66, pp.67-69). Mitzel, M. Adele. 66 8p.

TERMS: \*vocabulary development, \*adult basic education, \*reading development,  
illiterate adults, literacy education, research,

ABSTRACT: The 5000-word Functional Reading Word List, compiled to reflect the  
present and immediate future reading needs of the average illiterate American adult,  
is presented. The basic words were gathered from such sources as Government pamphlets,  
newspapers, menus, comic books, application blanks, and religious tracts. The list  
is divided into 4 parts -- the approximately 500 most basic words, followed by  
3 groups, ranked by frequency, containing about 1500 words each. Mastery of the  
first 2000 words (Groups 1 and 2) is considered indicative of functional literacy.  
Mastery of all 4 parts would be equated with literacy. The word list is of value  
also to foreigners learning a basic American vocabulary. Document includes foldout  
with list. (1y)

SECONDARY TERMS: Functional Reading Word List,

AC 000 022E  
ED 010 858

A REVISED ANNOTATED BIBLIOGRAPHY OF INSTRUCTIONAL LITERACY MATERIAL FOR ADULT BASIC EDUCATION. Smith, Edwin H. \* and others. Florida. State Dept. of Education, Adult Education Sect. JUN 66 EDRS PRICE MF-\$0.09 HC-\$2.12 53p. Appendix.

TERMS: \*adult basic education, \*instructional materials, \*annotated bibliographies, \*literacy education,

ABSTRACT: Annotated bibliography of adult literacy and basic education materials is divided into 3 stages -- introductory (Levels 1-3), elementary (Levels 4-6), and intermediate (Levels 7-9). Subject matter includes reading (including comprehension), spelling, vocabulary and grammar, arithmetic, social studies, geography, citizenship and daily living, government, occupations and vocations, and study methods. Textbooks and textbook series are rated, with two stars for materials considered superior, one star for materials judged adequate, and no star for materials that may fit a particular need or predilection. Instructional materials considered appropriate for beginning readers, disadvantaged youth, adults only, adolescents only, or foreign-born students, are designated. List of publishers. (1y)

SECONDARY TERMS: \*textbook evaluation, reading materials, System to Success, Mott Basic Language Skills Program, Reading in High Gear, EDL Study Skills, Spelling Word Power Laboratory,

AC 000 912 C BASIC READING INVENTORY, FORM A, AND ADULT BASIC READING INVENTORY FORM A, WITH TECHNICAL REPORT NO.1. Burnett, Richard W. Scholastic Testing Service, Bensenville, Illinois. 66 49p.

TERMS: \*reading tests, \*literacy materials, \*reading ability, \*adult basic education, \*test interpretation,

ABSTRACT: The manuals offer directions for test administration and interpretation of results and an overview of the reading learning process. The technical report gives correlations of the BRI with other measures of reading ability. aj

AC 001 135 C SRA PRIMARY MENTAL ABILITIES ADULT REVIEW SET. Thurstone, Thelma Gwinn Science Research Associates, Inc., Chicago. 65

TERMS: \*intelligence tests, \*verbal tests, \*number concepts, \* perception tests, \*adult development,

ABSTRACT: The set includes the examiner's manual (7-1864), answer sheet (7-1872), and Primary Mental Abilities Test for adults (7-1871). (aj)