A BIBLIOGRAPHY FOR USE IN THE PREPARATION OF MATERIALS FOR ADULT LITERACY EDUCATION IN BRAZIL.

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DESCRIPTORS- *ANNOTATED BIBLIOGRAPHIES, *LITERACY EDUCATION, *MATERIAL DEVELOPMENT, *TEACHING METHODS, *INSTRUCTIONAL TECHNOLOGY, BIBLIOGRAPHIES,

AN ANNOTATED BIBLIOGRAPHY INCLUDES COMMERCIAL AND UNESCO PUBLICATIONS, MOST OF WHICH BEAR PUBLICATION DATES 1942-1965. INCLUDED ARE DESCRIPTIONS OF PROJECTS IN OTHER COUNTRIES WHICH MIGHT BE OF VALUE IN SETTING UP A PROGRAM IN BRAZIL, WORKS ON TEACHING METHODOLOGY AND PROGRAM DEVELOPMENT, RECENT STUDIES IN THE USE OF TEACHING MACHINES, PROGRAMMED LEARNING, TELEVISION, AND OTHER DEVICES, AND MATERIALS ON THE ACTUAL PLANNING AND PREPARATION OF MATERIALS. THERE IS A SEPARATE, UNANNOTATED, BIBLIOGRAPHY OF PERIODICAL ARTICLES. (AJ)
A BIBLIOGRAPHY FOR USE IN THE PREPARATION
OF MATERIALS FOR
ADULT LITERACY EDUCATION IN BRAZIL

The Florida State University
Tallahassee, Florida
May 1967
This bibliography was prepared as a broad general approach to the subject of functional literacy, as defined by the UNESCO Meeting of Experts on Literacy in 1962:

A person is literate when he has acquired the essential knowledge and skills which enable him to engage in all those activities in which literacy is required for effective functioning in his group and community, and whose attainments in reading, writing and arithmetic make it possible for him to continue to use these skills towards his own and the community's development and for active participation in the life of his country.

In quantitative terms, the standard of attainment in functional literacy may be equated to the skills of reading, writing and arithmetic achieved after a set number of years of primary or elementary schooling.¹

Included were descriptions of projects in other countries which might be of value in setting up a program in Brazil, works on teaching methodology and program development, recent studies of the use of teaching machines, programmed learning, television and other devices, and as much relevant material as could be located on the actual planning and preparation of materials.

Former United States Commissioner of Education Sterling Moss McMurrin has indicated the failure of many efforts to educate illiterate adults can be traced to use of materials and methods for teaching children. He testified before a House subcommittee that a further drawback was the lack of teachers who "understand adult interests and needs and who can approach adults with an adult psychology."²

This would indicate that research in this important field would have importance for work with adult illiterates in many other countries besides Brazil.

In order to simplify location, books in the Library School Materials Center are marked MC. These are not cataloged in the main catalog on the first floor, but only in the Materials Center catalog. In this section will also be found four folders of materials on Adult Illiteracy in the vertical files.
Two major periodicals which focus exclusively on reading, and which may be helpful for determining research trends, new texts, reviews and progress reports are *The Reading Teacher* and *Journal of Reading*, both published by the International Reading Association.

There are a great many other UNESCO publications dealing with the entire field which are not in the Strozier collection, but which will be ordered for the student upon receipt of a request from her major professor, according to a member of the documents staff.

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2 Isenberg, *op. cit.*, p. 117.
BIBLIOGRAPHY

BOOKS, PAMPHLETS, AND DOCUMENTS

374    Agorilla, Amado L.  
        Adult Education in the Philippines.  


MC    Aker, George F.  
      Adult Education Procedures, Methods and Techniques: a 
      Classified and Annotated Bibliography, 1953-63.  
      Syracuse: Syracuse University, 1965.

      Convenient and useful source, summarizing major writings of this period.

371.3358    Alabama State College.  
            Florence.  
            An Experiment, With Evaluation, in the Eradication of Adult Illiteracy by Use of Television Instruction over a State Educational Television Network Supplemented by Supervised Group Viewing and by the Related Use of Project-Supplied Materials of Instruction.  
            Neil Peerson, Project Director.  
            Title VII Project No. 417.  

            The Alabama Literacy Project experimented by means of instruction over the first official state-owned television network, supplemented by group instruction, in applying the Laubach method of teaching reading and writing to illiterate adults. Pre-, intermediate, and post-tests were made of growth of literacy, characteristics of drop-outs and of those who finished the program, major reasons for drop-outs and measurable impacts on personality or outlook resulting from growth in literacy. One of the major experiments in adult literacy education. Includes sample literacy tests and weekly newspapers.

MC    American Library Association.  
      Adult Services Division.  
      Committee on Reading Improvement for Adults.  
      Books for Adults Beginning to Read.  

      Brief list of possible interest for subject matter.

A report of the Harvard-Carnegie Reading study.


Discussion of this method of teaching reading. Includes bibliography.


Study and teaching of hygiene, with emphasis on adult education. Bibliographies at ends of most chapters.


Describes the process of acceptance of personal responsibility for oneself and others in a small-group learning experience.


Method for teaching children gives 463 pages of lesson guides and word lists which might suggest application for adults.


Describes experiment conducted by the Greenville County, S.C., Council for Community Development between July, 1936, and June, 1941. Methods for social surveys and regional planning.

Bibliography: leaves 124-37.


Selected articles from *The Writer.* First part, on general techniques for writers of various types of literary materials.


The author had 25 years experience as teacher, supervisor, administrator and author of textbooks. The volume contains a wealth of material on characteristics of the beginner, of the good teacher, role of administrative planning, psychology of dealing with adults, forms of in-service training, courses of study, lesson plans, point by point activities, methods for building good relationships, outside activities, techniques to hold attendance, materials and evaluation. Bibliographies at end of each chapter.


Compiled by the head of the Readers' Bureau, public library of Cincinnati and Hamilton County.


Although dated, good for criteria, differentiated outlines, score sheets, characteristics for judging, analysis and appraisal in different fields.


Aspects of study and teaching of civics.


Relationships between parent and child stressed.


Account of development of ideas about teaching of reading. Much of discussion applies to teaching reading in any language.


Sampling of the literature on relative merits of oral and written presentation, annotated. Very interesting. Textbooks and communication theory are omitted. Author and subject indexes.


A foreword by Ralph McGill describes how these people took the initiative for providing for needs of an agricultural county, and how their program influenced other groups. One program included teaching Negro farmers how to place money in the bank, write checks and "figure interest." Another group visited a midwest farm to learn their methods. Other "studycades" travelled to the UN, the far west and Mexico.

This is an example of programmed instruction. It probably could be doubly helpful for writing suggestions and as a possible kind of adult textbook.


This summarizes 19 attempts to measure readability, in the perennial problem to find the right books in adult education. The author has experimented with magazine articles in an effort to evolve a statistical tool for measuring. He describes his formula, and gives six points for writing popular readable books.


Discusses the background of social change, agricultural and social change, the role of the government, industrial relations and economic development. North American perspective of Brazil and other countries.


Begins with discussion of adult reader and need for feedback, and importance of goal of continued reading through life. Some pertinent topics: Growth in language boosts growth in thinking; yesterday's vocabulary for today's readers; the grade-level text dilemma; common errors adults make in their thinking; learning to extend comprehension through discussion.


Discusses problem of people staying away because they see no relevance between what they would like to know and what is offered, pointing to need for collaboration between sponsors and prospective customers in matching wants and offerings, either at the planning stage or through counseling. A "language bar" is the words often used for texts, which cause a barrier even when the vocabulary is not "technical." Two phases which need further study and which are closely related are teaching methods and place of instruction.


A survey made of methods used in teaching beginning reading in various countries, and discussion of the relative merits.


A small area of readability pertaining to elements of "ease" and "difficulty" was studied, and factors of content, style, format and organization were ranked. The author includes suggestions to writers preparing materials. The appendix includes "How to Measure Comprehension," and "Predicted Difficulty of 350 Books."


Interesting and understandable coverage of evaluation as an integral part of the teaching-learning process. Designed for administrators, supervisors and counselors. How to locate, select and use published tests, how to prepare, administer and appraise tests are discussed. Observational and peer-appraisal techniques. Many examples given of tests for various purposes. List of test publishers, p. 406. Selected list of standardized tests, pp. 407-11. Bibliographies at the end of each chapter.


Health program as a whole considered - organization and administration. Text written for prospective teachers and teachers on the job, to determine student and community health needs, sanitation conditions, accident hazards, emergency care procedures and responsibility of school personnel.

List of series books and sources of information: pp. 391-93.


Detailed and carefully organized. A companion volume, *Teaching Spelling* (372.4, H644t) might be helpful also.


Representatives of the countries and statistical charts published in the Spanish version. Gives statistics for 15 American countries on illiteracy by urban and rural population and by age.


Survey in 62 countries where illiteracy is as high as 85-95% of the population, especially women. Discusses agencies responsible for action to promote literacy, the active part taken by private initiative in 30 countries, the importance of cooperation through public opinion, use of qualified non-professional teachers, specially prepared material, subjects taught, textbooks, use of AV materials, radio and television, retention, level of education received, certificates, opportunities provided by employers. The supplement includes Bolivia, Colombia, Cuba, Panama and Uruguay.
Survey of practices in 69 countries. Gives comprehensive treatment of compiling, publishing, measures at replacement, physical aspects, experimental forms.

Promoting Literacy: pp. 430-40. Subjects include "Materials and measuring instruction in adult basic education," "Key problems in developing reading programs for semi-illiterates," "Early diagnosis and intervention in the prevention of illiteracy," "Activities which interest the illiterate."


Comprehensive discussion of progress and problems, major problems. Included are aspects of teacher education, the increasingly important role of television, and the need for teaching machines and programmed learning.

Despite age, presents lively approach to subject. A course in developmental reading may be organized around activities suggested. Provides for individual remedial work and work on special problems. Good for examples of exercises.

Detailed discussion of factors associated with reading ability: chronological age, sex, health, visual and auditory acuity, socio-economic status, interest in reading, personal adjustment. Suggestions for materials and teaching methods. Groups which show discrepancies between reading age and mental age. Case studies.


Standard by most famous reading teacher in the world.


Autobiography of the "one-man Point Four Program," who has devoted his life to the 700,000,000 illiterates of the world. Describes his system of phonetic charts which he has worked out in 262 languages. Latin America: pp. 132-43. "Teaching Literacy on Television": pp. 365-371. "The first eight chapters were originally published in the book, The Silent Billion Speak."


Description of the famous teaching method.


Still valuable for insuring readability. Aids to seeing (including paper, ink, quality of printing), visibility, criteria of readability, size of type, typeface, leading and line-length, reflection factors, duplicated materials, visual efficiencies and deficiencies, reading performance, psychological and physiological effects, specifications for optimum readability. Glossary of technical terms. Specimens of type and typography.

Source document and representative picture of developments to date of publishing. Brings scattered literature on the subject together (724 pp.). Appendix gives abstracts of all known published papers as of June, 1960, and most of the known unpublished papers.


Discussion of rehabilitation, attitude changes, need for hope.


Data on demand for labor gathered in study of 23 countries shown valuable for a variety of purposes, including their use as basis for job training. Purpose is to improve understanding of job vacancies and to encourage compilation of job vacancy statistics in other countries. Would show desirable lines for continuing adult education.


Detailed methodology of the "lightning literacy" approach.


Story of work of founder of the famous "Opportunity School," with discussion of her methods in adult education, which enjoyed an international reputation.


Experimental background for understanding reading related to A-V materials: to help retention, stimulate oral and written expression and help develop descriptive ability and interest.

Well-illustrated manual for display and study devices to supplement instruction. Includes materials for projection, mounting, lettering, bulletin board utilization, charting, dramatization, maps, models, mock-ups, tape recordings. Recommended readings. List of materials sources.

Ogden, Jean and Jess Ogden. These Things We Tried; a Five-Year Experiment in Community Development Initiated and Carried Out With the Extension Division of the University of Virginia.

Interesting account of regional program in three experimental counties. Discusses experience with locally printed materials on subjects of local interest expressed in simple language: prevention of fires, agricultural suggestions, citizens' councils. The program worked up to a publishing series of 18 bulletins yearly.


Concerned with scarcity of fully qualified teachers in active service in the schools and with the lack of facilities to remedy the situation, the college named a project staff to study the possibilities of offering televised educational programs as part of the in-service education of teachers. Recommended that televised teaching, because of its comparative effectiveness, appropriateness, desirability and feasibility, be used in Puerto Rico as part of the in-service education of teachers. Steps are given for planning, selecting and training personnel and producing the necessary material for the first period of transmission.


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<th>Call Number</th>
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<tbody>
<tr>
<td>607 S587</td>
<td>Silvius, G. Harold and Ralph C. Bohn.</td>
<td>Organizing Course Materials for Industrial Education</td>
<td>1961</td>
<td>McNight and McNight</td>
<td>Although this is intended for another subject area, the reader will find it most helpful in preparing courses of study and instructional materials. It was based on research at Wayne State and San Jose State College, representing a wide range in subject matter and teaching levels. Included are suggestions for organizing courses of study, identifying courses in the total program, selecting and organizing units, evaluation proceedings and instruments. One of the most valuable aids is the large number of examples of materials, charts showing the contribution of one course to the total effort, p. 130; and interrelationship between general and specific aims, pp. 132-33. Other features: role playing, p. 323; tests, 446-7; self-evaluation sheet, p. 349; example of a preface for a course of study, p. 418-19; brochure, pp. 432-45. Bibliographies at end of each chapter.</td>
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<tr>
<td>016.4284 L</td>
<td>Spache, George D.</td>
<td>Good Reading for Poor Readers</td>
<td>1964</td>
<td>Garrard Publishing Company</td>
<td>A list for children, but of value because the author discusses factors affecting reaction to books, effect of physical format on choice, psychological factors, and a chapter on programmed learning.</td>
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<tr>
<td>375.42 S</td>
<td>Strang, Ruth M.</td>
<td>Understanding and Helping the Retarded Reader: the Able Retarded Reader, the Emotionally Disturbed, the Bilingual Child, the Mentally Retarded</td>
<td>1965</td>
<td>University of Arizona Press</td>
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Demonstrates how stories can be vehicles for application of important ideas: Accepting feelings talking about problems, doing things for others, replacing worry with work and planning, learning to live with change, enjoying little things. These ideas could be incorporated into basic readers in other languages. Illustrated.


Well illustrated account of book production, with pre-binding for heavy use.


Choosing the best materials, ways of organizing teaching materials and programs, how to provide for individual differences in reading ability, avoiding bias and outdated material, teaching creativity. Concentrates on use of reading materials, including magazines, newspapers, pamphlets. Large, useful volume, profusely illustrated.


Study of an early non-technical program, showing main problems.


Ideas for location, organization, arranging classes, announcements, faculty, entertainment, publicity.


Method developed by speech therapist and tested in classroom. Aspects of spoken and written language taught together, using five principles of learning: effect, time, repetition, maturation and known-to-unknown.


Annotated bibliography of older books and magazine articles, pp. 105-274.


Bibliography: pp. 136-55


Articles on educational programs written by news correspondents who visited Latin America, Asia and West Africa.


First of two monographs in this volume is "Adult Education in Yugoslavia," by Marcel David. Significant to Brazilian students because there is also diversity of peoples in the nationality, and a wide range of educational attainment. Needs, organization and varieties of adult education are outlined.


No. 1. Inter-American Seminar on Illiteracy and Adult Education: campaigns against illiteracy, methods and materials, pp. 19-26; "Literacy and adult education." pp. 35-37.

No. 2. Suggestions for the preparation of reading material.

No. 3. Adult education in rural communities and development of adult education programs.

No. 4. "Normas para la evaluacion de libros de lectura para la escuela elemental."


Discusses education of women in Chile, India and Yugoslavia, and makes recommendations.
Aspects treated include home and school, work, local government, national life and international life.


Annotated and graded - 500 titles, some out-of-print.


Activities of members of this organization; teaching methods.

Interesting comprehensive guide to both natural and artificial memory, selected for practical usefulness. Includes books, serials, manufacturers' pamphlets, prints, circulars, games and token advertising devices. Alphabetical arrangement - no subject index.
SPECIALIZED WORKS IN LIBRARY SCHOOL MATERIALS CENTER

020


(Books to Begin on Series).

Good introduction to books in general: how they are made, procedure in libraries.

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374.1


(Adult Education Series, Book 1)

Textbook written for and geared to adults. Topics carefully chosen to include everyday things of family, community. Includes fundamental information useful to adult to take part in community, including conduct in public places, meaning of legal holidays. Each story planned as topic around which to build unit of work.

This publisher also produces *Write Your Own Letters*, by Rosenfeld, not in library.

374.1


Special text based on controlled vocabulary for illiterates and retarded readers. Used successfully in schools throughout Massachusetts and in other areas in the nation. Begins with simple structure, moving into more complex patterns for conversational reading and writing. Includes words and signs encountered in business places and newspapers.

513


New approach to teaching math as it appears in art, stars, plants, shells, science and industry. Basic principles then brought out through recreation using designs and cut-outs.


Explains origins of words and expressions; amusing illustrations. Could be adapted to another language to make reading more interesting.


There Is a Dragon in My Bed; and Other Useful Phrases in French and English. New York: Harcourt-Brace (1961).


Mary Agnes, Sister, "Bibliotherapy for Socially Maladjusted Children," Catholic Educational Review, Vol. 64 (January 16, 1946), pp. 8-16. (Discusses and illustrates use of personalized reading as an approach to social problems.)


**FILMS**

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