THE PREPARATION OF A REPORT ON LEARNING MATERIALS FOR MODERATELY RETARDED STUDENTS INVOLVED IN WORKSTUDY

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THE PREPARATION OF A REPORT ON LEARNING MATERIALS FOR MODERATELY RETARDED STUDENTS INVOLVED IN WORKSTUDY

by

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A Project prepared in partial fulfillment
of the requirements for the degree of
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ABSTRACT

Interest in the education and training of mentally handicapped children has been recent. This project seeks to partially meet the needs of educators who have trained and dedicated themselves to this area. It is hoped that the research and materials contained herein will be used as a supplement in programming for moderately handicapped adolescents on a workstudy program.

During the past ten years, classes for moderately retarded children have been organized in school systems throughout Newfoundland and Labrador. This has led to a crisis situation for moderately retarded students who have reached school leaving age. A lack of adequate instructional materials for training in independent or semi-independent living has created this situation. This project has been designed to assist in preparing moderately retarded students identified as being capable of work.

Items included in this project were selected after analysis of selection principles based on literature research, the author's experience, a criteria of evaluation and an evaluation guide.

The materials recommended include 16mm films, filmstrips, transparencies, cassettes and print material. These materials were obtained through various methods, such as mail ordering from suppliers in the United States and Canada, correspondence with provincial Departments of Education, and local sources which include the Instructional Materials Centre and the National Film Board, both at St. John's, the Centre for Audio-Visual Education and the Curriculum Materials Centre

at Memorial University. Various local schools and institutions were visited to scrutinize the materials. Evaluation of these materials was based on the criteria of evaluation contained herein and an evaluation sheet included in this project as an appendix.

A number of recommendations are presented which are a result of the conclusions reached during the development of this project.

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The project is dedicated to my wife, Georgina, and son, Kevin.

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CHAPTER I

INTRODUCTION

During the past decade there has been a dramatic increase in the number of trainable mentally retarded (TMR) children entering public day schools in Newfoundland. This has occurred primarily because of a relatively recent increase in world-wide concern for these people, and a social philosophy which proposes that everyone has something to contribute to the society in which he lives if his talents are developed appropriately. That many of these people were not attending school prior to the seventies reflects the traditional view that they could not cope with regular school placement or "mainstreaming." In addition, because of overcrowded facilities and insufficient knowledge of specialized teaching techniques and materials, educational provisions were meagre. Until recent times education for these children was either a low priority or non-existent.

So that these students could be placed in regular public day schools, techniques and methods of training had to be devised to enable them to learn at their own rate and in accordance with their individual learning styles. This has occurred in a limited way in the past few years. Such methods and techniques frequently required the development of specialized materials, in some cases modification of those in existence. There is a need for teachers to be knowledgeable concerning the availability of such materials if they are to adequately program for the moderately retarded student involved in a workstudy program.

Recently, the Special Services Division of the Department of Education, Government of Newfoundland and Labrador, compiled a guide entitled A Curriculum Guide for the Trainable Mentally Retarded. This guide was developed by a committee of teachers and specialists in the field, one of whom was the author of this project. The guide was compiled to provide a philosophy and a series of goals and objectives in the teaching and training of moderately retarded students of school age. However, in order to implement the objectives put forward in the guide, it is necessary that such a directory as proposed here be compiled without delay.

At the commencement of this project there was no comprehensive guide listing appropriate materials for trainable mentally retarded students involved in workstudy programs. Since there is an increased emphasis upon placing such students in regular schools and partially integrated programs, special educators must have access to appropriate learning materials. This project represents an attempt to meet this need by providing an annotated listing of learning materials suitable for independent and small group instruction. These materials are listed in Appendix A which contains these sections:

1. An Annotated Listing of TMR Instructional Materials for Workstudy Students.
2. An Annotated Listing of Instructional Materials Adaptable for TMR Workstudy Students.
3. Selected Subject Index to Report.
4. An Awareness List of Instructional Materials for Workstudy Students Evaluated by Catalogue Description only.
5. A Directory of Producers, Suppliers and Sources.

Hopefully, the appendix will be used by teachers as a base upon which to build and extend as new materials become available. To the author's knowledge, an appropriate guide which might be used in the selection of workstudy materials for the trainable mentally retarded student was not in existence prior to this project.

In the past, little attention was given to designing materials for trainable mentally retarded students because of the prevalent belief that instructional materials would be of little benefit. The slow progress in this area might be viewed as an extension of the extreme sheltering attitude of many parents toward their mentally retarded child, in some cases endorsing the exclusion of their children from school. The author suspects that these reasons have had a bearing on the sparse commercial production of learning materials for TMR children. The past decade has shown an acceleration in the production of materials for the educable mentally retarded (EMR) student but not an equivalent increase in the TMR area. This project has attempted to synthesize the material that is available in the education and training of senior TMR students who are capable of independent or semi-independent employment. As our schools now receive the trainable mentally retarded student on a regular basis, it is most expedient that educators become aware of appropriate materials for instruction and training.

As a result of this project, the following objectives should be realized:

1. Basic information will be given, gathered from a review of the literature and research as to the historical treatment and status of moderately retarded individuals.

2. An elaboration of the concepts of normalization and work-experience will be given as gained from a review of research in the field.

3. Specific curriculum goals and objectives will be listed involving the instruction of trainable mentally retarded individuals.

4. An indication of the extent of commercial materials available for the instruction of trainable mentally retarded individuals on a workstudy program will be provided.

5. An annotated list of commerical instruction materials which are suitable and appropriate in the instruction of trainable mentally retarded workstudy students will be provided.

To achieve the objectives stated above, this report has been organized as follows:

1. A review is given of the relevant literature pertaining to mental retardation in general and the moderately retarded person in particular.

2. Research procedures and evaluation techniques are given which have been used on materials related to the instruction of trainable mentally retarded students on a workstudy program.

3. An appendix of instructional materials and producers and suppliers which are considered beneficial to the instruction of trainable mentally retarded students on a workstudy program is included.

It was assumed at the outset of the project that most of the available materials would be of an audiovisual nature. Appropriateness was a key factor in selection, since the materials of necessity had to be of a high interest-low vocabulary nature, involving neither

complicated subject matter nor a condescending attitude towards the trainable young adult. The nature and character of these materials are more clearly defined following the review of literature.

CHAPTER II

REVIEW OF THE LITERATURE

Historical Perspective

The annals of history show that only during the last 200 years has significant progress been made in the education and training of the mentally retarded. A brief reflection on ancient history indicates that mental retardation was considered incurable and associated with the supernatural with the result that infanticide was commonly practised. At various points in time the mentally retarded were subject to exploitation for amusement and subjected to atrocious persecution (Dunn, 1973; Kirk, 1972; Gearheart & Litton, 1975).

During the Christian era there was some improvement in public attitude toward the mentally retarded. Nevertheless, there was a continued belief that mental retardation was akin to mysticism and this very often resulted in exploitation (Cruickshank, 1967). This seems understandable given that during this period there was only a very meagre scientific basis upon which realistic notions about the handicapped could be founded. Hence, the concept of individual differences received little attention during the dearth of research prior to 1800.

The teachings of Christ tended to reverse the attitudes of some people toward the handicapped in that scattered groups and private individuals, especially the clergy, gave sympathetic attention

to these people. This attention, however, was usually based on pity and did not result in significant training or educational provisions.

A significant school of thought during the late Christian era centred upon the work of Humanists like Rousseau, Locke and Prestalozze (Heyward, 1978). In their deliberations and consequent writings they aroused the conscience of many by espousing a humanitarian concern for the less fortunate. These views extended to the area of mental retardation and the seeds of concern set at this time were to germinate in the nineteenth and twentieth centuries.

The nineteenth century saw a great increase in scientific activity directed toward individualized education and treatment of the mentally retarded. One such scientific investigation was carried out by Dr. Jean Itard at the beginning of the century. He spent five years in an experiment directed toward educating a retarded young man. Although the study produced limited results it provided a stimulus for subsequent experimenters, educators and researchers (Gearheart & Litton, 1975; Heyward, 1978).

A second significant event of the nineteenth century was the beginnings of public and private institutions for retarded persons. Residential or boarding schools flourished in America at this time. This, however, did not mean that there was a great resurgence to adjust to the needs of these people; rather, it was society's way of clearing its conscience by providing a basis for stating that retarded people were at last being treated. Once the retarded person was placed in an institution he was generally forgotten by society (Gearheart & Litton, 1975).

During the twentieth century there have been greater achievements in the area of mental retardation than for all time previous. Early in this century the development of the intelligence tests had great ramifications for the individual differences concept. This led to the classification of handicapping conditions and the attempt to educate each child in terms of his ability, emphasizing his strengths rather than his weaknesses.

The modern era has also seen a change in the social treatment of mentally retarded people. Instead of the past belief that retarded people need pity and extreme protection, methods of education, re-education, habilitation, and rehabilitation have developed (Cruickshank, 1967). Such thinking has helped the mentally retarded, especially those classified as trainable, to acquire an education which meets their specific needs.

With the advent in this century of compulsory education laws, there gradually appeared a strong movement supporting compulsory education for the mentally retarded. Provisions were sought for their inclusion in public school with the result that there has been a steady increase in enrollment in special education from the 1920's to the present day (Gearheart & Litton, 1975).

Finally, the past three decades have seen a tremendous breakthrough in fiscal and legislative achievement for the mentally retarded. There has also been a great swing toward "normalization." This concept of Scandinavian origin has gained momentum in North America and was given a tremendous boost by United States President John F. Kennedy when he appointed the President's Panel on Mental Retardation in 1961. This procedure was followed by succeeding

Presidents and aroused much public concern for the education of the mentally handicapped (Gearheart & Litton, 1975). An offshoot of this action has been the establishment of Special Olympics for the mentally retarded which has endeavoured to foster the special talents and social developments of these people. The accomplishments of the seventies have prompted greater integration of the retarded in both everyday living and vocational life. There has been some opposition to such thinking but generally the concept has gained momentum as more and more retarded people achieve independent living in their respective societies.

Definition of Population

The search for a definition of persons with intellectual inadequacies has been and still is a continuous one. Many definitions which are in use at present pose severe limitations, one being stigma. Litton (1978) has stated that a single accepted definition for mental retardation defies existence because of the multiplicity of causes, the wide range of ability levels, and the differing points of reference of diverse disciplines. Along the same line, Smith (1971) stated that the problem of defining mental retardation is extremely difficult because of the vast variety of medical and behavioral manifestations of mental subnormality. He noted that the disciplines of medicine, psychology, sociology and education all focus on differing aspects of the condition, with education focusing on the environmental aspects as they relate to learning.

A review of literature indicates that the mentally retarded as a group demonstrate poor general aptitude in the performance of basic skills which most people learn incidentally and take for granted. Smith (1971) stated that the retarded person's basic problem is one of not being able to acquire, process, maintain and properly use his experiences for the solution of problems. Mental retardation is also associated with perceptual disorders, motor weaknesses, difficulties in attending behaviour, inability to transfer, and weaknesses in reacting quickly to stimuli.

There are numerous general definitions of mental retardation. A great number are outdated and inadequate and do not warrant inclusion in this review. Two British authors, Kirman and Bicknell (1975) defined subnormality as:

> A state of arrested or incomplete development of the mind which includes subnormality of intelligence and is of a degree which requires medical treatment or other special training. (p. 18)

Probably the most extensively used and accepted present definition is that of the American Association on Mental Deficiency (AAMD) (1973):

> Mental retardation refers to significantly subaverage general intellectual functioning existing concurrently with deficits in adaptive behaviour and manifested during the developmental period. (p. 9)

Included in this definition are three major criteria for ascertaining whether a person is mentally retarded: the intellectual level, the social adaptability, and the period of manifestation. Litton (1978) has stated that it is the retardate's limited intelligence as it relates to his behaviour which is the single characteristic common to all mentally retarded persons.

The broad spectrum of mental retardation is segmented into various levels by various disciplines. Johnson (1967) recognized three distinct groups with regard to educational purposes: the slow learner, the educable mentally retarded, and the trainable mentally retarded. A fourth group, the profoundly retarded, he considered to be uneducable.

Litton (1978) stated that classification of the retarded is necessary because it delineates more succinctly the functioning level of each individual. This enables educators to plan accordingly for each category. According to Litton, the major systems of classifications in contemporary use are in terms of intelligence quotient, adaptive behaviour and etiology. According to IQ scores he has classified the mentally retarded into four distinct groups:

I. The mildly or educable retarded..... 52 to 69 IQ

II. The moderately or trainable..... 36 to 54 IQ

III. The severely retarded..... 25 to 35 IQ

IV. The profoundly retarded..... 0 to 24 IQ

Ingalls (1978) presented a similar breakdown in terms of Binet and Wechsler IQ levels and mental age at adulthood:

Level	Binet IQ s.d. = 16	Wechsler IQ s.d. = 15	Mental Age at Adulthood
MILD	68 - 52	69 - 55	8.3 - 10.9 yrs.
MODERATE	51 - 36	54 - 40	5.7 - 8.2 yrs.
SEVERE	35 - 20	39 - 25	3.2 - 5.6 yrs.
PROFOUND	less than 19	less than 24	less than 3.1 yrs.

The AAMD classification of retardation presents the mildly retarded individual as having an IQ between two and three standard deviations below normal; the moderately retarded, three to four standard deviations; and the severely retarded, four to five standard deviations. Litton (1978) recorded the AAMD levels of general adaptive behaviour as follows: Level I (mild or EMR); Level II (moderate or TMR); Level III (severe or SMR); and Level IV (profound or custodial). It is the Level II or moderately retarded individual who is the focus of this project.

Classification by etiology requires comment. Stevens (1964) stated that over one hundred causes for mental retardation have been identified and that a definite diagnosis of cause is impossible in approximately 85 per cent of the cases. As Johnson (1967) has noted, however, the majority of TMR classifications are due to such pathological causes as brain injury and trauma. Physical characteristics of this group are often distinctive and can be related to cause through observation. Mass and height tend to be below average and motor co-ordination is usually poor. There is a much higher incidence of visual, auditory and other sensory and physical problems among trainable retarded people than is found in the general population. The observable characteristics become more pronounced with the degree of retardation.

Smith (1971) has described three major landmark time periods in a human's life when mental retardation may occur: (1) the prenatal period (from conception to birth); (2) the perinatal period (from labour to birth); and (3) the postnatal period where mental retardation may be caused by disease, injury, or environmental

deprivation. Children who are mentally retarded as a result of post-natal deprivation constitute the largest single group among the mentally retarded, and their retardation is usually of a mild manifestation. Differently, moderate retardation is usually due to disease or trauma. In summary, children in the moderate range obtain IQ scores between 35±5 and 50±5, are Level II according to AAMD levels of general adaptive behaviour scale, and have disease, genetic or traumatic factors accounting for their retardation.

Gearheart and Litton (1975) presented a lexicon of terms used to describe people who are moderately retarded. They have been given numerous labels through the years, such as: the trainable mentally retarded, the trainable mentally handicapped, the moderately and severely retarded, the dependent retarded, the developmentally young, the semidependent, the middle grade retarded and the imbecile. In terms of an educational definition, Kirk (1972) has described the moderately retarded child as one who, because of subnormal intelligence, is not capable of learning in classes for the educable mentally retarded (EMR), but who does have potentialities for learning self-care, adjustments to the home or neighbourhood, and economic usefulness in the home, a sheltered workshop, or an institution.

Johnson (1967) was not as encouraging as Kirk when he stated that moderately retarded persons are not usually considered to be educable in the sense that they can learn academic skills to any degree of competency. Further, they require custodial care and supervision for their entire lives. Johnson went on to state that adult moderately retarded individuals are not capable of caring for themselves independently or make a substantial contribution to the environment in which they live.

Stevens (1964), however, posited that with careful training and supervision, many of the more physically and socially adequate moderately retarded individuals are capable of achieving partial self-support in a sheltered employment situation, and a few are capable of maintaining a position in competitive employment. Similarly, Litton (1978) maintained that the moderately retarded individual can profit from training in social and occupational skills and may achieve self-maintainance in unskilled or semiskilled work under sheltered conditions. According to Litton, occupational performance must be primarily in non-competitive conditions.

Dunn (1973) has stated that towards adulthood the moderately retarded individual's intellectual development approaches the five to nine year level, implying that the most able of this group can be expected to achieve academically at about the third grade level. They are, therefore, able to read simple material for enjoyment, safety and information. In Dunn's view, it is the usual case that as adults they will be semi-independent even though a large number demonstrate physical and psychological disabilities.

Kirk (1972) quoted studies by Bienenstock and Coxe (1956) which found two to four moderately retarded children in a population of 1,000 school age children. In England, Birch (1974) identified 3.7 per 1,000 children with IQ's below 50. Smith (1971) stated that nearly the same proportion of middle socioeconomic parents as low socioeconomic parents have children with moderate, severe and profound degrees of retardation and that the moderately retarded

tend to have a lower fertility rate and a higher death rate than the nonretarded population.

Curriculum Goals and Objectives

It has often been stated, but ignored just as often, that the retarded individual should be considered first as a person, a human being with the same basic needs and drives as other people. Litton (1978) has suggested that the hierarchy of human needs presented below (Maslow, 1954) has relevance when program planning for the TMR individual:

1. Physiological needs.
2. Safety needs.
3. Belongingness and love needs.
4. Esteem needs.
5. Need for self-actualization.

The ultimate aim of programming for the moderately retarded individual should be to satisfactorily realize his maximum potential with regard to his needs and drives (Litton, 1978; Robinson & Robinson, 1965).

Smith (1971) noted that much intentional co-operative planning is needed among various individuals and agencies in order to develop an accurate and extensive curriculum for the moderately retarded student. This seems all the more important when one realizes the great diversity of opinion concerning which teaching approaches are best and which curriculum areas should receive priority (Gearheart & Litton, 1975). There seems unanimous agreement, as reported by Robinson and Robinson (1965), that many of the

objectives and goals included in curricula for the moderately retarded individual are directed toward the development of skills which the normal or mildly retarded person learns in an incidental manner.

Gearheart and Litton (1975) have presented a list of the basic learning characteristics of the retarded which are considered important in program planning.

1. Learning is related to mental age.
2. After understanding what to do, learning tends to occur at the same rate as in normal children of similar mental age.
3. The learning style of the retarded is concrete.
4. The presentation of similar materials and competing stimuli interfere with the learning process.
5. Transference of information takes place by identical elements.
6. Incidental learning appears deficient.
7. More failure-avoiders exist than success-strivers.
8. Social inadequacy prevails.

These learning characteristics provide a framework from which one may develop both short and long range educational goals. One must keep in mind, however, that even under optimal circumstances, the efficiency with which the moderately retarded person learns is limited, the progression of gains and achievements is slow, and the rate of mental development is significantly below normal (Litton, 1978).

Gearheart and Litton (1975) stress that the education and training of the moderately retarded person must be designed to provide opportunity for physical, social, emotional and intellectual growth in order that a maximum degree of independence and social

adjustment may be realized. Smith (1971) stated that most professionals believe that every attempt should be made to train and provide meaningful work opportunities for the mentally retarded person irrespective of his level of competence. Molloy (1972) presented a more restrictive position when she stated that very few children described as trainable become independent adults, able to compete in society and the job market and able to manage their own affairs. According to her, the few who do, require supervision in making decisions that affect health and safety and in planning for life security. Most educators are not as restrictive, however, and maintain that the majority of moderately retarded individuals, with the proper training, can perform in a sheltered work placement; and furthermore, a significant number can hold independent and competitive work placements.

Numerous educators and researchers cite curriculum objectives for the moderately retarded. By and large, the objectives are very similar. Litton (1978) presented three general purposes in the education of all human beings: (1) to develop knowledge; (2) to provide a basis for vocations; and (3) to provide opportunities for the development of self-realization. It is Litton's view that the moderately retarded individual can attain these objectives, given appropriate training.

Cruickshank and Johnson (1967) have given somewhat similar general objectives for the moderately retarded, stating that they should become as effective persons as possible, and should make whatever contribution is possible within the confines of their protected environment.

The following list of objectives for educating the moderately retarded student contains those that are commonly found in the literature (Robinson & Robinson, 1965; Cruickshank & Johnson, 1967; Kirk, 1972; Dunn, 1973; Gearheart & Litton, 1975; Litton, 1978; Ingalls, 1978):

1. Self-care, self-help skills.
2. Effective communication or language usage.
3. Socialization and personality development.
4. Perceptual-motor and physical education development.
5. Recreational and leisure skills development.
6. Functional academic skills.
7. Economic usefulness and vocational skills.

Dunn (1973), in his book, Exceptional Children in the Schools, has outlined specific ingredients by age level in four broad curricular areas for moderately retarded children and youth. The intermediate and senior levels stressing economic usefulness and work training are most relevant to this project. Included are such broad curricula areas as: (1) self-help and independent skills; (2) communication and cognitive development skills; (3) socialization and personality development skills; and (4) vocational, recreational and leisure skills.

The four broad areas are further divided into content areas. The first area at the intermediate and senior levels should involve physical education, safety training, grooming, proper dress and travel. The second area involves basic writing, general information, basic reading, social studies, elementary science concepts, creative expression and fundamental problem solving. The third area involves

group projects, dancing, manners and social roles. Finally, the fourth area dealing with vocational and leisure skills involves independent work habits, work training, arts and crafts, yardwork and housekeeping chores.

It should be noted, as Smith (1971) has pointed out, that mentally retarded individuals who have reached high school age should have previously developed a sufficient level of basic skills in areas that are necessary for prevocational and vocational training. Thus, at the level which is the focus of this project, emphasis is placed on occupational preparation and placement in gainful employment either in a sheltered, semisheltered or nonsheltered environment.

Normalization

Until relatively recently, little thought was given to normalized services for the mentally retarded because the field was dominated by the idea that such individuals were a menace--a hindrance to society (Wolfensberger, 1972). This is reflected in the fact that for a long period of time these people were not considered a responsibility of the public schools (Cruickshank, 1967).

Though the principle of normalization is said to have had its beginnings recently in Scandinavian countries, it is not an entirely new concept (Gearheart & Litton, 1975). The Hutterites in the United States and Canada have refused in the past to institutionalize their mentally deficient children and for centuries, almost without exception, the mentally retarded in Belgium have lived at home with their families (Conway, 1976). Nevertheless, until recent years, attempts at normalization have been scattered and isolated. Generally, in

America as elsewhere, institutionalization has been the rule for those of less than normal intelligence. It was not until 1968 that the Swedish Government initiated into law an act which directed services for the mentally retarded towards normalization whenever it was possible (Conway, 1976; Sandling, 1975).

The middle of the nineteenth century witnessed heightened concern in western society with regard to the mentally retarded. This fostered a movement toward institutionalization which had its inception around 1870. Unfortunately, however, the new interest did not reflect a genuine concern for mentally retarded persons themselves, but fear that they would corrupt and weaken the 'normal' community. This, in the view of many, was to be avoided at all cost (Conway, 1976). The institutions which grew from such thinking sought to provide a simplified and routine life-style for the retarded individual by limiting his exposure to complex community influences. To accomplish this, retarded persons were housed in large centralized facilities, usually away from the mainstream of society. Institutionalization became a movement away from the natural environment where the mentally retarded person might experience a normal life-style (Wolfensberger, 1972).

Although the original purported intention of institutionalization was to provide short-term training which would prepare the mentally retarded person for successful functioning in society, the purpose gradually shifted. By the turn of the twentieth century mentally retarded individuals were clearly seen as permanent residents (Gollay, 1977).

By the middle of the twentieth century two important North American developments challenged the role of institutions. Various

parent associations emerged in response to the lack of educational training for retarded persons. Secondly, research findings increased society's expectation of the retardate's abilities (Wolfensberger, 1972). These developments provided the impetus in the 1960's for the release of retarded persons from institutions into the community for alternative care (Conway, 1976). "Deinstitutionalization," as this came to be known, has grown rapidly in recent years, but not always with the desired result. Often the retarded individual is neither ready nor trained for the transition, nor is he given the required support for effective community placement (Gollay, 1977).

As implied earlier, the present social attitude in general, and the special education philosophy in particular, embody the hope that every individual will, through education and training, participate freely in the social, religious, aesthetic and scientific aspects of his culture to the limits of his capacity. To meet these ends, the community has decreed that an educational program be established which will provide the mentally handicapped person with the general attitudes, understandings and competencies necessary for successful vocational adjustment (Cruickshank, 1967). Upon examination of the three general purposes of education outlined by Litton (1978), it is quite evident that the trainable retarded individual can acquire some degree of knowledge, and in most instances, be trained for employment (sheltered or competitive). Certainly he can achieve personal fulfillment and approach self-actualization (Litton, 1978). That is to say, the purposes of regular and special education are essentially the same. This is the basis upon which the principle of normalization is built. This principle directs society to provide services and facilities to the retarded that permit him to function in a manner

that is as culturally normative as possible (Gearheart & Litton, 1975).

Ingalls (1978) has presented the following definition of normalization:

> Normalization refers to a philosophy of treatment and services that attempt to make the lives of retarded people as much like the lives of everyone else as possible. (p. 98)

Perhaps the most widely accepted definition is that of Wolfensberger (1972), the chief proponent of normalization:

> Normalization is the utilization of means which are as culturally normative as possible, in order to establish and/or maintain personal behaviors and characteristics which are as culturally normative as possible. (p. 29)

Wolfensberger's definition is given greater meaning in a schema of the normalization principle on three levels of two dimensions of action (see Table 1).

Gearheart and Litton (1975) have put forward some implications of the normalization principle:

1. Almost all services for the retarded are provided at the community level.
2. Educational and training programs are integrated to a much greater extent with programs for 'normal' individuals.
3. Residential facilities are in small units resembling homes.
4. The adult retardate is in much more daily contact with 'normal' adults.
5. There is more total involvement with a bisexual world.
6. There are work stations alongside work stations for non-retarded individuals. (p. 12)

The normalization principle has had a tremendous impact in recent years on the institutions which have traditionally housed the mentally retarded. Currently under way, especially in America, is the movement away from institutionalization toward a more integrative approach where as many retarded people as possible are placed in

Table 1

A Schema of the Expression of the Normalization Principle on Three Levels of Two Dimensions of Action (Wolfensberger, 1972)

Levels of Action	Dimensions of Action	
	Interaction	Interpretation
Person	Eliciting, shaping, and maintaining normative skills and habits in persons by means of direct physical and social interaction with them	Presenting, managing, addressing, labelling and interpreting individual persons in a manner emphasizing their similarities to, rather than differences from others
Primary and intermediate social systems	Eliciting, shaping, and maintaining normative skills and habits in persons by working indirectly through their primary and intermediate social systems such as family, classroom, school work settings, service agency, and neighborhood	Shaping, presenting, and interpreting intermediate social systems surrounding a person or consisting of target persons so that these systems as well as the persons in them are perceived as culturally normative as possible
Societal systems	Eliciting, shaping, and maintaining normative behavior in persons by appropriate shaping of large societal systems, and structures such as entire school systems, laws, and government	Shaping cultural values, attitudes, and stereotypes so as to elicit maximal feasible cultural acceptance of differences

community settings. This deinstitutional approach is having far reaching effects on the lives of these people and on the lives of human service personnel in this field. The expectation that "devalued" persons will become productive and responsible citizens is viewed by some as a difficult though worthwhile goal (Conway, 1976).

Educationalists and others oftentimes misunderstand and lack correct information with respect to the normalization principle. Quite often there is great confusion between the normalization principle and the concepts of mainstreaming and integration.

Weininger (1975) has stated that the best potential method for educating the special child is via integration (mainstreaming) with normal students in regular classrooms with supportive help available for both student and teacher. This has not had widespread application, however. It has been common practice during the past two decades to place the mentally retarded student in self-contained classrooms in regular day school. In these cases the extent of integration has been dependent on the professional staff involved with these students. Soeffing (1974) maintains that mainstreaming or the broader concept of integration may not necessarily have much to do with normalization since mainstreaming is total integration or nothing, and the self-contained classroom in the regular school may indeed foster segregation if the conditions are not right. Educators and others in the training and education of the trainable mentally retarded would do well to keep these differences in mind.

The normalization principle has found strong support in various circles; this notwithstanding, it has had its share of critics as well. The principle does not advocate a simplistic

solution to a complex problem, in most cases it is agreed that to plan and implement such a program is very difficult indeed (Soeffing, 1974). Also, one finds agreement with the view that there are varying degrees to which one may implement the normalization principle. As Gearheart and Litton (1975) have implied, there are a number of retarded persons that will always need a protective environment.

Hamalian (1976) has stated that the disabled are rarely encountered in our churches, theatres and night clubs or on our beaches and buses; in effect, they are seldom allowed nor are they competent to be involved in the world of the normal citizen. In present day institutions there is an increased effort towards a better quality of life, to encourage surroundings which are more similar to life on the outside. Such improvements and advances in dealing with the mentally retarded are reasonable if one accepts the fact that mental retardation is not entirely hereditary but has environmental roots as well. This reasoning leads towards a treatment activism (Wolfensberger, 1972). Ingalls (1978) has maintained that good services for the retarded can only occur after people recognize that retarded individuals are human with basically the same emotions, feelings and needs as everyone else. Too often retarded individuals of all ages are still treated as young children.

Dunn (1973) has advocated comprehensive changes in both traditional special day schools and classes, and traditional large multipurpose institutions for the retarded. He stops short, however, of advocating competitive community employment for all retarded people. Nihira and Nihira (1974) have stated that a large majority of mentally retarded persons can function in smaller, less structured, more

normalized community settings.

Along another line of thought concerning normalization, Conway (1976) has persistently stated the view that cohabitation among the intellectually handicapped exerts extraordinary pressure on society and has disrupted the most well-intentioned plans of those advocating normalization today. He further maintains that normalization should not allow itself to be subjected to the criticism if provoked through its failure to address the question of sexualization in a realistic way. Additionally, Conway questions whether the idealized goals of normalization align with the political realities of capitalist economy. Who, for example, will incur the risk if and when mentally retarded persons marry and have children?

Various researchers have contributed to the dialogue on normalization. It has been found that age and IQ are positively correlated with successful adaptation to community life and employability (Windle, 1962; Baker, Seltzer & Seltzer, 1976). It has also been found that a higher prevalence of maladaptive behaviour occurs in institutions compared to community settings (Eyman & Call, 1977). The cost of maintaining the institutional setting clearly exceeds that of the various community settings (Edgerton & Bercovici, 1976; Intagliata, Wilder & Cooley, 1979). The lack of reliable and supportive resources in the community for the mentally retarded is cited as an important contributing factor in their failure to adapt to community living.

Perhaps the greatest supporter of the normalization principle is its strongest proponent, Wolf Wolfensberger. He in no way alludes to the fact that normalization of the mentally retarded is an easy task; rather, he maintains that hard work is the prime factor in its

implementation. Wolfensberger stresses the importance of physical appearance and public opinion, and the advantages of implementing a program of normalization in early childhood. He has stated that a redefinition of deviancy is needed--to foster greater acceptance of some behaviours or characteristics which are considered deviant at present. This can be achieved by encouraging citizens to broaden the range of what they consider to be normative.

Summary

During the first half of this century, mentally retarded individuals were considered a hindrance, a menace to society. Attitudes began to change slowly, however, and institutionalization of retarded people became commonplace. This practice did not result in significant improvement for these people since this only provided a scapegoat for the guilt associated with past practices related to this population.

The principle of normalization had its beginnings in Scandinavian countries. Only recently have there been significant attempts at implementing this principle in North America, and these have been scattered and isolated. Wolfensberger (1972) has given us the most widely accepted definition of normalization.

Two developments in the twentieth century gave impetus to the acceptance of the normalization principle in North America. Parent pressure and research findings concerning the etiology and aptitude of retarded individuals provided the desired climate for its acceptance.

As a result of the spread and acceptance of the normalization principle, deinstitutionalization occurred and programs of worktraining and community living were developed as more and more of the mentally

handicapped achieved a measure of economic and social independence in society.

Work-Experience

Only in recent years have moderately retarded people been considered to have a chance at being a part of the labour market (Gunzburg, 1973). In the past these people were not given serious consideration for vocational or workstudy training programs leading to employment. This population remained unemployed, were provided with mundane, unskilled and menial tasks, or were given purposeless activities in an unstructured sheltered workshop. Reasons for the traditional vocational stereotyping include: (1) low ability in many individuals; (2) unavailability of higher-level jobs and tasks; and (3) minimal expectation by professionals providing training and evaluation. Litton (1978) and Molloy (1972) stated that very few children described as trainable become independent adults or are able to compete in society and the job market and manage their own affairs. Molloy further stated that the few who do hold jobs in competitive society require supervision in making decisions that affect health and safety and in planning for life security.

One must keep in mind that 'mental retardation' does not mean that a person's total functioning is retarded. His intellectual capacities are affected, but he may possess other skills and aptitudes, which conceivably excel those possessed by others. Brolin (1976) has suggested that the significance of intelligence to vocational success of the moderately retarded is obscured by the interaction of a large number of other variables. Interest in one's job and proper placement

is as important for the retarded worker as it is for the nonretarded worker (Brolin, 1976; President's Committee on Employment of the Handicapped, 1976).

Wolfensberger (1972) has pointed out that many middle-level retarded persons in Europe are performing tasks believed by most American professionals to be beyond their capacities. It has also been found that persons with IQ's as low as 25 can be taught routine industrial jobs, and retardates with good work habits and good social adjustment can go from a workshop setting into certain forms of competitive employment (Tizzard, 1967; Appell, Williams & Fishell, 1962).

Recent research indicates the following factors to be pertinent to vocational skills and the trainable mentally retarded workstudy student: (1) TMR's can participate effectively in far more vocational opportunities than are usually provided; (2) TMR's are capable of producing qualitatively and quantitatively above what is presently assumed; (3) TMR's can earn significant wages performing economically useful work (Brown & Perlmutter, 1971; Gold, 1972, 1973; Bellamy & Buttars, 1975; Levy, 1975; Bellamy & Synder, 1976).

The following conclusions regarding the retarded and his development of vocational skills have been presented by Brolin (1976):

1. Work personality (one's unique set of abilities and needs) develops but at a slower pace than in the non-retarded.
2. Work personality is determined by the interaction and influence of genetic and environmental factors.
3. Early childhood experiences and relationships are important.
4. Parents significantly affect work personality development.
5. The work personality of the retarded is less complex than that of the average individual.

6. Positive success experiences and reinforcers are important in attainment of vocational abilities. (p. 231)

It is generally agreed that mentally retarded youths who pursue a program of special work training will obtain a higher degree of success than those who enter employment without such a program. The fact that training does influence the social competence of moderately retarded people is not the most interesting information. What is more interesting is the fact that such training is often very important to young adults considered to be past the age where education might have an effect (Stephens & Peck, 1968; Gunzburg, 1973).

Studies done by Huddle (1967) cite the following conclusions:

1. Moderately retarded persons are usually much slower in initial level of performance than subjects of higher IQ, but their final performance is equal on routine tasks when proper training procedures are provided.

2. Such individuals generally appear to work best in small group situations.

3. Most moderately retarded adults respond better to monetary incentives than to the effects of competition or co-operation, although social approval is very important.

4. Most properly motivated and trained moderately retarded adults finally need only minimal supervision.

5. In addition to inadequate training and supervision, the major reasons for lack of job success on the part of the moderately retarded are poor work habits, poor interpersonal relations, and insufficient motor skills. The most skills the moderately retarded develop in these areas, the more likely they are to become gainfully employed.

6. With the moderately retarded individual, IQ score of itself is not the major reason for lack of occupational success.

7. A few moderately retarded adults will not even succeed in a terminal-type sheltered workshop and will need other organized community activity programs to entertain and care for them.

Since the moderately retarded adolescent does not excel to any appreciable degree in academic areas, the idea has been expressed that the best educational program is some kind of occupation or work training class (Goldstein, 1964). It has even been suggested that concentrated effort should be made to establish efficient work habits and desirable attitudes toward jobs and authority during the initial years of schooling (Stephens & Peck, 1968). The reason for this is that the retarded worker often needs extensive preparation for even the simplest jobs.

Some professionals, such as Wolfensberger (1972) maintain that every attempt should be made to provide meaningful work opportunities for the mentally retarded at all levels of competency. Wolfensberger has stated that any retardate capable of basic self-care can be trained to work, even if this work is in a somewhat sheltered environment. However, such opportunities will fail if there is a rapid unplanned transition from school to work. Failure was noted by Jerrold and Fox (1968) when they observed immature pupils going through a rapid succession of jobs because of poor time-keeping, lack of persistence, unsuitable responses to work instructions, a lack of intellectual ability required to follow or understand instructions, and general social immaturity. The sparse research which has been conducted in this area supports the view that well prepared pupils have fewer difficulties at work and are more easily integrated into work groups. Work experience programs have also been known to capture the interest and provide motivation for learning during the final months of school life (Poulton, 1977).

All young people need to acquire a measure of independence at adolescence. For the person who is mentally retarded, there is a particular danger that parents and others will seek to provide for him,

to make decisions for him, and fail to consult or treat him as an adult. Treated this way these people will remain unnecessarily immature and inexperienced, and their capacity for independent employment and normal social life will be reduced (Kirman & Bicknell, 1975).

In these days of high unemployment and automation, it may become increasingly difficult to find paid work for those of limited intellectual ability (Poulton, 1977; Kirman & Bicknell, 1975). There are, however, many reasons for making every effort to ensure some measure of training for the TMR. On purely economic grounds, it is desirable that less able citizens have the opportunity to make a contribution appropriate to their limited capacity. Work has long been recognized to have therapeutic value, and it greatly increases the self-esteem of those who are able to create a socially valuable product. This in turn gives a sense of belonging to the community and of being important in the eyes of others (Kirman & Bicknell, 1975).

Wolfensberger (1972), a leading proponent of the normalization principle, has offered a number of interesting assumptions concerning work training for mentally retarded persons:

1. Each person seeking help has some capacity and need for self-direction and self-determination.
2. The amount of self-direction and self-determination possible for any person depends not only on factors within a person but on opportunities outside a person.
3. Raised expectations tend to raise performance.
4. Any process of labelling and segregation tends to lower expectations.
5. Growth and development occur best and most within natural settings.
6. Persons are more likely to change through practice than through 'talking therapies'.
7. Nothing motivates a person as much as opportunity.

8. It is assumed that each person from the moment of birth, whatever his limitations, has a natural drive toward independence and normality. (pp. 151-153)

The principle of normalization places central importance on experience as a way of learning. The more that available opportunities for experience approach the normal, the more the capacity for normal behaviour can be actualized.

As with regular students in public day school, so it is for the moderately retarded student that there comes a moment when formal day schooling is completed. Schooling terminates as provincial laws dictate, usually around 18 or 19 years of age. It is at this time that the moderately retarded person must go out into the 'world of work', be it a sheltered workshop or private industry.

It is very important that the last two or three years of his education be spent in some kind of vocational or work-experience program. This will provide for a smooth, rather than an abrupt, transition from the classroom to work (Scelfo & Micali, 1978).

The training which most believe the moderately retarded ought to receive has been given various labels. A broad term presented by Goldstein (1964) is 'occupational education'. This term is used to denote the many different programs which focus on the vocational adjustment of the mentally retarded student. The term 'career education' as defined by the United States Office of Education (1975) and Becker (1979) refers to

> the totality of experiences through which one learns about and prepares to engage in work as part of his or her way of living. (U.S. Office of Education, p. 101)

The term 'vocational rehabilitation' refers to the retraining of adults with an emphasis on their abilities rather than a correction of their weaknesses.

As discussed previously, the TMR student upon reaching school leaving age will either graduate to competitive employment or to a sheltered workshop or semisheltered work situation. Litton (1978) describes a sheltered workshop as

> a facility that utilizes long-term work experience and related services to assist the handicapped individual toward productive vocational status. (p. 235)

Becker (1979) maintained that the trainable student is generally trained for placement in a sheltered workshop, or most optimistically, in partial sheltered community employment. Wolfensberger (1972) reminds us that the role of a workshop must be to enable the person coming to it to experience himself as a normal person and that few totally sheltered workshops can provide or equal the reality of a regular place of work. This brings us to the situation where the adult upon leaving school will be placed in a semisheltered or competitive work placement. This situation requires intensive and extensive preparation.

Scelfo and Micali (1978) described a vocational or pre-vocational school program or a work-experience program which would provide the school adolescent with transition training from the school to a work environment. There have been few such programs in the past and they must be given serious consideration regardless of whether the TMR student eventually enters a sheltered work situation or a competitive one. The objectives and content of such programs are of utmost importance.

Whereas there is some disagreement as to whether the moderately retarded person will be involved in independent, competitive work as an adult, it is generally agreed that mentally retarded individuals can be trained for usefulness in the home, community and a sheltered environment (Kirk, 1972). This view is supported by Molloy (1972) who

maintains that vocational training means preparation for life-work involving care for bodily needs, socialization and community contribution. Others, however, have higher expectations stating that TMR adults are capable, if trained, of being employed in service and manufacturing jobs usually in an unskilled or semiskilled capacity (Peterson & Jones, 1964; Stabler, 1974).

The President's Committee on Employment for the Handicapped (1976) has given us the major occupational groupings and the percentage of retarded persons employed in each:

Type of Occupation	Percentage
Service	36.7
Industrial	36.4
Sheltered workshop	6.1
Clerical	5.8
Homemaker	5.1
Agriculture	3.8
Unpaid family work	3.5
Sales	1.6
Professional	1.0

This committee has also presented a list of jobs in which qualified mentally retarded persons have been successfully employed:

General office clerk	Office personnel
Messenger	Mail carrier
Stock clerk	Janitor
Sales clerk	Sexton
Porter	Recreation worker
Farm hand	Labourer
Domestic	Baker's helper
Construction worker	Laundry worker
Gas station attendant	Carpenter's helper
Kitchen helper	Dishwasher
Usher	Mechanic's helper
Nursery worker	Fish cleaner
Painter	Parking lot attendant
Telephone operator	Sorter
Vehicle maintenance worker	Garbage collector
Supermarket checkout clerk	Collator
Truck loader	Maid, hotel

In order for the retarded individual to be placed in an unskilled job placement or a sheltered situation, there must be a period

of training and transition where the necessary basic skills are obtained. For placement in a semisheltered or independent work placement, the training period must be more intensive. Gunzburg (1973) stated that this period covers the chronological age from about 13/14 to 18/19 years. Robinson (1979) offered the following advice concerning the period of transition and training:

> We believe that there should be definite provision for bridging the gap between school and adult life; that education should begin to come out of the classroom; that learning by doing is important; that knowledge gained in the process of education can and should be seen as meaningful in the whole context of life. (p. 184)

The period of training and transition is often accommodated through work-study or work-experience programs in which the student usually spends part of the day or week in acquiring work experience and learning specific job skills. The remainder of his time is spent in school (Morgenstern & Michal-Smith, 1973). It should be remembered that there is no specific training program which is considered to be most appropriate for all levels of retardation. There is considerable debate among work-experience experts on the proper entrance and exit criteria to an occupational program and the sequences of experiences deemed advisable throughout the training. Smith (1971) has presented a list of additional issues on which there is professional disagreement:

1. Should trainees be provided with work experiences which are relatively wide ranging, or should they focus on a specific professional?
2. Is it best to introduce the trainee to out-of-school work before the senior year or should that activity wait?
3. To what degree should the curriculum contain intentionally planned courses for the remediation of learning disorders, at what level of performance should the instructor be satisfied that further effort is unwise?
4. To what degree, when, and how should actual work stations be simulated within the school before the trainee is placed on a job?

5. Should sex education be part of the secondary work-study curriculum? (p. 205)

There are many sources from which one may gain information concerning the content of the transitional stage. Molloy (1972), Burton (1976), Litton (1978), and Scelfo and Micali (1978) have noted three major areas which must be stressed during work-experience. The first section involving self-care deals with such things as grooming and personal hygiene, communication skills, motor skills, functional academics, and necessary home and community living. The second section encompasses the whole area of social and emotional adjustment. This involves the ability to cope with life situations, to work with others as well as by oneself, to have appropriate behaviour and good self-control.

The third area dealing with economic usefulness or vocational education should include competency in home economic skills, development of good work habits and attitudes, the use of vocationally related tools, necessary and relevant functional academic skills (including the use of money and knowledge of time), the ability to pay attention and the ability to follow directions and complete a task. Other aspects include planning for leisure time and specific vocational tasks in and out of school. Gunzburg (1973) has stressed the following additional areas: the use of public transportation and the shouldering of minor domestic responsibilities. Goldstein (1964) included additional areas of study in the third section of the curriculum: the means of gaining employment, keeping a job, adjusting to accidents and unemployment, ways to get along with the boss, and other workers, and budgeting.

Stephens and Peck (1968) state that great attention should be given to the emotional problems of retardates during

work-experience, since it is the presence of social immaturity rather than lower IQ which has been found to be the common cause of total failure in persons who received habilitation training. An interesting survey conducted by Poulton (1977) of workers who were mentally retarded showed that without exception the group considered that their own attitude toward work was the most important factor in determining how much there was to gain from the experience. Most workers expressed the view that it is extremely important to appear clean, to be punctual, to use proper language, to be seen as hard-working, to be honest, and to listen to authority.

Jackson (1978) presented the specific objectives of the work-experience program at the Jordan-Elbridge High School of Jordan, New York:

1. Punctuality.
2. Cleanliness and appropriate dress.
3. React positively to helpful criticism.
4. Know the importance of good interpersonal relationships within the working world.
5. To work for the allotted time without distraction.
6. To have better knowledge of a work contract.
7. To have a bank account.
8. To compute a weekly salary.
9. Other essentials for maintaining a job.

Becker et al. (1979) maintain that failure of the mentally retarded to be successful in the world of work can be directly attributed to: (1) a lack of physical stamina and vitality sustained over a prolonged period of time; (2) a lack of appropriate social-emotional maturity to function effectively; and (3) limited

attending skills such as self-help, self-care, and expressive language. These researchers found that the greatest problem in training the mentally retarded student for job placement was obtaining community involvement. It was difficult to persuade government and voluntary service agencies to help meet the needs of the TMR worker. Obtaining adequate physical facilities for this program was the second greatest problem. Of the three causes of failure cited above, the major reported cause was the lack of appropriate social-emotional maturity.

Smith (1971) added another factor, stating that the success of the secondary level work-experience program also depends upon how effectively the work-experience co-ordinator can identify and establish relationships among employers. He further maintained that the recruitment of employers, and developing and maintaining their interest and support are vital components of work-experience. In addition, the co-ordinator is responsible for introducing the trainee to his first job and providing adequate follow-up which is vital to success. Smith (1971), Kohn (1977), and Wolfensberger (1972) have presented specific problems which must be considered when educators become involved in a work-experience program:

1. The type of work expected of the employee.
2. The basis for pay.
3. The legal complications, i.e., minimum pay, etc.
4. Union demands and/or restrictions.
5. The possible need for an employee to interact with other employees or the public.
6. The accessibility of the employment site to the employee's home.

7. The previous history of success with the employer.
8. Whether or not the work is permanent, part-time or seasonal.
9. The proper matching of worker to job.
10. Valued work, the product intended for the market.

Summary

In the past, moderately retarded persons were not given serious consideration for employment, and today there is still differing opinions among professionals concerning their employability. Some experts recommend a self-care program whereas others strongly suggest self-care plus a definitive vocational program leading to eventual community work placement.

Research states that mentally retarded youths who pursue a program of special work training obtain a higher degree of success at work than those who enter employment without such a program. Wolfensberger (1972) suggests a transitional period from school to work; in effect, a workstudy program which will last for at least the final two years of schooling. The program must serve a purpose--to prepare the way for eventual employment. As noted by Wolfensberger, unless work becomes available after the educational process is completed, the educational and training processes become dead-end roads, consuming time, money and energy toward an outcome which may be termed a 'hoax'.

CHAPTER III

RESEARCH PROCEDURE AND EVALUATION

Search for the Sources of Information

At the beginning, when this project was just an idea, much thought went into how the author would search for the necessary materials for evaluation. The search, which began in January 1980, took the following form.

On February 10, 1980, 93 letters were sent to all publishers from a list presented by Litton (1978), and others suggested by the author's review of the literature (see Appendix B). The letter indicated that the search for instructional materials was being conducted to evaluate materials for the moderately retarded student involved in a workstudy program. The review of materials would result in a directory of appropriate instructional materials which would be available to teachers of TMR students throughout the province. The letter requested that material be forwarded which would be appropriate for this population.

Twelve letters were sent to professional organizations identified by Litton (1978). The letters requested the above mentioned information.

Twenty-six requests for material (catalogues) were sent to publishers and distributors from addresses acquired from special education research periodicals. These periodicals included:

Exceptional Parent
Exceptional Children

Special Education: Forward Trends
Special Education in Canada
Teaching Exceptional Children

Fifty-two letters requesting materials were sent to suppliers and producers as supplied by Dalley (1977).

Nine letters were sent across Canada to the provincial Departments of Education requesting information and materials for the project (see Appendix C).

From the total 192 preliminary requests, the author received 36 replies containing no materials; 71 replies containing inappropriate catalogues and brochures; and 47 replies with catalogues and brochures containing materials requiring further investigation. Twenty-nine letters were unanswered.

Following the initial search, a follow-up letter was sent to each of the 47 suppliers who responded with catalogue descriptions of materials which indicated various degrees of appropriateness (see Appendix D). From this correspondence a total of 107 items were selected by the author to be worthy of previewing and evaluating. Such materials were subsequently ordered. Seventy-one of the items were received, while 36 were not sent by the distributor because of company policy. Consequently, these materials were evaluated on the basis of catalogue and brochure description.

In addition to the above search, a search of services in St. John's was conducted. An extensive search for appropriate materials was facilitated by the author having residence in St. John's. The Curriculum Materials Centre of Memorial University was searched with eight items chosen for extensive previewing and evaluation. One hundred and seventy-two items were selected for evaluation from Memorial University's Centre for Audio-Visual Education (CAVE).

Thirty-two items were selected for evaluation from the National Film Board of Canada, Building 255, Pleasantville, St. John's. One hundred and seventeen items were selected for evaluation from the Division of Instructional Materials, Department of Education, Pleasantville, St. John's. In all, 329 items were carefully selected after perusal through card catalogues and other catalogues received. These materials were then evaluated.

The writer consulted with Ms. P. Kaufman, Supervisor of Special Education from the Division of Special Services, the Division for Adult Education, and with Ms. Donna Kavanaugh, Principal of Adult Education at the Waterford Hospital. These individuals are under the employment of the Department of Education, St. John's, Newfoundland. Such consultation gave valuable direction in the search for appropriate materials.

Evaluation Criteria

For proper evaluation of materials to occur, there must be worthwhile established criteria. The criteria of evaluation which the author has compiled (see below) was derived from several sources. Perhaps the most important source was the research studied during the review of the literature. Another source of equal importance was the significant experience of the author in teaching this population. Experience gave the author substantial insight with regard to requirements for appropriate instructional materials. Conversations and discussions with other professionals in this field also gave valuable information as to which criteria to be included. Following are the criteria for evaluation of directory materials:

1. Content

(a) Does the material possess specified objectives?
(b) Is the material accurate?
(c) Is the material appropriate and suitable?
(d) Is the material sufficiently concrete?
(e) Is the material relevant?
(f) Is the material interesting?
(g) Is the content logically and sequentially arranged?
(h) Is the topic (subject) covered adequately?

2. Technical Quality

(a) Is the print sufficiently large and clear?
(b) Is the photography of high quality?
(c) Is the commentary clear and precise?
(d) Is the sound distinct and realistic?
(e) Is there an effective blend of colours?
(f) Are captions and overlays appropriate and uncomplicated?
(g) Is this the best medium for presenting this subject?

3. General Considerations

(a) Has the material been field tested?
(b) Is this material more appropriate for supplementary purposes, or can it form a curriculum unit in itself?
(c) Is this material especially designed for senior trainable mentally retarded students?
(d) Can this material be adapted or modified to instruct senior trainable mentally retarded students?
(e) Does the material require much teacher preparation?
(f) Is the material of a high interest nature?
(g) Will the material appear condescending to workstudy students in its content or format?
(h) Is the material best suited for small groups, large groups or independent use?
(i) Will the material be durable?
(j) Does the material focus on preparation for life work?
(k) Is the sequence developmental, chronological or is there some other order?
(l) Is the material abstract, semi-abstract or concrete?
(m) Does the material involve student participation and thinking instead of an absorption of fact?
(n) Does the material conflict with the normalization principle?
(o) Does the author possess adequate qualifications?

4. General Constraints

(a) Are portions of the material not suitable?
(b) Is the cost reasonable?
(c) Will teacher attitude toward the content limit its use?

Evaluation

From January 1980 to April 1981 extensive evaluation was carried out on the instructional materials received by the author from the sources mentioned in the previous section. The evaluation was based on the criteria described on pages 42-44. The criteria were compiled with the unique characteristics of TMR adolescents in mind as described in Chapter II, and from suggestions given by Brown, Lewis and Harcleroad (1969).

Information on evaluation was contributed by Dr. G. Fizzard, Professor of Learning Resources at Memorial University. During office consultation with Dr. Fizzard the author was supplied with evaluation forms devised by Educational Film Library Association Inc. (1964), and Memorial University's Audio-Visual Centre (see Appendix E).

Using the above sources as references, the author devised an evaluation sheet (see Appendix F) to be used as an aid in the evaluation of the materials chosen for potential inclusion in the guide. This media evaluation sheet and the criteria of evaluation outlined on pages 42-44 enabled the author to garner information for the evaluation from: (1) student use of material, in which approximately 25 workstudy students at Pine Grove School personally viewed and discussed the items; (2) personal use of material, where the author previewed and evaluated the items; (3) critiques in the literature, from which the author gained insight into the views of others;

(4) catalogue description, which gave the basic facts concerning the items; and (5) interviews with teachers using materials, where the author sought co-professional views on specific items.

When an item was evaluated in terms of the above methods, it was considered to have had a thorough evaluation. It was not always feasible or practical to evaluate each item in this way, however, due to the unavailability of students during the summers of 1979 and 1980, prescheduled school programming, mail movements, and difficulty in obtaining some items for preview. Those items receiving the weakest evaluation were those evaluated by catalogue description alone.

The following is a breakdown of the number of items previewed and evaluated. The vast majority of these items were evaluated using more than one of the above methods.

Total number previewed	329
Number evaluated by catalogue description	127
Number evaluated by on-approval	117
Number used with students	38
Number evaluated by other teachers	29
Total number recommended	123
Total number not recommended	8

Methodology

Following the search for the relevant materials and their subsequent preview and evaluation, Appendix A was compiled. This appendix included several sections. An effort was made to organize these materials in a functional manner, giving an introduction, the evaluation criteria, abbreviations where appropriate, and brief descriptions of the items. It was thus organized with the view that it might be utilized as a separate unit but preferably used as one part of the whole project.

The recommended materials are listed in four separate sections: TMR Instructional Materials; Instructional Materials Adaptable for TMR Students; Materials Within Subject Areas Without Description; and An Awareness List of Instructional Materials for Workstudy Students Evaluated by Catalogue Description Only.

To help in locating materials for preview or purchase, a listing of producers, suppliers and sources is provided. An annoying problem which the author faced several times was in tracing a specific item to its original producer or supplier. Often this was not accomplished even after an extensive search. In many cases the original producer or supplier no longer existed and as a result some producers and suppliers had to be listed as unknown. Fortunately, however, most of these items were obtained from either the National Film Board of Canada or the Instructional Materials Centre in St. John's. These are listed in this project as sources rather than suppliers, and it is from there that these items may be obtained on loan by teachers from anywhere in the Province of Newfoundland and Labrador. Some materials which were considered unsatisfactory for senior TMR students in workstudy are included throughout the report. These materials, as well as Section I dealing with recommended TMR materials, are quite limited, reflecting the scarcity of materials for this population.

Teacher judgement and discretion are very important when considering the items recommended in the report. The characteristics, level and ability of each student must be considered carefully.

After consultation with Dr. G. Fizzard, Professor of Learning Resources in the Faculty of Education at Memorial University, Dr. Wayne Nesbit, Professor of Special Education at Memorial University, and Ms. B. Eddy, librarian (MUN library), a format for listing materials

was designed (see Appendix G).

Limitations

In the search for appropriate materials it was virtually impossible to peruse all general educational catalogues containing instructional materials. Several hundred catalogues were sampled and preview materials were ordered from over one hundred of them. Similarly, it was impossible to preview all items deemed adaptable for the moderately retarded individual on a workstudy program. Nevertheless, an extensive search was carried out for materials which, although not intentionally designed for the TMR population, could be of value in their instruction. Those which appeared to be of value were included.

A large number of appropriate items were selected from catalogues/brochures forwarded through the mails. Most items were sent on-approval when requested. There was difficulty in obtaining some items on-approval and in such cases catalogue and/or brochure descriptions were used.

It was not always possible or convenient to use all materials previewed with the students and teachers involved in the workstudy program at Pine Grove School because of school programming, sporadic receipt of materials and on-approval time limits. A large selection of items included in this project were field tested, however, with approximately 25 TMR students and two workstudy teachers at Pine Grove School over a period of two years.

CHAPTER IV

SUMMARY, CONCLUSION AND RECOMMENDATIONS

Summary

An extensive search for appropriate materials was carried out. It was considered essential that contact be made with as many producers and suppliers as possible. This contact was made by mail after extensive perusal of numerous catalogues and brochures. Contact was also made with each provincial Department of Education in Canada. Other contacts made locally included: the Instructional Materials Centre at Pleasantville, the National Film Board of Canada, and both the Centre for Audio-Visual Education (CAVE) and the Curriculum Materials Centre at Memorial University of Newfoundland. Also contacted were various individuals associated with Adult Education, the Newfoundland Department of Education, and the Waterford Hospital.

Conclusion

From this search relatively few instructional materials specifically designed for moderately retarded children were identified. There were, however, a significant number of materials which, after previewing, could be considered very beneficial in the education and training of these students. Those materials considered appropriate were subsequently included in the directory.

From the author's research and experience involving moderately retarded people, probably the one negative aspect which overrides all

others is the degree of acceptance by society. Even after consideration of the improvement in attitude which prevails today towards moderately retarded people, there remains within society a very strong attitude of ridicule and disrespect towards them and their capabilities. This attitude must change if the mentally handicapped are to achieve their rightful place as productive citizens.

In addition to the need for a change of attitude as cited above, it seems necessary that there be a greater commitment by professionals to the normalization principle. For too long those involved in the teaching and training of the mentally handicapped have espoused a lowered expectation for moderately retarded people, resulting in a lowered performance and thus creating a self-fulfilling prophecy. The author's experience suggests that we have a long way to go before we run the risk of becoming unrealistically high in our expectations for the mentally handicapped.

Curriculum goals and objectives have been developed throughout the world for the moderately retarded person, especially in Europe and North America, but they have not been thoroughly understood by those involved in care and training. Teachers and parents should develop specific, well defined goals and objectives for each individual so that their expectations will be placed in the proper perspective.

Recommendations

To serve the moderately retarded person, worthwhile and appropriate programs must follow knowledge of curriculum objectives. Our school systems should be charged with designing programs that will assist in developing the overall vocational experience of

retarded people. Governments should ensure that adequate facilities and opportunities are established to enable moderately retarded people to use the skills acquired in a constructive and worthwhile manner through sheltered, semisheltered or independent work placements. An organized and consistent plan for educating and training moderately retarded people is urgently needed, especially for senior TMR students within our schools and moderately retarded adults within the community.

Lastly, for any program to be effective, it is essential that appropriate instructional materials are made available. This is just as true in the teaching of the TMR student as it is with any other student. Further research is necessary in determining the techniques, methods and materials required for effective teaching. As observed from the author's search for materials designed for the TMR, it is expedient that apptopriate instructional materials are produced to facilitate the acquisition of skills to enable the TMR adolescent to lead a productive and satisfying life.

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APPENDIX A

THE PREPARATION OF A REPORT ON LEARNING MATERIALS FOR MODERATELY RETARDED STUDENTS INVOLVED IN WORKSTUDY

THE PREPARATION OF A REPORT ON LEARNING MATERIALS FOR MODERATELY RETARDED STUDENTS INVOLVED IN WORKSTUDY

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Memorial University of Newfoundland

January 1982

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SECTION I

INTRODUCTION TO THE GUIDE

INTRODUCTION TO THE GUIDE

The history of the mentally retarded cannot be described in terms of consistent positive regard and high expectations. Only in recent years have substantial gains been made in research and education resulting in a vast improvement in the retardate's role in society.

During the past decade there has been a dramatic increase in the number of trainable mentally retarded (TMR) children entering public day schools in Newfoundland. This has occurred primarily because of a relatively recent increase in world wide concern for these people, and a social philosophy which proposes that everyone has something to contribute to the society in which he lives if his talents are developed appropriately. That many of these people were not attending school prior to the seventies reflects the traditional view that they could not cope with regular school placement or 'mainstreaming'. In addition, because of overcrowded facilities and insufficient knowledge of specialized teaching techniques and materials, educational provisions were meagre. Until recent times education for these children was either a low priority or non-existent.

So that these students could be placed in regular public day schools, techniques and methods of training had to be devised to enable them to learn at their own rate and in accordance with their individual learning styles. This has occurred in a limited way in

the past few years. Such methods and techniques frequently required the development of specialized materials, in some cases modification of those in existence. There is a need for teachers to be knowledgeable concerning the availability of such materials if they are to adequately program for the moderately retarded student involved in a workstudy program.

At the commencement of this report there was no comprehensive guide listing appropriate materials for trainable mentally retarded students involved in these programs. Since there is an increased emphasis upon placing such students in regular schools and partially integrated programs, special educators must have access to appropriate learning materials. This report represents an attempt to meet this need by providing an annotated listing of learning materials suited for independent and small group instruction.

The directory is organized into five parts:

1. An Annotated Listing of TMR Instructional Materials for Workstudy Students.
2. An Annotated Listing of Instructional Materials Adaptable for TMR Workstudy Students.
3. Selected Subject Index to Report.
4. An Awareness List of Instructional Materials for Workstudy Students Evaluated by Catalogue Description Only.
5. A Directory of Producers, Suppliers and Sources.

Hopefully, the guide will be used by teachers as a base upon which to build and extend as appropriate new materials become available. An appropriate report which might be used as a guide in the selection of workstudy materials for the trainable mentally retarded student was not in existence prior to this project.

In the past, little attention was given to designing materials for trainable mentally retarded students because of the prevalent belief that instructional materials would be of little benefit. The slow progress in this area might be viewed as an extension of the extreme sheltering attitude of many parents towards their mentally retarded child, to the extent of excluding their child from school. The author suspects that these reasons have had a bearing on the sparse commercial production of learning materials for TMR students. The past decade has shown an acceleration in the production of materials for the educable mentally retarded (EMR) student, but not an equivalent increase in the TMR area. This report has attempted to synthesize the material that is available in the education and training of senior TMR students who are capable of independent or semi-independent employment. As our schools now receive the trainable mentally retarded student on a regular basis, it is most expedient that educators become aware of appropriate materials for instruction and training.

It was assumed at the outset of the project that most of the available materials would be of an audiovisual nature. Appropriateness was a key factor in selection since the materials of necessity had to be of a high interest-low vocabulary nature, involving neither complicated subject matter nor a condescending attitude towards the trainable young adult.

SECTION II

EVALUATION CRITERIA

EVALUATION CRITERIA

1. Content

(a) Does the material possess specified objectives?
(b) Is the material accurate?
(c) Is the material appropriate and suitable?
(d) Is the material sufficiently concrete?
(e) Is the material relevant?
(f) Is the material interesting?
(g) Is the content logically and sequentially arranged?
(h) Is the topic (subject) covered adequately?

2. Technical Quality

(a) Is the print sufficiently large and clear?
(b) Is the photography of high quality?
(c) Is the commentary clear and precise?
(d) Is the sound distinct and realistic?
(e) Is there an effective blend of colours?
(f) Are captions and overlays appropriate and uncomplicated?
(g) Is this the best medium for presenting this subject?

3. General Considerations

(a) Has the material been field tested?
(b) Is this material more appropriate for supplementary purposes, or can it form a curriculum unit in itself?
(c) Is this material especially designed for senior trainable mentally retarded students?
(d) Can this material be adapted or modified to instruct senior trainable mentally retarded students?
(e) Does the material require much teacher preparation?
(f) Is the material of a high interest nature?
(g) Will the material appear condescending to workstudy students in its content or format?
(h) Is the material best suited for small groups, large groups or independent use?
(i) Will the material be durable?
(j) Does the material focus on preparation for life work?
(k) Is the sequence developmental, chronological or is there some other order?
(l) Is the material abstract, semi-abstract or concrete?
(m) Does the material involve student participation and thinking instead of an absorption of fact?

(n) Does the material conflict with the normalization principle?
(o) Does the author possess adequate qualifications?

4. General Constraints

(a) Are portions of the material not suitable?
(b) Is the cost reasonable?
(c) Will teacher attitude toward the content limit its use?

SECTION III

KEY TO ABBREVIATIONS

KEY TO ABBREVIATIONS

bk	book
b/w	black & white
c	copyright
C.	cassette audiotape
col.	colour
DM	duplicating masters
ed.	editor
EMR	educable mentally retarded
fr(s).	frame(s)
FS	filmstrip
G	game
illus.	illustrations, illustrated
K	kit
LP	phonograph record
min(s).	minute(s)
n.d.	no date
pp.	pages
s	sound
sec(s).	second(s)
sil.	silent
T	overhead transparencies
TG.	teacher's guide
TMR	trainable mentally retarded
wkbk(s).	workbook(s)
wksh(s).	worksheet(s)

SECTION IV

AN ANNOTATED LISTING OF TMR INSTRUCTIONAL MATERIALS

FOR

WORKSTUDY STUDENTS

TITLE: Canadian Bills

DESCRIPTION/SYNOPSIS: Bills in denominations of 15--1's, 10--2's, 10--5's, 10--10's, 5--20's.

Includes a total of $285.00 in Canadian designed school bills.

PRICE: $3.95

PRODUCER: Louise Kool & Son Ltd.

SUPPLIER: Louise Kool & Son Ltd.

COMMENTS: A fair replica of real Canadian bills.

RECOMMENDATION:
( ) HIGH
( ) MODERATE TO HIGH
(X) MODERATE
( ) WITH RESERVATIONS
( ) NOT RECOMMENDED

EVALUATION BASED UPON:
(X) PERSONAL USE OF MATERIAL
( ) CRITIQUES IN THE LITERATURE
(X) CATALOGUE DESCRIPTION
( ) INTERVIEWS WITH TEACHERS USING MATERIAL

TITLE: Canadian Coins

DESCRIPTION/SYNOPSIS: Coins in denominations of 30--1's, 25--5's, 30--10's, 15--25's, 2--50's.

Includes a total of $9.30 in Canadian designed school coins.

PRICE: $6.75

PRODUCER: Louise Kool & Son Ltd.

SUPPLIER: Louise Kool & Son Ltd.

COMMENTS: A fair replica of real Canadian coins.

RECOMMENDATION:
( ) HIGH
( ) MODERATE TO HIGH
(X) MODERATE
( ) WITH RESERVATIONS
( ) NOT RECOMMENDED

EVALUATION BASED UPON:
(X) PERSONAL USE OF MATERIAL
( ) CRITIQUES IN THE LITERATURE
(X) CATALOGUE DESCRIPTION
( ) INTERVIEWS WITH TEACHERS USING MATERIAL

TITLE: Eddy

DESCRIPTION/SYNOPSIS: 16mm. s. b/w. 10.5 mins. c. 1977.

Describes a man called Eddy who collects garbage in Toronto.

PRICE: $100.00 Rental--$10.00

PRODUCER: Unknown

SUPPLIER: Canadian Filmmakers Distribution Centre

COMMENTS: Acceptable for teacher training.

RECOMMENDATION:
( ) HIGH
( ) MODERATE TO HIGH
( ) MODERATE
( ) WITH RESERVATIONS
(X) NOT RECOMMENDED

EVALUATION BASED UPON:
(X) PERSONAL USE OF MATERIAL
( ) CRITIQUES IN THE LITERATURE
(X) CATALOGUE DESCRIPTION
( ) INTERVIEWS WITH TEACHERS USING MATERIAL

TITLE: Education For Independence:
A Community Life Program for Trainable and/or Multiple Handicapped Mentally Retarded Persons.

DESCRIPTION/SYNOPSIS: K.
Appendix A: 142 9" x 7" cards on self-care & safety.
284 9" x 7" cards on language and communication.
31 9" x 7" cards on arts & crafts.
256 9" x 7" cards on practical arts & occupational skills.
Appendix B: Glossary
Appendix C: Bibliography
Appendix D: Folk Dancing for 13--21 yr. olds.

Practical guide included for the administration of this program.

Covers the whole area of skills which are a prerequisite to work. Includes a whole section on practical arts and occupational skills. c. 1979.

PRICE: Unknown

PRODUCER: The Manitoba Department of Education

SUPPLIER: The Manitoba Department of Education

COMMENTS: A very good program. Very practical for TMR senior students.

RECOMMENDATION:
(X) HIGH
( ) MODERATE TO HIGH
( ) MODERATE
( ) WITH RESERVATIONS
( ) NOT RECOMMENDED

EVALUATION BASED UPON:
(X) PERSONAL USE OF MATERIAL
( ) CRITIQUES IN THE LITERATURE
( ) CATALOGUE DESCRIPTION
(X) INTERVIEWS WITH TEACHERS USING MATERIAL

TITLE: Functional Signs (# P, 190)

DESCRIPTION/SYNOPSIS: 44 signs. col. 22 cards, 18" x 5", 12" x 5" and 11" x 11". c. 1972.

Serves to inform the reader of restrictions, to caution, to direct his/her movements in travelling both indoors and out. They instruct him as to what to do, and identify the function of persons or places.

PRICE: $10.65

PRODUCER: Developmental Learning Materials

SUPPLIER: PMB Industries Ltd.

COMMENTS: An excellent teaching aid for use with senior TMR students.

RECOMMENDATION:
(X) HIGH
( ) MODERATE TO HIGH
( ) MODERATE
( ) WITH RESERVATIONS
( ) NOT RECOMMENDED

EVALUATION BASED UPON:
(X) PERSONAL USE OF MATERIALS
( ) CRITIQUES IN THE LITERATURE
(X) CATALOGUE DESCRIPTION
( ) INTERVIEWS WITH TEACHERS USING MATERIAL

TITLE: Functional Signs Match-Ups (DLM # 239)

DESCRIPTION/SYNOPSIS: G. Based on Function Signs # 190. c. 1972.

Develops an awareness of many safety and social signs of everyday life.

PRICE: $6.10

PRODUCER: Developmental Learning Materials

SUPPLIER: PMB Industries Ltd.

COMMENTS: A fun and interesting game. Teacher discretion is required. The game may be too complex for some, too elementary for others.

RECOMMENDATION:
( ).HIGH
( ) MODERATE TO HIGH
(X) MODERATE
( ) WITH RESERVATIONS
( ) NOT RECOMMENDED

EVALUATION BASED UPON:
(X) PERSONAL USE OF MATERIAL
( ) CRITIQUES IN THE LITERATURE
(X) CATALOGUE DESCRIPTION
( ) INTERVIEWS WITH TEACHERS USING MATERIAL

TITLE: I Want A Job Series

DESCRIPTION/SYNOPSIS: T. (15) wkbk. (36 pp.) c. 1964.

Illustrates nine important steps in acquiring and keeping a job. Gives sample in wkbk. for practice of important points. Transparencies are clear and precise.

PRICE: $25:00

PRODUCER: Frank E. Richards Publishing Co., Inc.

SUPPLIER: Frank E. Richards Publishing Co., Inc.

COMMENTS: Some items (T. & wkbk.) may be too difficult and unnecessary for TMR students. American oriented.

RECOMMENDATION:
( ) HIGH
( ) MODERATE TO HIGH
(X) MODERATE
(X) WITH RESERVATIONS
( ) NOT RECOMMENDED

EVALUATION BASED UPON:
(X) PERSONAL USE OF MATERIAL
(X) CRITIQUES IN THE LITERATURE
(X) CATALOGUE DESCRIPTION
(X) INTERVIEWS WITH TEACHERS USING MATERIAL

TITLE: Just For The Fun Of It

DESCRIPTION/SYNOPSIS: 16mm. s. col. 1971.

Presents physical activities for mentally handicapped children ranging from simple to complex. For the 5 to 21 year age range.

PRICE: Unknown
Loan

PRODUCER: Charles Cahill and Associates

SUPPLIER: Unknown
Instructional Materials Centre

COMMENTS: Useful for teacher training.

RECOMMENDATION:
( ) HIGH
( ) MODERATE TO HIGH
( ) MODERATE
( ) WITH RESERVATIONS
(X) NOT RECOMMENDED

EVALUATION BASED UPON:
(X) PERSONAL USE OF MATERIAL
( ) CRITIQUES IN THE LITERATURE
(X) CATALOGUE DESCRIPTION
( ) INTERVIEWS WITH TEACHERS USING MATERIAL

TITLE: Lawson Training Kit

DESCRIPTION/SYNOPSIS: K/ 23 cards. Each card or group of cards involved in teaching a skill, i.e., signature writing. Includes TG. c. 1968.

Involves the teaching of work related skills.

PRICE: $2.10

PRODUCER: Lawson Book Co.

SUPPLIER: Lawson Book Co.

COMMENTS: This kit is of some benefit in training TMR's for worktraining, with the possible exception of those cards involving money which are American oriented.

RECOMMENDATION:
( ) HIGH
( ) MODERATE TO HIGH
(X) MODERATE
( ) WITH RESERVATIONS
( ) NOT RECOMMENDED

EVALUATION BASED UPON:
(X) PERSONAL USE OF MATERIAL
( ) CRITIQUES IN THE LITERATURE
(X) CATALOGUE DESCRIPTION
( ) INTERVIEWS WITH TEACHERS USING MATERIAL

TITLE: Learning Functional Words and Phrases For Everyday Living

DESCRIPTION/SYNOPSIS: bk. 76 pp. block letter words with pictoral sketches. Includes pre and post tests. c. 1977.

Lists the most basic survival words for everyday living and working.

PRICE: $2.25

PRODUCER: Frank E. Richards Publishing Co., Inc.

SUPPLIER: Frank E. Richards Publishing Co., Inc.

COMMENTS: An excellent booklet. Very appropriate for senior TMR students in workstudy. Space provided for student practice.

RECOMMENDATION:
(X) HIGH
( ) MODERATE TO HIGH
( ) MODERATE
( ) WITH RESERVATIONS
( ) NOT RECOMMENDED

EVALUATION BASED UPON:
(X) PERSONAL USE OF MATERIAL
( ) CRITIQUES IN THE LITERATURE
(X) CATALOGUE DESCRIPTION
(X) INTERVIEWS WITH TEACHERS USING MATERIAL

TITLE: Speech Improvement for the Trainable Retarded

DESCRIPTION/SYNOPSIS: bk. 122 pp. 39 lessons. c. 1975.

Includes lessons dealing with auditory discrimination, speech sounds and sentence patterns.

PRICE: Unknown

PRODUCER: National Centre on Educational Media and Materials for the Handicapped

SUPPLIER: The Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402

COMMENTS: Suitability for TMR's questionable. For elementary and/or primary students.

RECOMMENDATION:
( ) HIGH
( ) MODERATE TO HIGH
( ) MODERATE
(X) WITH RESERVATIONS
(X) NOT RECOMMENDED

EVALUATION BASED UPON:
(X) PERSONAL USE OF MATERIAL
( ) CRITIQUES IN THE LITERATURE
(X) CATALOGUE DESCRIPTION
( ) INTERVIEWS WITH TEACHERS USING MATERIAL

TITLE: Training For Independent Living

DESCRIPTION/SYNOPSIS: bk. 363 pp. c. 1978.

Covers the whole spectrum of disciplines involved in training the mentally retarded in independent living. Designed for TIL program in Camarillo, Calif., USA.

PRICE: $20.00

PRODUCER: Ventura County Association for the Retarded, Inc.

SUPPLIER: Ventura County Association for the Retarded, Inc.

COMMENTS: This program may be adapted in part to the needs of the TMR population in Newfoundland.

RECOMMENDATION:
( ) HIGH
(X) MODERATE TO HIGH
( ) MODERATE
( ) WITH RESERVATIONS
( ) NOT RECOMMENDED

EVALUATION BASED UPON:
(X) PERSONAL USE OF MATERIAL
( ) CRITIQUES IN THE LITERATURE
( ) CATALOGUE DESCRIPTION
( ) INTERVIEWS WITH TEACHERS USING MATERIAL

TITLE: Ungraded Arithmetic, The

DESCRIPTION/SYNOPSIS: bk. 60 pp. 46 units. n.d.

Introduces the four operations on numerals, whole numbers, fractions and decimals with practice and answer sheet. Develops from less difficult to more complex.

PRICE: $1.39

PRODUCER: Educator Supplies Ltd.

SUPPLIER: Educator Supplies Ltd.

COMMENTS: This booklet contains a very small print. Division & Multiplication operations may be difficult for some TMR students.

RECOMMENDATION:
( ) HIGH
( ) MODERATE TO HIGH
(X) MODERATE
( ) WITH RESERVATIONS
( ) NOT RECOMMENDED

EVALUATION BASED UPON:
(X) PERSONAL USE OF MATERIAL
( ) CRITIQUES IN THE LITERATURE
(X) CATALOGUE DESCRIPTION
( ) INTERVIEWS WITH TEACHERS USING MATERIAL

TITLE: Ungraded Speller, The

DESCRIPTION/SYNOPSIS: bk. 19 pp. 15 units. 1,377 words. 597 supplementary words. n.d.

Includes nouns, verbs, articles and prepositions.

PRICE: $1.39

PRODUCER: Educator Supplies Ltd.

SUPPLIER: Educator Supplies Ltd.

COMMENTS: A thorough list of words. Discretion must be used in the number and kind of words used with TMR students.

RECOMMENDATION:
( ) HIGH
(X) MODERATE TO HIGH
( ) MODERATE
( ) WITH RESERVATIONS
( ) NOT RECOMMENDED

EVALUATION BASED UPON:
(X) PERSONAL USE OF MATERIAL
( ) CRITIQUES IN THE LITERATURE
(X) CATALOGUE DESCRIPTION
( ) INTERVIEWS WITH TEACHERS USING MATERIAL

TITLE: Vocational Behavior Checklist, The

DESCRIPTION/SYNOPSIS: bk. 259 pp. 10 chapters. c. 1979.

Includes exercises in prevocational skills, job seeking skills, interviewing skills, job related skills, work performance skills, social skills, union-financial-security skills and IEP and IWRP.

PRICE: Unknown

PRODUCER: West Virginia Research & Training Center

SUPPLIER: West Virginia Research & Training Center

COMMENTS: Good exercises & checklists for TMR students on a worktraining program.

RECOMMENDATION:

( ) HIGH
(X) MODERATE TO HIGH
( ) MODERATE
( ) WITH RESERVATIONS
( ) NOT RECOMMENDED

EVALUATION BASED UPON:

(X) PERSONAL USE OF MATERIAL
( ) CRITIQUES IN THE LITERATURE
( ) CATALOGUE DESCRIPTION
(X) INTERVIEWS WITH TEACHERS USING MATERIAL

SECTION V

AN ANNOTATED LISTING OF INSTRUCTIONAL MATERIALS

ADAPTABLE FOR

TMR WORKSTUDY STUDENTS

TITLE: Alcohol: The Accepted Drug
(Art Linkletter Series, 4FS & 4 C)

DESCRIPTION/SYNOPSIS: FS/C. s. col. 53 frs. n.d.

Relates the origin and effects of alcohol. Points out why people drink and its extreme consequences. Explains where one may get help.

PRICE: $91.00 series

PRODUCER: Marshfilm Enterprises, Inc.

SUPPLIER: Marshfilm Enterprises, Inc.

COMMENTS: This FS/C is beneficial for the more capable TMR student.

RECOMMENDATION:
( ) HIGH
(X) MODERATE TO HIGH
( ) MODERATE
(X) WITH RESERVATIONS
( ) NOT RECOMMENDED

EVALUATION BASED UPON:
(X) PERSONAL USE OF MATERIAL
( ) CRITIQUES IN THE LITERATURE
(X) CATALOGUE DESCRIPTION
( ) INTERVIEWS WITH TEACHERS USING MATERIAL

TITLE: Avalon Holiday

DESCRIPTION/SYNOPSIS: 16mm. s. col. 13 mins. c. 1958.

Shows an historical view of the Avalon Peninsula in Newfoundland. Depicts how life was and in some cases still is in this part of the island. Includes several scenic shots.

PRICE: Unknown
Loan

PRODUCER: Unknown

SUPPLIER: Unknown
Instructional Materials Centre

COMMENTS: A good film for social studies when dealing with an awareness of one's own environment. Very colourful.

RECOMMENDATION:
( ) HIGH
(X) MODERATE TO HIGH
( ) MODERATE
( ) WITH RESERVATIONS
( ) NOT RECOMMENDED

EVALUATION BASED UPON:
(X) PERSONAL USE OF MATERIAL
( ) CRITIQUES IN THE LITERATURE
(X) CATALOGUE DESCRIPTION
(X) INTERVIEWS WITH TEACHERS USING MATERIAL

TITLE: Beginning of Life--Frogs, The

DESCRIPTION/SYNOPSIS: FS/C. s. col. 29 frs. 5 mins. c. 1973.

Demonstrates the reproductive process and life cycle of frogs. Emphasizes the value of life and living things. Shows the differences in degree of parental care.

PRICE: $85.00

PRODUCER: Moreland-Latchford Productions Ltd.

SUPPLIER: Wintergreen Communications Ltd.

COMMENTS: A simplified FS/C. Good for an introduction to a family life program.

RECOMMENDATION:
(X) HIGH
( ) MODERATE TO HIGH
( ) MODERATE
( ) WITH RESERVATIONS
( ) NOT RECOMMENDED

EVALUATION BASED UPON:
(X) PERSONAL USE OF MATERIAL
( ) CRITIQUES IN THE LITERATURE
(X) CATALOGUE DESCRIPTION
( ) INTERVIEWS WITH TEACHERS USING MATERIAL

TITLE: Bike Superstars

DESCRIPTION/SYNOPSIS: 16mm. s. col. 11.5 mins. n.d.

Demonstrates good bicycling. Outlines the rules of the road. Shows that good bike maintenance and good driving are important.

PRICE: Unknown
Loan

PRODUCER: Coronet Instructional Media

SUPPLIER: Coronet Instructional Media
Instructional Materials Centre

COMMENTS: A very good and interesting film. Students easily relate to this film.

RECOMMENDATION:
( ) HIGH
(X) MODERATE TO HIGH
( ) MODERATE
( ) WITH RESERVATIONS
( ) NOT RECOMMENDED

EVALUATION BASED UPON:
(X) PERSONAL USE OF MATERIAL
( ) CRITIQUES IN THE LITERATURE
(X) CATALOGUE DESCRIPTION
( ) INTERVIEWS WITH TEACHERS USING MATERIAL

TITLE: Calendar, The

DESCRIPTION/SYNOPSIS: FS. sil. col. 28 frs. c. 1967.

Traces the history of the calendar from ancient times to the present. Shows how the calendar evolved and the adjustments that were made during the centuries. Concludes with a discussion of the present calendar and some review questions.

PRICE: Unknown
Loan

PRODUCER: Unknown

SUPPLIER: Unknown
Instructional Materials Centre

COMMENTS: This FS is good in that it helps the student develop an awareness of history in connection with a very conventional and practical thing--the calendar. The captions will have to be read to the student by the teacher.

RECOMMENDATION:
( ) HIGH
(X) MODERATE TO HIGH
( ) MODERATE
(X) WITH RESERVATIONS
( ) NOT RECOMMENDED

EVALUATION BASED UPON:
(X) PERSONAL USE OF MATERIAL
( ) CRITIQUES IN THE LITERATURE
(X) CATALOGUE DESCRIPTION
( ) INTERVIEWS WITH TEACHERS USING MATERIAL

TITLE: Capsule Look At What Drugs Do To You, A (Physical Fitness Series)

DESCRIPTION/SYNOPSIS: FS/C. s. col. 47 frs. n.d. 1 of 4 parts.

Demonstrates why we use drugs and its consequences. Lists most commonly misused drugs.

PRICE: $91.00 series (4 FS/4 C.)

PRODUCER: Marshfilm Enterprises, Inc.

SUPPLIER: Marshfilm Enterprises, Inc.

COMMENTS: Some difficult terminology for TMR population.

RECOMMENDATION:
( ) HIGH
( ) MODERATE TO HIGH
(X) MODERATE
( ) WITH RESERVATIONS
( ) NOT RECOMMENDED

EVALUATION BASED UPON:
(X) PERSONAL USE OF MATERIAL
( ) CRITIQUES IN THE LITERATURE
(X) CATALOGUE DESCRIPTION
( ) INTERVIEWS WITH TEACHERS USING MATERIAL

TITLE: Care Of The Feet

DESCRIPTION/SYNOPSIS: FS. sil. col. 50 frs. n.d.

Emphasizes the deformities which may affect the feet if they are not treated properly. Demonstrates proper care of the feet.

PRICE: Unknown
Loan

PRODUCER: Unknown

SUPPLIER: Unknown
Instructional Materials Centre

COMMENTS: This is a good FS. There are no captions.

RECOMMENDATIONS:
( ) HIGH
( ) MODERATE TO HIGH
(X) MODERATE
( ) WITH RESERVATIONS
( ) NOT RECOMMENDED

EVALUATION BASED UPON:
(X) PERSONAL USE OF MATERIAL
( ) CRITIQUES IN THE LITERATURE
(X) CATALOGUE DESCRIPTION
( ) INTERVIEWS WITH TEACHERS USING MATERIAL

TITLE: Cleanliness and Health

DESCRIPTION/SYNOPSIS: 16mm. s. col. 11 mins. c. 1949.

Illustrates the correct procedure in personal cleanliness. Explains the role of soap in keeping clean. Demonstrates related aspects of cleanliness, i.e., nail cleaning, brushing teeth, cleaning clothes, etc.

PRICE: Unknown
Loan

PRODUCER: Coronet Films

SUPPLIER: Coronet Films
Instructional Materials Centre

COMMENTS: Depicts elementary students 10-12 years. Is not condescending. Some vocabulary difficult for TMR students.

RECOMMENDATION:
( ) HIGH
(X) MODERATE TO HIGH
( ) MODERATE
( ) WITH RESERVATIONS
( ) NOT RECOMMENDED

EVALUATION BASED UPON:
(X) PERSONAL USE OF MATERIAL
( ) CRITIQUES IN THE LITERATURE
(X) CATALOGUE DESCRIPTION
(X) INTERVIEWS WITH TEACHERS USING MATERIAL

TITLE: Communicable Diseases #1149

DESCRIPTION/SYNOPSIS: FS/C. s. col. 49 frs. n.d.

Names and describes the basic communicable diseases. Includes the causes and prevention of these diseases.

PRICE: $24.00

PRODUCER: Marshfilm Enterprises, Inc.

SUPPLIER: Marshfilm Enterprises, Inc.

COMMENTS: Requires explanation before, during and after presentation, especially for TMR students. May be too difficult for some.

RECOMMENDATION:
( ) HIGH
( ) MODERATE TO HIGH
(X) MODERATE.
(X) WITH RESERVATIONS
( ) NOT RECOMMENDED

EVALUATION BASED UPON:
(X) PERSONAL USE OF MATERIAL
( ) CRITIQUES IN THE LITERATURE
(X) CATALOGUE DESCRIPTION
( ) INTERVIEWS WITH TEACHERS USING MATERIAL

TITLE: Cooking: Kitchen Safety

DESCRIPTION/SYNOPSIS: 16mm. s. b/w. c. 1955.

Illustrates the causes of accidents in the kitchen. Shows how these accidents may be prevented.

PRICE: Unknown
Loan

PRODUCER: Centron Corporation

SUPPLIER: Centron Corporation
Instructional Materials Centre

COMMENTS: Despite the age of this film, it is quite effective and direct.

RECOMMENDATION:
( ) HIGH
( ) MODERATE TO HIGH
(X) MODERATE
( ) WITH RESERVATIONS
( ) NOT RECOMMENDED

EVALUATION BASED UPON: (X) PERSONAL USE OF MATERIAL
( ) CRITIQUES IN THE LITERATURE
(X) CATALOGUE DESCRIPTION
(X) INTERVIEWS WITH TEACHERS USING MATERIAL

TITLE: Courage
(Character Awareness Series #56-3)

DESCRIPTION/SYNOPSIS: FS/C. s. col. 52 frs. 7 mins. c. 1975.

Dramatization of having the courage to say no, and what happens when you don't. Shows what happens when a group of boys do not listen to their instructor. Depicts one boy's courage in spite of ridicule.

PRICE: $96.00 series

PRODUCER: Moreland-Latchford Productions Ltd.

SUPPLIER: Wintergreen Communications Ltd.

COMMENTS: A very good action FS and C. Some vocabulary may be too difficult for some TMR's.

RECOMMENDATION:
( ) HIGH
(X) MODERATE TO HIGH
( ) MODERATE
( ) WITH RESERVATIONS
( ) NOT RECOMMENDED

EVALUATION BASED UPON: (X) PERSONAL USE OF MATERIAL
( ) CRITIQUES IN THE LITERATURE
(X) CATALOGUE DESCRIPTION
( ) INTERVIEWS WITH TEACHERS USING MATERIAL

TITLE: Dating Scene, The

DESCRIPTION/SYNOPSIS: 16mm. s. col. 16 mins. c. 1950.

Presents a lively discussion between teenagers concerning dating. Shows clearly the do's and don't's connected with such a relationship. Emphasizes and points out the behaviour which result in successful dating.

PRICE: Unknown
Loan

PRODUCER: Coronet Films

SUPPLIER: Coronet Films
Instructional Materials Centre

COMMENTS: A very interesting and contemporary film, especially for senior TMR students.

RECOMMENDATION:
(X) HIGH
( ) MODERATE TO HIGH
( ) MODERATE
( ) WITH RESERVATIONS
( ) NOT RECOMMENDED

EVALUATION BASED UPON:
(X) PERSONAL USE OF MATERIAL
( ) CRITIQUES IN THE LITERATURE
(X) CATALOGUE DESCRIPTION
( ) INTERVIEWS WITH TEACHERS USING MATERIAL

TITLE: Day the Bicycles Disappeared, The

DESCRIPTION/SYNOPSIS: 16mm. s. col. 15 mins. c. 1967.

Demonstrates good bicycle rules. Portrays bicycles as humans. A review given.

PRICE: Unknown
Loan

PRODUCER: Unknown

SUPPLIER: Unknown
Instructional Materials Centre

COMMENTS: A contemporary and interesting film.

RECOMMENDATION:
( ) HIGH
(X) MODERATE TO HIGH
( ) MODERATE
( ) WITH RESERVATIONS
( ) NOT RECOMMENDED

EVALUATION BASED UPON:
(X) PERSONAL USE OF MATERIAL
( ) CRITIQUES IN THE LITERATURE
(X) CATALOGUE DESCRIPTION
(X) INTERVIEWS WITH TEACHERS USING MATERIAL

TITLE: Death: A Natural Part of Living

DESCRIPTION/SYNOPSIS: FS/C. s. col. 66 frs. n.d.

Describes how death is a necessary process in all living organisms on earth. Explains the step by step aspects of dying and death, the implications after death for those left behind. Relates the different customs concerning death which are in the world.

PRICE: $24.00

PRODUCER: Marshfilm Enterprises, Inc.

SUPPLIER: Marshfilm Enterprises, Inc.

COMMENTS: A good FS and C. Some difficulty with some of the terms. Several viewings with teacher explanations needed.

RECOMMENDATION:
( ) HIGH
( ) MODERATE TO HIGH
(X) MODERATE
(X) WITH RESERVATIONS
( ) NOT RECOMMENDED

EVALUATION BASED UPON:
(X) PERSONAL USE OF MATERIAL
( ) CRITIQUES IN THE LITERATURE
(X) CATALOGUE DESCRIPTION
( ) INTERVIEWS WITH TEACHERS USING MATERIAL

TITLE: Deceit
(Character Awareness Series # 56-3)

DESCRIPTION/SYNOPSIS: FS. s. col. 54 frs. 10 mins. c. 1975.

Demonstrates the consequences of telling lies. Depicts what happens to a boy who lies concerning his swimming ability. Includes questions for class discussion.

PRICE: $96.00 series

PRODUCER: Moreland-Latchford Productions Ltd.

SUPPLIER: Wintergreen Communications Ltd.

COMMENTS: Much discussion required. A good action and interesting film.

RECOMMENDATION:
( ) HIGH
( ) MODERATE TO HIGH
(X) MODERATE
( ) WITH RESERVATIONS
( ) NOT RECOMMENDED

EVALUATION BASED UPON:
(X) PERSONAL USE OF MATERIAL
( ) CRITIQUES IN THE LITERATURE
(X) CATALOGUE DESCRIPTION
( ) INTERVIEWS WITH TEACHERS USING MATERIAL

TITLE: Drug Abuse: Its Your Decision

DESCRIPTION/SYNOPSIS: FS/C. s. col. 64 frs. n.d.

Relates the facts concerning drugs. Labels and describes their effects on the body. Points out the consequences if convicted and charged for drug offences. Shows how to refuse drugs.

PRICE: $24.00

PRODUCER: Marshfilm Enterprises, Inc.

SUPPLIERS Marshfilm Enterprises, Inc.

COMMENTS: Teacher discretion is advised. Some terminology may be too difficult for some TMR students. Explanations and follow-up essential.

RECOMMENDATION:
( ) HIGH
( ) MODERATE TO HIGH
(X) MODERATE
( ) WITH RESERVATIONS
( ) NOT RECOMMENDED

EVALUATION BASED UPON:
(X) PERSONAL USE OF MATERIAL
( ) CRITIQUES IN THE LITERATURE
(X) CATALOGUE DESCRIPTION
( ) INTERVIEWS WITH TEACHERS USING MATERIAL

TITLE: Drug Abuse: Who Needs It?

DESCRIPTION/SYNOPSIS: FS/C. s. col. 64 frs. n.d.

Relates facts and consequences of drug use. Portrays a drug user and the effects of drugs upon him. Concludes with student comments.

PRICE: $24.00

PRODUCER: Marshfilm Enterprises, Inc.

SUPPLIER: Marshfilm Enterprises, Inc.

COMMENTS: Students easily relate to this film. Teacher direction and explanation advised.

RECOMMENDATION:
( ) HIGH
( ) MODERATE TO HIGH
(X) MODERATE
( ) WITH RESERVATIONS
( ) NOT RECOMMENDED

EVALUATION BASED UPON:
(X) PERSONAL USE OF MATERIAL
( ) CRITIQUES IN THE LITERATURE
(X) CATALOGUE DESCRIPTION
( ) INTERVIEWS WITH TEACHERS USING MATERIAL

TITLE: Drug Trap, The
(Art Linkletter On Drug Abuse Series)

DESCRIPTION/SYNOPSIS: FS/C. s. col. 54 frs. n.d.

Demonstrates the psychological dependency on drugs. Shows the effects of drug abuse. Reports a success story of drug abuse recovery. Presents alternatives to drugs.

PRICE: $91.00 series

PRODUCER: Marshfilm Enterprises, Inc.

SUPPLIER: Marshfilm Enterprises, Inc.

COMMENTS: Some difficult terminology. Suitable for the more aware and able TMR student.

RECOMMENDATION:
( ) HIGH
( ) MODERATE TO HIGH
(X) MODERATE
(X) WITH RESERVATIONS
( ) NOT RECOMMENDED

EVALUATION BASED UPON: (X) PERSONAL USE OF MATERIAL
( ) CRITIQUES IN THE LITERATURE
(X) CATALOGUE DESCRIPTION
( ) INTERVIEWS WITH TEACHERS USING MATERIAL

TITLE: Ears: Their Structure & Care

DESCRIPTION/SYNOPSIS: 16mm. s. col. 11 mins. c. 1953.

Illustrates and explains each part of the ear. Shows how one may care for the ears and explains hearing loss--its causes and prevention.

PRICE: Unknown
Loan

PRODUCER: Coronet Films

SUPPLIER: Coronet Films
Instructional Materials Centre

COMMENTS: A good film for TMR students.

RECOMMENDATION: ( ) HIGH
( ) MODERATE TO HIGH
(X) MODERATE
( ) WITH RESERVATIONS
( ) NOT RECOMMENDED

EVALUATION BASED UPON: (X) PERSONAL USE OF MATERIAL
( ) CRITIQUES IN THE LITERATURE
(X) CATALOGUE DESCRIPTION
(X) INTERVIEWS WITH TEACHERS USING MATERIAL

TITLE: Effects of Misuse
(Drugs, Medicine and You, # P9659)

DESCRIPTION/SYNOPSIS: FS/C. s. col. 63 frs. 10 mins. n.d.
1 of 5 parts.

Demonstrates changes in one's attitude after taking drugs. Points out the long and short range effects of drug misuse. Relates the case story of 'Gary'.

PRICE: $85.00 series

PRODUCER: Moreland-Latchford Productions Ltd.

SUPPLIER: Wintergreen Communications Ltd.

COMMENTS: This FS/C is useful with more mature and capable TMR students.

RECOMMENDATION:
( ) HIGH
( ) MODERATE TO HIGH
(X) MODERATE
(X) WITH RESERVATIONS
( ) NOT RECOMMENDED

EVALUATION BASED UPON:
(X) PERSONAL USE OF MATERIAL
( ) CRITIQUES IN THE LITERATURE
(X) CATALOGUE DESCRIPTION
( ) INTERVIEWS WITH TEACHERS USING MATERIAL

TITLE: Exercise: Fit To Be Tried
(Physical Fitness Series # 1146)

DESCRIPTION/SYNOPSIS: FS/C. s. col. 61 frs. n.d.

Shows the need for exercise. Illustrates how exercise helps us enjoy life. Explains the various methods of good exercise.

PRICE: $91.00 series

PRODUCER: Marshfilm Enterprises, Inc.

SUPPLIER: Marshfilm Enterprises, Inc.

COMMENTS: Some terminology may be too difficult for TMR students.

RECOMMENDATION:
( ) HIGH
( ) MODERATE TO HIGH
(X) MODERATE
( ) WITH RESERVATIONS
( ) NOT RECOMMENDED

EVALUATION BASED UPON:
(X) PERSONAL USE OF MATERIAL
( ) CRITIQUES IN THE LITERATURE
(X) CATALOGUE DESCRIPTION
( ) INTERVIEWS WITH TEACHERS USING MATERIAL

TITLE: Fire Safety Hints for Babysitters, Part I

DESCRIPTION/SYNOPSIS: FS. sil. col. 36 frs. n.d.

Illustrates the inappropriate way of babysitting. Shows clearly the consequences of not listening to directions and the shirking of responsibilities.

PRICE: Unknown
Loan

PRODUCER: National Film Board of Canada

SUPPLIER: National Film Board of Canada
Instructional Materials Centre

COMMENTS: This is an excellent FS for those adolescents who may be mature enough to babysit. The captions may contain too high vocabulary level.

RECOMMENDATION:
( ) HIGH
(X) MODERATE TO HIGH
( ) MODERATE
(X) WITH RESERVATIONS
( ) NOT RECOMMENDED

EVALUATION BASED UPON:
(X) PERSONAL USE OF MATERIAL
( ) CRITIQUES IN THE LITERATURE
(X) CATALOGUE DESCRIPTION
( ) INTERVIEWS WITH TEACHERS USING MATERIAL

TITLE: Fire Safety Hints for Babysitters, Part II

DESCRIPTION/SYNOPSIS: FS. sil. col. 36 frs. n.d.

Shows the proper procedure in caring for house and children while babysitting. Shows each step in a sequential manner. Points out the potential hazards and how to deal properly with them.

PRICE: Unknown
Loan

PRODUCER: National Film Board of Canada

SUPPLIER: National Film Board of Canada
Instructional Materials Centre

COMMENTS: This is an excellent FS for those adolescents who may be mature enough to babysit. The captions may have to be read by the teacher.

RECOMMENDATION:
( ) HIGH
(X) MODERATE TO HIGH
( ) MODERATE
(X) WITH RESERVATIONS
( ) NOT RECOMMENDED

EVALUATION BASED UPON:
(X) PERSONAL USE OF MATERIAL
( ) CRITIQUES IN THE LITERATURE
(X) CATALOGUE DESCRIPTION
( ) INTERVIEWS WITH TEACHERS USING MATERIAL

TITLE: First Aid Station

DESCRIPTION/SYNOPSIS: K. c. 1979.

Presents an assortment of first aid materials to render effective emergency treatment in school or job accidents. Adequate for situations employing up to 25 people.

PRICE: $29.95

PRODUCER: National Scientific Products Corp. Ltd.

SUPPLIER: National Scientific Products Corp. Ltd.

COMMENTS: Good for student awareness and knowledge in bandaging simple cuts, burns, etc.

RECOMMENDATIONS:
( ) HIGH
(X) MODERATE TO HIGH
( ) MODERATE
( ) WITH RESERVATIONS
( ) NOT RECOMMENDED

EVALUATION BASED UPON:
(X) PERSONAL USE OF MATERIAL
( ) CRITIQUES IN THE LITERATURE
(X) CATALOGUE DESCRIPTION
( ) INTERVIEWS WITH TEACHERS USING MATERIAL

TITLE: Foundation Foods

DESCRIPTION/SYNOPSIS: 16mm. s. col. 10 mins. c. 1951.

Presents seven foundation foods. Shows how different people working together produce these foods. Illustrates a good breakfast, lunch and dinner. Reviews foundation foods.

PRICE: Unknown
Loan

PRODUCER: Unknown

SUPPLIER: Unknown
Instructional Materials Centre

COMMENTS: A very good film giving basic information. Somewhat old, but this does not alter the facts. Some advice not necessarily good, i.e., eat all the food on your plate.

RECOMMENDATION:
( ) HIGH
(X) MODERATE TO HIGH
( ) MODERATE
( ) WITH RESERVATIONS
( ) NOT RECOMMENDED

EVALUATION BASED UPON:
(X) PERSONAL USE OF MATERIAL
( ) CRITIQUES IN THE LITERATURE
(X) CATALOGUE DESCRIPTION
( ) INTERVIEWS WITH TEACHERS USING MATERIAL

TITLE: Getting Married

DESCRIPTION/SYNOPSIS: 16mm. s. col. 16 mins. 15 sec: c. 1975.

Presents the factors to be considered when contemplating marriage. Explains why some marriages fail. Points out the factors which help in building a stable, successful marriage.

PRICE: Unknown
Loan

PRODUCER: BFA Educational Media

SUPPLIER: BFA Educational Media
Instructional Materials Centre

COMMENTS: This film is very contemporary with good ideas. Very understandable for the more mature/capable TMR young adult.

RECOMMENDATION:
( ) HIGH
(X) MODERATE TO HIGH
( ) MODERATE
( ) WITH RESERVATIONS
( ) NOT RECOMMENDED

EVALUATION BASED UPON:
(X) PERSONAL USE OF MATERIAL
( ) CRITIQUES IN THE LITERATURE
(X) CATALOGUE DESCRIPTION
( ) INTERVIEWS WITH TEACHERS USING MATERIAL

TITLE: Good Health Habits--Your Food

DESCRIPTION/SYNOPSIS: FS, sil. col. 50 frs. c. 1958.

Demonstrates the importance of a good balanced diet. Explains why your body needs food and outlines the four basic foods for good health. Illustrates the proper method of eating.

PRICE: Unknown
Loan

PRODUCER: Coronet Films

SUPPLIER: Coronet Films
Instructional Materials Centre

COMMENTS: A very interesting FS. It will be necessary for the teacher to read the captions to the student.

RECOMMENDATION:
( ) HIGH
(X) MODERATE TO HIGH
( ) MODERATE
( ) WITH RESERVATIONS
( ) NOT RECOMMENDED

EVALUATION BASED UPON: (X) PERSONAL USE OF MATERIALS
( ) CRITIQUES IN THE LITERATURE
(X) CATALOGUE DESCRIPTION
( ) INTERVIEWS WITH TEACHERS USING MATERIAL

TITLE: Good-Night Little Fool

DESCRIPTION/SYNOPSIS: 16mm. s. col. 8 mins. n.d.

Shows a variety of beautiful scenes and animals in nature.

PRICE: Unknown
Loan

PRODUCER: Moreland-Latchford Productions Ltd.

SUPPLIER: Wintergreen Communications Ltd.

COMMENTS: A good film for the enjoyment and appreciation of nature.

RECOMMENDATION: ( ) HIGH
(X) MODERATE TO HIGH
( ) MODERATE
( ) WITH RESERVATIONS
( ) NOT RECOMMENDED

EVALUATION BASED UPON: (X) PERSONAL USE OF MATERIAL
( ) CRITIQUES IN THE LITERATURE
(X) CATALOGUE DESCRIPTION
( ) INTERVIEWS WITH TEACHERS USING MATERIAL

TITLE: Growing Trip, The

DESCRIPTION/SYNOPSIS: FS/C. s. col. n.d.

Traces human growth from infancy to adulthood. Emphasis is on adolescence. Points out the differences and similarities in all people. Explains both the male and female reproductive systems. Discusses pregnancy. Distinguishes between physical and mental maturity.

PRICE: Unknown

PRODUCER: Marshfilm Enterprises, Inc.

SUPPLIER: Marshfilm Enterprises, Inc.

COMMENTS: The teacher should note that some terminology may be too difficult for some TMR students. Explanation and follow-up is essential.

RECOMMENDATION:
( ) HIGH
(X) MODERATE TO HIGH
( ) MODERATE
(X) WITH RESERVATIONS
( ) NOT RECOMMENDED

EVALUATION BASED UPON
(X) PERSONAL USE OF MATERIAL
( ) CRITIQUES IN THE LITERATURE
(X) CATALOGUE DESCRIPTION
( ) INTERVIEWS WITH TEACHERS USING MATERIAL

TITLE: Growing Up Boys

DESCRIPTION/SYNOPSIS: FS., sil. col. 43 frs. c. 1971.

Traces the physical growth of boys from infancy. Explains how reproduction occurs. Illustrates the adolescent sex changes in the male. Emphasizes the importance of cleanliness, food, rest and exercise. Distinguishes between sexual maturity and emotional maturity.

PRICE: Unknown
Loan

SUPPLIER: H.M. Stone Productions
Instructional Materials Centre

COMMENTS: It will be necessary for the teacher to read the captions to the student.

RECOMMENDATION:
(X) HIGH
( ) MODERATE TO HIGH
( ) MODERATE
( ) WITH RESERVATIONS
( ) NOT RECOMMENDED

EVALUATION BASED UPON:
(X) PERSONAL USE OF MATERIAL
( ) CRITIQUES IN THE LITERATURE
(X) CATALOGUE DESCRIPTION
( ) INTERVIEWS WITH TEACHERS USING MATERIAL

TITLE: Growing Up Girls

DESCRIPTION/SYNOPSIS: FS. sil. col. 45 frs. c. 1971.

Traces the physical growth of girls from infancy. Illustrates the adolescent sexual changes in the female. Points out recent attitude changes in relation to the female.

PRICE: Unknown
Loan

PRODUCER: H.M. Stone Productions

SUPPLIER: H.M. Stone Productions
Instructional Materials Centre

COMMENTS: This FS covers important areas of a girl's life. Captions will have to be read to the student by the teacher.

RECOMMENDATION:
(X) HIGH
( ) MODERATE TO HIGH
( ) MODERATE
( ) WITH RESERVATIONS
( ) NOT RECOMMENDED

EVALUATION BASED UPON:
(X) PERSONAL USE OF MATERIAL
( ) CRITIQUES IN THE LITERATURE
(X) CATALOGUE DESCRIPTION
( ) INTERVIEWS WITH TEACHERS USING MATERIAL

TITLE: Have A Heart
(Physical Fitness Series, # 1144)

DESCRIPTION/SYNOPSIS: FS/C. s. col. n.d.

Explains the causes of heart disease and high blood pressure. Shows the function of the heart and how it works. Proposes how heart disease may be prevented.

PRICE: $91.00 series

PRODUCER: Marshfilm Enterprises, Inc.

SUPPLIER: Marshfilm Enterprises, Inc.

COMMENTS: Some terminology may be too difficult for some TMR students.

RECOMMENDATION:
( ) HIGH
( ) MODERATE TO HIGH
(X) MODERATE
( ) WITH RESERVATIONS
( ) NOT RECOMMENDED

EVALUATION BASED UPON:
(X) PERSONAL USE OF MATERIAL
( ) CRITIQUES IN THE LITERATURE
(X) CATALOGUE DESCRIPTION
( ) INTERVIEWS WITH TEACHERS USING MATERIAL

TITLE: Health--Sleep And Rest

DESCRIPTION/SYNOPSIS: FS. sil. col. 56 frs, n.d.

Explains sleep and rest in its relationship to health. Answers the questions: (1) Why you need sleep and rest; (2) What happens when you sleep; and (3) How to rest and sleep well.

PRICE: Unknown
Loan

PRODUCER: The Jam Handy Organization

SUPPLIER: The Jam Handy Organization
Instructional Materials Centre

COMMENTS: This FS takes a mature approach.

RECOMMENDATION:
( ) HIGH
(X) MODERATE TO HIGH
( ) MODERATE
( ) WITH RESERVATIONS
( ) NOT RECOMMENDED

EVALUATION BASED UPON: (X) PERSONAL USE OF MATERIAL
( ) CRITIQUES IN THE LITERATURE
(X) CATALOGUE DESCRIPTION
( ) INTERVIEWS WITH TEACHERS USING MATERIAL

TITLE: Health--Your Bones and Muscles

DESCRIPTION/SYNOPSIS: FS. sil. col. 70 frs. n.d.

Shows the structure and function of the bones and muscles of the body. Points out the need for good posture and how it may be attained. Illustrates how we may help the bones and muscles do their work.

PRICE: Unknown
Loan

PRODUCER: The Jam Handy Organization

SUPPLIER: The Jam Handy Organization
Instructional Materials Centre

COMMENTS: A FS in which the teacher will need to read the captions to the students.

RECOMMENDATION: ( ) HIGH
(X) MODERATE TO HIGH
( ) MODERATE
( ) WITH RESERVATIONS
( ) NOT RECOMMENDED

EVALUATION BASED UPON: (X) PERSONAL USE OF MATERIAL
( ) CRITIQUES IN THE LITERATURE
(X) CATALOGUE DESCRIPTION
( ) INTERVIEWS WITH TEACHERS USING MATERIAL

TITLE: Health--Your Eyes At Work

DESCRIPTION/SYNOPSIS: FS. sil. col. 64 frs. n.d.

Shows the structure and function of the eyes. Illustrates where the eye is located, how it is protected, the parts of the eye and their function. How to protect the eyes from injury is also given.

PRICE: Loan

PRODUCER: The Jam Handy Organization

SUPPLIER: The Jam Handy Organization
Instructional Material Centre

COMMENTS: In this FS there are captions which will need to be read to the student by the teacher.

RECOMMENDATION:
( ) HIGH
(X) MODERATE TO HIGH
( ) MODERATE
( ) WITH RESERVATIONS
( ) NOT RECOMMENDED

EVALUATION BASED UPON:
(X) PERSONAL USE OF MATERIAL
( ) CRITIQUES IN THE LITERATURE
(X) CATALOGUE DESCRIPTION
( ) INTERVIEWS WITH TEACHERS USING MATERIAL

TITLE: Health--Your Heart and Lungs

DESCRIPTION/SYNOPSIS: FS. sil. col. 74 frs. n.d.

Illustrates the composition and function of the heart and lungs. Points out the benefits of good maintenance and care of these organs.

PRICE: Unknown
Loan

PRODUCER: The Jam Handy Organization

SUPPLIER: The Jam Handy Organization
Instructional Materials Centre

COMMENTS: In this FS there are captions which will need to be read by the teacher.

RECOMMENDATION:
( ) HIGH
(X) MODERATE TO HIGH
( ) MODERATE
( ) WITH RESERVATIONS
( ) NOT RECOMMENDED

EVALUATION BASED UPON:
(X) PERSONAL USE OF MATERIAL
( ) CRITIQUES IN THE LITERATURE
(X) CATALOGUE DESCRIPTION
( ) INTERVIEWS WITH TEACHERS USING MATERIAL

TITLE: Health--Your Skin and Its Care

DESCRIPTION/SYNOPSIS: FS. sil. col. 68 frs. n.d.

Outlines the composition and function of the skin. Shows good skin maintenance.

PRICE: Unknown
Loan

PRODUCER: The Jam Handy Organization

SUPPLIER: The Jam Handy Organization
Instructional Material Centre

COMMENTS: An excellent FS. The teacher should read the captions to his students.

RECOMMENDATION:
(X) HIGH
( ) MODERATE TO HIGH
( ) MODERATE
( ) WITH RESERVATIONS
( ) NOT RECOMMENDED

EVALUATION BASED UPON:
(X) PERSONAL USE OF MATERIAL
( ) CRITIQUES IN THE LITERATURE
(X) CATALOGUE DESCRIPTION
( ) INTERVIEWS WITH TEACHERS USING MATERIAL

TITLE: Help Is

DESCRIPTION/SYNOPSIS: 16mm. s. col. 16 mins. n.d.

Demonstrates injuries resulting from car accidents. Shows the cause of such accidents and explains the techniques involved in first aid.

PRICE: Unknown
Loan

PRODUCER: National Film Board of Canada

SUPPLIER: National Film Board of Canada
Instructional Materials Centre

COMMENTS: A very dramatic 'action' filled film. Canadian.

RECOMMENDATION:
( ) HIGH
(X) MODERATE TO HIGH
( ) MODERATE
( ) WITH RESERVATIONS
( ) NOT RECOMMENDED

EVALUATION BASED UPON:
(X) PERSONAL USE OF MATERIAL
( ) CRITIQUES IN THE LITERATURE
(X) CATALOGUE DESCRIPTION
(X) INTERVIEWS WITH TEACHERS USING MATERIAL

TITLE: How Food Is Digested

DESCRIPTION/SYNOPSIS: FS. s. col. 50 frs. c. 1948.

Demonstrates the course food takes on its journey through the body. Explains how food is used by the body and what happens to that which is indigestible. Shows how to eat properly.

PRICE: Unknown
Loan

PRODUCER: Popular Science Publishing Co., Inc.

SUPPLIER: Popular Science Publishing Co., Inc.
Instructional Materials Centre

COMMENTS: It will be necessary for the teacher to read the captions to the students.

RECOMMENDATION:
( ) HIGH
(X) MODERATE TO HIGH
( ) MODERATE
( ) WITH RESERVATIONS
( ) NOT RECOMMENDED

EVALUATION BASED UPON:
(X) PERSONAL USE OF MATERIAL
( ) CRITIQUES IN THE LITERATURE
(X) CATALOGUE DESCRIPTION
( ) INTERVIEWS WITH TEACHERS USING MATERIAL

TITLE: How People Misuse Them
(Drugs, Medicine And You, Series # P9659)

DESCRIPTION/SYNOPSIS: FS/C. s. col. 52 frs. 8 mins. n.d.

Explains how a lot of people misuse the common drugs. Shows how over-the-counter and prescribed drugs may have a detrimental effect on the body.

PRICE: $85.00 series

PRODUCER: Moreland-Latchford Productions Ltd.

SUPPLIER: Wintergreen Communications Ltd.

COMMENTS: A suitable and easily understood FS/C. for the more mature TMR student.

RECOMMENDATION:
( ) HIGH
( ) MODERATE TO HIGH
(X) MODERATE
(X) WITH RESERVATIONS
( ) NOT RECOMMENDED

EVALUATION BASED UPON:
(X) PERSONAL USE OF MATERIAL
( ) CRITIQUES IN THE LITERATURE
(X) CATALOGUE DESCRIPTION
( ) INTERVIEWS WITH TEACHERS USING MATERIAL

TITLE: Human Behavior
(Family Life And Sex Education, Series 'C')

DESCRIPTION/SYNOPSIS: FS/C. s. col. 42 frs. 7 mins. n.d.

Develops the theme that each individual is a separate entity. Illustrates personality development, i.e., becoming responsible, cultivating friendships and understanding yourself.

PRICE: $96.00 series

PRODUCER: Moreland-Latchford Productions Ltd.

SUPPLIER: Wintergreen Communications Ltd.

COMMENTS: Discretion is advised. Content may not be easily understood. Deals with abstract themes.

RECOMMENDATION:
( ) HIGH
( ) MODERATE TO HIGH
( ) MODERATE
(X) WITH RESERVATIONS
( ) NOT RECOMMENDED

EVALUATION BASED UPON:
(X) PERSONAL USE OF MATERIAL
( ) CRITIQUES IN THE LITERATURE
(X) CATALOGUE DESCRIPTION
( ) INTERVIEWS WITH TEACHERS USING MATERIAL

TITLE: Human Being is Born, A
(Family Living and Sex Education # P9659 Series 'B', 5 FS & 5 C.)

DESCRIPTION/SYNOPSIS: FS/C. s. col. 32 frs. 5 mins. c. 1973.

Reinforces the value of life and living things. Explains the process of birth in human beings. Develops understanding of human emotions and relationships, beginning with the family.

PRICE: $85.00 series

PRODUCER: Moreland-Latchford Productions Ltd.

SUPPLIER: Wintergreen Communications Ltd.

COMMENTS: A very good and simplified teaching aid.

RECOMMENDATION:
(X) HIGH
( ) MODERATE TO HIGH
( ) MODERATE
( ) WITH RESERVATIONS
( ) NOT RECOMMENDED

EVALUATION BASED UPON:
(X) PERSONAL USE OF MATERIAL
( ) CRITIQUES IN THE LITERATURE
(X) CATALOGUE DESCRIPTION
( ) INTERVIEWS WITH TEACHERS USING MATERIAL

TITLE: Human Body--Skeleton, The

DESCRIPTION/SYNOPSIS: 16mm. s. col. 11 mins. c. 1953.

Depicts the human skeleton. Demonstrates the function of each part with the use of a real skeleton and real people. Includes a review of important points covered.

PRICE: Unknown
Loan

PRODUCER: Coronet Films

SUPPLIER: Coronet Films
Instructional Materials Centre

COMMENTS: This excellent film is repetitious with simplified terminology. An old film with some breakage.

RECOMMENDATION:
(X) HIGH
( ) MODERATE TO HIGH
( ) MODERATE
( ) WITH RESERVATIONS
( ) NOT RECOMMENDED

EVALUATION BASED UPON:
(X) PERSONAL USE OF MATERIAL
( ) CRITIQUES IN THE LITERATURE
(X) CATALOGUE DESCRIPTION
( ) INTERVIEWS WITH TEACHERS USING MATERIAL

TITLE: Human Sexuality Learning Package

DESCRIPTION/SYNOPSIS: K. 20 b/w cards, 13" x 10" ea. 20 b/w slides.
C. 140 mins. TG. c. 1977.

Introduces the basic areas of sexuality. Includes such topics as 'the female's changing

body', men and women, men's hygiene, homosexuality, etc.

PRICE: $80.00

PRODUCER: Hallmark Films and Recordings, Inc.

SUPPLIER: Hallmark Films and Recordings, Inc.

COMMENTS: Cards and slides good, TG useful. C. only poor duplication of TG. K. suitable for only the more mature and capable TMR student. Parent and school board approval recommended.

RECOMMENDATION:
( ) HIGH
( ) MODERATE TO HIGH
(X) MODERATE
(X) WITH RESERVATIONS
( ) NOT RECOMMENDED

EVALUATION BASED UPON:
(X) PERSONAL USE OF MATERIAL
( ) CRITIQUES IN THE LITERATURE
( ) CATALOGUE DESCRIPTION
(X) INTERVIEWS WITH TEACHERS USING MATERIAL

TITLE: It All Comes Out In The Wash

DESCRIPTION/SYNOPSIS: 16mm. s. col. 15 mins. n.d.

Shows techniques involved in washing clothes by machine. Gives a step by step approach.

PRICE: Unknown
Loan

PRODUCER: The Maytag Co. Ltd.

SUPPLIER: The Maytag Co. Ltd.

COMMENTS: Some terminology may be too difficult for the moderately retarded person.

RECOMMENDATION:
( ) HIGH
(X) MODERATE TO HIGH
( ) MODERATE
( ) WITH RESERVATIONS
( ) NOT RECOMMENDED

EVALUATION BASED UPON:
(X) PERSONAL USE OF MATERIAL
(X) CRITIQUES IN THE LITERATURE
(X) CATALOGUE DESCRIPTION
(X) INTERVIEWS WITH TEACHERS USING MATERIAL

TITLE: Jealousy

DESCRIPTION/SYNOPSIS: FS/C. s. col. 63 frs. 9 mins. c. 1975.

Explains the nature of jealousy. Points out that some jealousy is natural, whereas an undue amount may derive from a false assessment of another's life condition. Develops a positive attitude to one's own strengths.

PRICE: $96.00

PRODUCER: Moreland-Latchford Productions Ltd.

SUPPLIER: Wintergreen Communications Ltd.

COMMENTS: Some terminology may be too difficult for some TMR students.

RECOMMENDATION:
( ) HIGH
( ) MODERATE TO HIGH
(X) MODERATE
(X) WITH RESERVATIONS
( ) NOT RECOMMENDED

EVALUATION BASED UPON:
(X) PERSONAL USE OF MATERIAL
( ) CRITIQUES IN THE LITERATURE
(X) CATALOGUE DESCRIPTION
( ) INTERVIEWS WITH TEACHERS USING MATERIAL

TITLE: Keeping Clean

DESCRIPTION/SYNOPSIS: FS. s. col. 49 frs. c. 1968.

Explains how and why a person should keep clean. Develops discussion by posing questions. Includes all aspects of cleanliness.

PRICE: Unknown
Loan

PRODUCER: Coronet Films

SUPPLIER: Coronet Films
Instructional Materials Centre

COMMENTS: This FS involves elementary students, yet is not condescending to older ones.

RECOMMENDATION:
( ) HIGH
(X) MODERATE TO HIGH
( ) MODERATE
( ) WITH RESERVATIONS
( ) NOT RECOMMENDED

EVALUATION BASED UPON:
(X) PERSONAL USE OF MATERIAL
( ) CRITIQUES IN THE LITERATURE
(X) CATALOGUE DESCRIPTION
( ) INTERVIEWS WITH TEACHERS USING MATERIAL

TITLE: Let's Make A Cake

DESCRIPTION/SYNOPSIS: 16mm. s. col. 5 mins. c. 1950.

Demonstrates how to make and bake a birthday cake. Shows how each step is vital to successful baking.

PRICE: Unknown
Loan

PRODUCER: Coronet Instructional Media

SUPPLIER: Coronet Instructional Media
Instructional Materials Centre

COMMENTS: Each step in making a cake is presented very quickly using the English system of measurement. Very few good closeups of each specific step. Very good colour. Recommended for Home Economics class for TMR students.

RECOMMENDATION:
( ) HIGH
( ) MODERATE TO HIGH
(X) MODERATE
( ) WITH RESERVATIONS
( ) NOT RECOMMENDED

EVALUATION BASED UPON:
(X) PERSONAL USE OF MATERIAL
( ) CRITIQUES IN THE LITERATURE
(X) CATALOGUE DESCRIPTION
(X) INTERVIEWS WITH TEACHERS USING MATERIAL

TITLE: Let's Make A Casserole

DESCRIPTION/SYNOPSIS: 16mm. s. b/w. 5 mins. c. 1950.

Shows how to make a casserole.

PRICE: Unknown
Loan

PRODUCER: Coronet Instructional Media

SUPPLIER: Coronet Instructional Media
Instructional Materials Centre

COMMENTS: This film is quite old, but shows the basics in making a casserole. Useful for Home Economics class. Each step shown quite quickly.

RECOMMENDATION:
( ) HIGH
( ) MODERATE TO HIGH
(X) MODERATE
( ) WITH RESERVATIONS
( ) NOT RECOMMENDED

EVALUATION BASED UPON:
(X) PERSONAL USE OF MATERIAL
( ) CRITIQUES IN THE LITERATURE
(X) CATALOGUE DESCRIPTION
(X) INTERVIEWS WITH TEACHERS USING MATERIAL

TITLE: Let's Make A Pie

DESCRIPTION/SYNOPSIS: 16mm. s. col. 5 mins. c. 1950.

Shows each step in making and baking a pie.

PRICE: Unknown
Loan

PRODUCER: Coronet Instructional Media

SUPPLIER: Coronet Instructional Media
Instructional Materials Centre

COMMENTS: This film may be used as a preliminary step when making a pie, or as a reinforcer after such a project. Each step is given quickly, but has a successful ending.

RECOMMENDATION:
( ) HIGH
( ) MODERATE TO HIGH
(X) MODERATE
( ) WITH RESERVATIONS
( ) NOT RECOMMENDED

EVALUATION BASED UPON:
(X) PERSONAL USE OF MATERIAL
( ) CRITIQUES IN THE LITERATURE
(X) CATALOGUE DESCRIPTION
(X) INTERVIEWS WITH TEACHERS USING MATERIAL

TITLE: Let's Make A Salad

DESCRIPTION/SYNOPSIS: 16mm. s. col. 5 mins. c. 1950.

Shows each step in making a green salad. Some emphasis on decorativeness and originality.

PRICE: Unknown
Loan

PRODUCER: Coronet Instructional Media

SUPPLIER: Coronet Instructional Media
Instructional Materials Centre

COMMENTS: Gives a good general view on how to make a green salad. Colourful. Suitable for Home Economics class for TMR students.

RECOMMENDATIONS:
( ) HIGH
( ) MODERATE TO HIGH
(X) MODERATE
( ) WITH RESERVATIONS
( ) NOT RECOMMENDED

EVALUATION BASED UPON:
(X) PERSONAL USE OF MATERIAL
( ) CRITIQUES IN THE LITERATURE
(X) CATALOGUE DESCRIPTION
(X) INTERVIEWS WITH TEACHERS USING MATERIAL

TITLE: Loaf of Bread, A

DESCRIPTION/SYNOPSIS: FS. sil. col. 23 frs. c. 1960.

Explains the process in the production of bread. Portrays its initial beginnings as wheat to its final destination in the home where it is consumed.

PRICE: Unknown
Loan

PRODUCER: The National Film Board of Canada

SUPPLIER: The National Film Board of Canada
Instructional Materials Centre

COMMENTS: The cartoon presentation in this FS gives added interest to the student, yet is not condescending.

RECOMMENDATION:
( ) HIGH
( ) MODERATE TO HIGH
(X) MODERATE
( ) WITH RESERVATIONS
( ) NOT RECOMMENDED

EVALUATION BASED UPON:
(X) PERSONAL USE OF MATERIAL
( ) CRITIQUES IN THE LITERATURE
(X) CATALOGUE DESCRIPTION
( ) INTERVIEWS WITH TEACHERS USING MATERIAL

TITLE: Marijuana

DESCRIPTION/SYNOPSIS: 16mm. s. col. 34 mins. c. 1968.

Relates arguments for and against the use of marijuana. Reports the answers given by Sonny Bono and others to the many questions put forward by teenagers in defense of smoking marijuana.

PRICE: $350.00

PRODUCER: Bailey Films Associates

SUPPLIER: Bailey Films Associates

COMMENTS: An excellent film. Understandable for the more capable TMR student.

RECOMMENDATION:
( ) HIGH
(X) MODERATE TO HIGH
( ) MODERATE
(X) WITH RESERVATIONS
( ) NOT RECOMMENDED

EVALUATION BASED UPON:
(X) PERSONAL USE OF MATERIAL
( ) CRITIQUES IN THE LITERATURE
(X) CATALOGUE DESCRIPTION
( ) INTERVIEWS WITH TEACHERS USING MATERIAL

TITLE: Marijuana: Playing For High Stakes
(Linkletter on Drug Abuse Series, # 1160)

DESCRIPTION/SYNOPSIS: FS/C. s. col. 48 frs. n.d.

Presents the facts about drugs, especially marijuana. Points out the misconceptions concerning what marijuana can and cannot do. Includes a dialogue between student and Art Linkletter.

PRICE: $91.00 series

PRODUCER: Marshfilm Enterprises, Inc.

SUPPLIER: Marshfilm Enterprises, Inc.

COMMENTS: For the more mature and capable TMR student.

RECOMMENDATION:
( ) HIGH
(X) MODERATE TO HIGH
( ) MODERATE
( ) WITH RESERVATIONS
( ) NOT RECOMMENDED

EVALUATION BASED UPON:
(X) PERSONAL USE OF MATERIAL
( ) CRITIQUES IN THE LITERATURE
(X) CATALOGUE DESCRIPTION
( ) INTERVIEWS WITH TEACHERS USING MATERIAL

TITLE: Meaning of Maturity, The
(Family Life and Sex Education, Series 'C')

DESCRIPTION/SYNOPSIS: FS/C. s. col. 43 frs. 7 mins. n.d.

Explains the concept of human relationships. Points out what is meant to be an adult, to be responsible. Includes an explanation of reproduction.

PRICE: $96.00 series

PRODUCER: Moreland-Latchford Productions Ltd.

SUPPLIER: Wintergreen Communications Ltd.

COMMENTS: This FS/C is suitable for the more capable TMR student.

RECOMMENDATION:
( ) HIGH
(X) MODERATE TO HIGH
( ) MODERATE
(X) WITH RESERVATIONS
( ) NOT RECOMMENDED

EVALUATION BASED UPON:
(X) PERSONAL USE OF MATERIAL
( ) CRITIQUES IN THE LITERATURE
(X) CATALOGUE DESCRIPTION
( ) INTERVIEWS WITH TEACHERS USING MATERIAL

TITLE: Meaning of Puberty, The
(Family Life and Sex Education, Series 'C')

DESCRIPTION/SYNOPSIS: FS/C. s. col. 43 frs. 8 mins. n.d.

Describes puberty--the beginning of adolescence. Explains the male and female reproductive systems and menstruation. Points out the social aspects of puberty.

PRICE: $96.00 series

PRODUCER: Moreland-Latchford Productions Ltd.

SUPPLIER: Wintergreen Communications Ltd.

COMMENTS: This FS/C is very understandable.

RECOMMENDATIONS:
( ) HIGH
(X) MODERATE TO HIGH
( ) MODERATE
( ) WITH RESERVATIONS
( ) NOT RECOMMENDED

EVALUATION BASED UPON:
(X) PERSONAL USE OF MATERIAL
( ) CRITIQUES IN THE LITERATURE
(X) CATALOGUE DESCRIPTION
( ) INTERVIEWS WITH TEACHERS USING MATERIAL

TITLE: Metre-Litre and Gram

DESCRIPTION/SYNOPSIS: 16mm. s. col. 13 mins. c. 1970.

Introduces the metric system in its relation to the metre, litre and gram. Points out multiples of each.

PRICE: Unknown
Loan

PRODUCER: Bailey Film Associates

SUPPLIER: Bailey Film Associates
Instructional Materials Centre

COMMENTS: A good film. Gives a general view of the metric system. Concepts may be too difficult for some. Some practical exercises should follow presentation of film.

RECOMMENDATION:
( ) HIGH
(X) MODERATE TO HIGH
( ) MODERATE
(X) WITH RESERVATIONS
( ) NOT RECOMMENDED

EVALUATION BASED UPON:
(X) PERSONAL USE OF MATERIAL
( ) CRITIQUES IN THE LITERATURE
(X) CATALOGUE DESCRIPTION
(X) INTERVIEWS WITH TEACHERS USING MATERIAL

TITLE: Metric Measurement--Length/Area

DESCRIPTION/SYNOPSIS: 16mm. s. col. 12 mins. c. 1970.

Presents the metric system in its relation to length/area. Lists multiples of the system using practical examples.

PRICE: Unknown
Loan

PRODUCER: Moreland-Latchford Productions Ltd.

SUPPLIER: Wintergreen Communications Ltd.

COMMENTS: This film should be used in small group instruction and should be followed with practical student participation with metric utensils relating to length and area. This film may be too difficult for the less able TMR student.

RECOMMENDATION:
( ) HIGH
(X) MODERATE TO HIGH
( ) MODERATE
(X) WITH RESERVATIONS
( ) NOT RECOMMENDED

EVALUATION BASED UPON: (X) PERSONAL USE OF MATERIAL
( ) CRITIQUES IN THE LITERATURE
(X) CATALOGUE DESCRIPTION
(X) INTERVIEWS WITH TEACHERS USING MATERIAL

TITLE: Metric Measurement: Mass

DESCRIPTION/SYNOPSIS: 16mm, s. col. 9 mins. c. 1973.

Presents the metric system in its relation to mass. Lists multiples of the system. Illustrates relationship to cooking.

PRICE: Unknown
Loan

PRODUCER: Moreland-Latchford Productions Ltd.

SUPPLIER: Wintergreen Communications Ltd.
Instructional Materials Centre

COMMENTS: This film should be used in small group instruction and follow-up provided with actual participation of students with metric utensils relating to mass.

RECOMMENDATION:
( ) HIGH
(X) MODERATE TO HIGH
( ) MODERATE
(X) WITH RESERVATIONS
( ) NOT RECOMMENDED

EVALUATION BASED UPON:
(X) PERSONAL USE OF MATERIAL
( ) CRITIQUES IN THE LITERATURE
(X) CATALOGUE DESCRIPTION
(X) INTERVIEWS WITH TEACHERS USING MATERIAL

TITLE: Money Matters: When I Need More Money

DESCRIPTION/SYNOPSIS: 16mm. s. col. 9 mins. c. 1971.

Proposes how one may buy within one's income. Points out the advantages and disadvantages of credit.

PRICE: Unknown
Loan

PRODUCER: Moreland-Latchford Productions Ltd.

SUPPLIER: Wintergreen Communications Ltd.
Instructional Materials Centre

COMMENTS: Illustrates Canadian money.

RECOMMENDATION:
( ) HIGH
(X) MODERATE TO HIGH
( ) MODERATE
( ) WITH RESERVATIONS
( ) NOT RECOMMENDED

EVALUATION BASED UPON:
(X) PERSONAL USE OF LITERATURE
( ) CRITIQUES IN THE LITERATURE
(X) CATALOGUE DESCRIPTION
(X) INTERVIEWS WITH TEACHERS USING MATERIAL

TITLE: New Newfoundland

DESCRIPTION/SYNOPSIS: 16mm. s. col. 14 mins. c. 1970.

Shows Newfoundland in its natural setting. Includes scenes: coves, parks, fishing, moose, caribou, bear, lighthouses, settlements, etc.

PRICE: Unknown
Loan

PRODUCER: Moreland-Latchford Productions, Ltd.

SUPPLIER: Wintergreen Communications Ltd.
Instructional Materials Centre

COMMENTS: A good film for general knowledge of Newfoundland and entertainment. No narration--shown with Newfoundland music.

RECOMMENDATION:
( ) HIGH
(X) MODERATE TO HIGH
( ) MODERATE
( ) WITH RESERVATIONS
( ) NOT RECOMMENDED

EVALUATION BASED UPON:
(X) PERSONAL USE OF MATERIAL
( ) CRITIQUES IN THE LITERATURE
(X) CATALOGUE DESCRIPTION
(X) INTERVIEWS WITH TEACHERS USING MATERIAL

TITLE: Newfoundland

DESCRIPTION/SYNOPSIS: 16mm. s. col. 14 mins. c. 1949.

Depicts Newfoundland in pictures and song. Includes several Newfoundland fishing scenes and seven Newfoundland songs.

PRICE: Unknown
Loan

PRODUCER: National Film Board of Canada

SUPPLIER: National Film Board of Canada
Instructional Materials Centre

COMMENTS: This film is excellent in that it gives the TMR adolescent an insight into the history, geography and people of Newfoundland.

RECOMMENDATION:
( ) HIGH
(X) MODERATE TO HIGH
( ) MODERATE
( ) WITH RESERVATIONS
( ) NOT RECOMMENDED

EVALUATION BASED UPON:
(X) PERSONAL USE OF MATERIAL
( ) CRITIQUES IN THE LITERATURE
(X) CATALOGUE DESCRIPTION
(X) INTERVIEWS WITH TEACHERS USING MATERIAL

TITLE: Number-Letter Readiness--A
(Visual-Thinking Skills for Reading and Math.)

DESCRIPTION/SYNOPSIS: wkbk. n.d.

Illustrates numbers and letters, capital and lower case letters and numbers from 1 to 9. Assists in identifying students who have difficulty with visual perception.

PRICE: $3.50

PRODUCER: Midwest Publications Co., Inc.

SUPPLIER: Midwest Publications Co., Inc.

The teacher will need to assist the student with the instructions in the booklet. Good for those who require this skill.

RECOMMENDATION:
( ) HIGH
( ) MODERATE TO HIGH
(X) MODERATE
( ) WITH RESERVATIONS
( ) NOT RECOMMENDED

EVALUATION BASED UPON:
(X) PERSONAL USE OF MATERIAL
( ) CRITIQUES IN THE LITERATURE
(X) CATALOGUE DESCRIPTION
( ) INTERVIEWS WITH TEACHERS USING MATERIAL

TITLE: Nutrition--The Bread and Cereal Group

DESCRIPTION/SYNOPSIS: FS. s. col. 45 frs. c. 1972.

Demonstrates the importance of a good balanced diet. Outlines the four basic foods with emphasis on the bread and cereal group.

PRICE: Unknown
Loan

PRODUCER: Filmstrip House, Inc.

SUPPLIER: Unknown
Instructional Materials Centre

COMMENTS: In this FS the teacher will be required to read the captions to TMR students.

RECOMMENDATION:
( ) HIGH
(X) MODERATE TO HIGH
( ) MODERATE
( ) WITH RESERVATIONS
( ) NOT RECOMMENDED

EVALUATION BASED UPON:
(X) PERSONAL USE OF MATERIAL
( ) CRITIQUES IN THE LITERATURE
(X) CATALOGUE DESCRIPTION
( ) INTERVIEWS WITH TEACHERS USING MATERIAL

TITLE: Our Shrinking World

DESCRIPTION/SYNOPSIS: FS. sil. col. 35 frs. c. 1967.

Explains how the world is shrinking in regard to the transportation of people, goods and information. Illustrates the various modes of transportation and compares them in relation to speed, cost and time.

PRICE: Unknown
Loan

PRODUCER: National Film Board of Canada

SUPPLIER: National Film Board of Canada
Instructional Materials Centre

COMMENTS: The teacher should be aware that due to some difficult concepts and terminology involved in this FS, adequate instruction should be given prior to and after filming.

RECOMMENDATION:
( ) HIGH
(X) MODERATE TO HIGH
( ) MODERATE
(X) WITH RESERVATIONS
( ) NOT RECOMMENDED

EVALUATION BASED UPON:
(X) PERSONAL USE OF MATERIAL
( ) CRITIQUES IN THE LITERATURE
(X) CATALOGUE DESCRIPTION
( ) INTERVIEWS WITH TEACHERS USING MATERIAL

TITLE: Ovulation--Mammals
(Family Life & Sex Education, Series B)

DESCRIPTION/SYNOPSIS: FS/C. s. col. 30 frs. 6 mins. c. 1973.

Shows the first stages of embryo development. Explains the differences in Mammalian cycles in different species. Reports that egg cells are fertilized only at certain times and that only a fertilized egg can develop into a baby.

PRICE: $85.00 series

PRODUCER: Moreland-Latchford Productions Ltd.

SUPPLIER: Wintergreen Communications Ltd.

COMMENTS: An excellent FS and C. Good for an introduction to a sex education program.

RECOMMENDATION:
(X) HIGH
( ) MODERATE TO HIGH
( ) MODERATE
( ) WITH RESERVATIONS
( ) NOT RECOMMENDED

EVALUATION BASED UPON:
(X) PERSONAL USE OF MATERIAL
( ) CRITIQUES IN THE LITERATURE
(X) CATALOGUE DESCRIPTION
( ) INTERVIEWS WITH TEACHERS USING MATERIAL

TITLE: Pattern of Embryo Development
(Family Life and Sex Education, Series C).

DESCRIPTION/SYNOPSIS: FS/C. s. col. 41 frs. 11 mins. n.d.

Explains animal embryo development. Illustrates human embryo development in detail. Depicts how each part of the human being develops from the egg and sperm.

PRICE: $96.00 series

PRODUCER: Moreland-Latchford Productions Ltd.

SUPPLIER: Wintergreen Communications Ltd.

COMMENTS: This FS/C may be somewhat difficult for some TMR students.

RECOMMENDATION:
( ) HIGH
(X) MODERATE TO HIGH
( ) MODERATE
( ) WITH RESERVATIONS
( ) NOT RECOMMENDED

EVALUATION BASED UPON:
(X) PERSONAL USE OF LITERATURE
( ) CRITIQUES IN THE LITERATURE
(X) CATALOGUE DESCRIPTION
( ) INTERVIEWS WITH TEACHERS USING MATERIAL

TITLE: Parks: Nice Places To Visit

DESCRIPTION/SYNOPSIS: FS/C. s. col. 100 frs. 30 mins. n.d.

Shows the parks of Newfoundland. Includes most of the activities carried out in these

parks. Points out important signs and dangers.

PRICE: Unknown
Loan

PRODUCER: Newfoundland & Labrador Department of Education

SUPPLIER: Unknown
Instructional Materials Centre

COMMENTS: This is an excellent and colourful FS. Good for general information concerning parks and things of nature. This FS has no captions, rather a C. accompanies it.

RECOMMENDATION:
(X) HIGH
( ) MODERATE TO HIGH
( ) MODERATE
( ) WITH RESERVATIONS
( ) NOT RECOMMENDED

EVALUATION BASED UPON:
(X) PERSONAL USE OF MATERIAL
( ) CRITIQUES IN THE LITERATURE
(X) CATALOGUE DESCRIPTION
( ) INTERVIEWS WITH TEACHERS USING MATERIAL

TITLE: People Are Different And Alike

DESCRIPTION/SYNOPSIS: 16mm. s. col. 11 mins. c. 1964.

Illustrates differences and similarities in people. Points out the similarities in the affective domain, i.e., love needs.

PRICE: Unknown
Loan

PRODUCER: Coronet Instructional Media

SUPPLIER: Coronet Instructional Media
Instructional Materials Centre

COMMENTS: This film is very interesting and effective.

RECOMMENDATION:
( ) HIGH
(X) MODERATE TO HIGH
( ) MODERATE
( ) WITH RESERVATIONS
( ) NOT RECOMMENDED

EVALUATION BASED UPON:
(X) PERSONAL USE OF MATERIAL
( ) CRITIQUES IN THE LITERATURE
(X) CATALOGUE DESCRIPTION
( ) INTERVIEWS WITH TEACHERS USING MATERIAL

TITLE: Perseverance
(Character Awareness, Series #1563)

DESCRIPTION/SYNOPSIS: FS/C. s. col. 55 frs. 10 mins. c. 1975.

Illustrates a young person's perseverance at sports. Shows how friends may help in time of difficulty.

PRICE: $96.00 series

PRODUCER: Moreland-Latchford Productions Ltd.

SUPPLIER: Wintergreen Communications Ltd.

COMMENTS: This FS/C is very interesting and has good action. Much teacher explanation needed, however.

RECOMMENDATION:
( ) HIGH
( ) MODERATE TO HIGH
(X) MODERATE
( ) WITH RESERVATIONS
( ) NOT RECOMMENDED

EVALUATION BASED UPON:
(X) PERSONAL USE OF MATERIAL
( ) CRITIQUES IN THE LITERATURE
(X) CATALOGUE DESCRIPTION
( ) INTERVIEWS WITH TEACHERS USING MATERIAL

TITLE: Personal Health For Girls

DESCRIPTION/SYNOPSIS: 16mm. s. col. 14 mins. c. 1972.

Discusses all factors related to personal hygiene for girls. Explains why and how a

teenage girl should attend to her personal health. Includes the emotions, attributes and habits.

PRICE: Unknown
Loan

PRODUCER: Coronet Films

SUPPLIER: Coronet Films
Instructional Materials Centre

COMMENTS: This is an excellent film for girls. Covers every aspect related to personal health.

RECOMMENDATION:
(X) HIGH
( ) MODERATE TO HIGH
( ) MODERATE
( ) WITH RESERVATIONS
( ) NOT RECOMMENDED

EVALUATION BASED UPON:
(X) PERSONAL USE OF MATERIAL
( ) CRITIQUES IN THE LITERATURE
(X) CATALOGUE DESCRIPTION
( ) INTERVIEWS WITH TEACHERS USING MATERIAL

TITLE: Personal Hygiene For Boys

DESCRIPTION/SYNOPSIS: 16mm. s. b/w. 11 mins. c. 1952.

Illustrates personal hygiene for boys. Includes everything a boy should do to remain healthy. Reviews the important points.

PRICE: Unknown
Loan

PRODUCER: Coronet Films

SUPPLIER: Coronet Films
Instructional Materials Centre

COMMENTS: This film is old, but excellent. Very interesting and explicit. Especially good for TMR adolescents.

RECOMMENDATION:
(X) HIGH
( ) MODERATE TO HIGH
( ) MODERATE
( ) WITH RESERVATIONS
( ) NOT RECOMMENDED

EVALUATION BASED UPON:
(X) PERSONAL USE OF MATERIAL
( ) CRITIQUES IN THE LITERATURE
(X) CATALOGUE DESCRIPTION
( ) INTERVIEWS WITH TEACHERS USING MATERIAL

TITLE: Picture Collection of Life, The

DESCRIPTION/SYNOPSIS: 150 pictures 6½" x 10" -- 50 Living with Nature; 50 Living with Others; 50 Living with Change. c. 1976.

Illustrates the nature of life. Provides stimulating pictorial material. Covers many subject areas and useful for differing learning purposes in primary and junior grades. Intended to motivate unrestricted student discussion and activity.

PRICE: $59.70

PRODUCER: Moreland-Latchford Productions Ltd.

SUPPLIER: Wintergreen Communications Ltd.

COMMENTS: An excellent resource aid in the teaching of natural science, language arts and social science to TMR students.

RECOMMENDATION:
(X) HIGH
( ) MODERATE TO HIGH
( ) MODERATE
( ) WITH RESERVATIONS
( ) NOT RECOMMENDED

EVALUATION BASED UPON:
(X) PERSONAL USE OF MATERIAL
( ) CRITIQUES IN THE LITERATURE
(X) CATALOGUE DESCRIPTION
(X) INTERVIEWS WITH TEACHERS USING MATERIAL

TITLE: Pregnancy

DESCRIPTION/SYNOPSIS: FS. sil. col. 32 frs. n.d.

Illustrates conception and the normal development of pregnancy. Points out that extensive prenatal care is essential to a healthy birth. Compares an abnormal conclusion to a wiser conclusion of pregnancy.

PRICE: Unknown
Loan

PRODUCER: National Film Board of Canada

SUPPLIER: Unknown
National Film Board of Canada

COMMENTS: This FS initiates discussion--it's designed that way. The teacher will need to read the introductions to each section to his/her pupils.

RECOMMENDATION:
( ) HIGH
(X) MODERATE TO HIGH
( ) MODERATE
( ) WITH RESERVATIONS
( ) NOT RECOMMENDED

EVALUATION BASED UPON:
(X) PERSONAL USE OF MATERIAL
( ) CRITIQUES IN THE LITERATURE
(X) CATALOGUE DESCRIPTION
( ) INTERVIEWS WITH TEACHERS USING MATERIAL

TITLE: Pre-Natal Development

DESCRIPTION/SYNOPSIS: FS/C. s. col. 29 frs. 5 mins. c. 1973.

Explains the meaning of pregnancy, gestation, prenatal growth in mammals. Shows the characteristics relevant to the human embryo and fetus as it develops in the uterus: Illustrates the means of nourishing babies.

PRICE: $85.00

PRODUCER: Moreland-Latchford Productions Ltd.

SUPPLIER: Wintergreen Communications Ltd.

COMMENTS: Good as an introduction to a family life program.

RECOMMENDATION:
(X) HIGH
( ) MODERATE TO HIGH
( ) MODERATE
( ) WITH RESERVATIONS
( ) NOT RECOMMENDED

EVALUATION BASED UPON:
(X) PERSONAL USE OF MATERIAL
( ) CRITIQUES IN THE LITERATURE
(X) CATALOGUE DESCRIPTION
( ) INTERVIEWS WITH TEACHERS USING MATERIAL

TITLE: Preparing Meals--Cooking

DESCRIPTION/SYNOPSIS: 16mm. s. col. 12 mins. c. 1973.

Demonstrates the preparation of simple meals. Shows how to prepare french toast, omelette, frankfurters, desserts and snacks.

PRICE: Unknown
Loan

PRODUCER: Moreland-Latchford Productions Ltd.

SUPPLIER: Wintergreen Communications Ltd.
Instructional Materials Centre

COMMENTS: The content of this film is quite good, but its presentation may be too fast for some students. Old system of measurement used.

RECOMMENDATION:
( ) HIGH
( ) MODERATE TO HIGH
(X) MODERATE
( ) WITH RESERVATIONS
( ) NOT RECOMMENDED

EVALUATION BASED UPON:
(X) PERSONAL USE OF MATERIAL
( ) CRITIQUES IN THE LITERATURE
(X) CATALOGUE DESCRIPTION
(X) INTERVIEWS WITH TEACHERS USING MATERIAL

TITLE: Process of Reproduction, The
(Family Living and Sex Education, Series 'C').

DESCRIPTION/SYNOPSIS: FS/C. s. col. 47 frs. 11 mins. n.d.

Illustrates the process of reproduction in fish, animals and humans in detail.

PRICE: $96.00 series (preview available)

PRODUCER: Moreland-Latchford Productions Ltd.

SUPPLIER: Wintergreen Communications Ltd.

COMMENTS: A very suitable and easy to follow FS/C.

RECOMMENDATION:
( ) HIGH
(X) MODERATE TO HIGH
( ) MODERATE
( ) WITH RESERVATIONS
( ) NOT RECOMMENDED

EVALUATION BASED UPON:
(X) PERSONAL USE OF MATERIAL
( ) CRITIQUES IN THE LITERATURE
(X) CATALOGUE DESCRIPTION
( ) INTERVIEWS WITH TEACHERS USING MATERIAL

TITLE: Reproductive Cells, The
(Family Living and Sex Education, Series 'B')

DESCRIPTION/SYNOPSIS: FS/C. s. col. 26 frs. 5 mins. c. 1973.

Explains the process of reproduction and development. Describes the origins of egg cells and sperm cells. Reinforces the concept that living things come from other like living things.

PRICE: $85.00 series

PRODUCER: Moreland-Latchford Productions Ltd.

SUPPLIER: Wintergreen Communications Ltd.

COMMENTS: This FS/C is suitable for a family life program.

RECOMMENDATION:
(X) HIGH
( ) MODERATE TO HIGH
( ) MODERATE
( ) WITH RESERVATIONS
( ) NOT RECOMMENDED

EVALUATION BASED UPON:
(X) PERSONAL USE OF MATERIAL
( ) CRITIQUES IN THE LITERATURE
(X) CATALOGUE DESCRIPTION
( ) INTERVIEWS WITH TEACHERS USING MATERIAL

TITLE: Secrets For A Happy Hostess

DESCRIPTION/SYNOPSIS: 16mm. s. col. 16 mins. n.d.

Shows the main components in preparing a meal. Points out each step, i.e., planning, shopping, setting table, making salad, main course, dessert, serving and cleaning.

PRICE: Unknown
Loan

PRODUCER: Flagg Films, Inc.

SUPPLIER: The Maytag Co. Ltd.

COMMENTS: This film, while being contemporary, focuses very briefly on each step involved in preparing a meal.

RECOMMENDATION:
( ) HIGH
( ) MODERATE TO HIGH
(X) MODERATE
( ) WITH RESERVATIONS
( ) NOT RECOMMENDED

EVALUATIONS BASED UPON:
(X) PERSONAL USE OF MATERIAL
( ) CRITIQUES IN THE LITERATURE
(X) CATALOGUE DESCRIPTION
( ) INTERVIEWS WITH TEACHERS USING MATERIAL

TITLE: Skating Rink, The

DESCRIPTION/SYNOPSIS: 16mm. s. col. 27 mins. 2 secs. c. 1973.

Portrays how a teenage boy succeeds despite his disabilities. Relates how confidence brings success.

PRICE: Unknown

PRODUCER: Learning Corporation of America

SUPPLIER: Learning Corporation of America

COMMENTS: A very moving film. Quite interesting. Portrays feelings of rejection/acceptance. High level TMR students should relate quite well to this film.

RECOMMENDATION:
(X) HIGH
( ) MODERATE TO HIGH
( ) MODERATE
(X) WITH RESERVATIONS
( ) NOT RECOMMENDED

EVALUATION BASED UPON:
(X) PERSONAL USE OF MATERIAL
( ) CRITIQUES IN THE LITERATURE
(X) CATALOGUE DESCRIPTION
( ) INTERVIEWS WITH TEACHERS USING MATERIAL

TITLE: Teenagers Talk: Getting Through Adolescence

DESCRIPTION/SYNOPSIS: 16mm. s. col. 11 mins. 30 secs.. c. 1975.

Explores the problems that beset young people as they go through adolescence. Points out that everyone is different. Portrays the importance of the peer group in early adolescence and how this wanes later. Presents some good points for successful communication between parents and youth.

PRICE: Unknown
Loan

PRODUCER: BFA Educational Media

SUPPLIER: BFA Educational Media
Instructional Materials Centre

COMMENTS: This film is presented in a somewhat sophisticated cartoon style. It is an interesting film giving good points, but is more subtle and perhaps more difficult to understand.

RECOMMENDATION:
( ) HIGH
(X) MODERATE TO HIGH
( ) MODERATE
(X) WITH RESERVATIONS
( ) NOT RECOMMENDED

EVALUATION BASED UPON:
(X) PERSONAL USE OF MATERIAL
( ) CRITIQUES IN THE LITERATURE
(X) CATALOGUE DESCRIPTION
( ) INTERVIEWS WITH TEACHERS USING MATERIAL

TITLE: Then One Year

DESCRIPTION/SYNOPSIS: 16mm. s. col. 19 mins, c. 1972.

Illustrates the changes which take place during adolescence. Describes in detail the changes which take place in the skin and the reproductive organs of the male and female body. Discusses masturbation and conception.

PRICE: Unknown
Loan

PRODUCER: Unknown

SUPPLIER: Unknown
Instructional Materials Centre

COMMENTS: An excellent film for family life training. Very detailed and explicit.

RECOMMENDATION:
(X) HIGH
( ) MODERATE TO HIGH
( ) MODERATE
(X) WITH RESERVATIONS
( ) NOT RECOMMENDED

EVALUATION BASED UPON:
(X) PERSONAL USE OF MATERIAL
( ) CRITIQUES IN THE LITERATURE
(X) CATALOGUE DESCRIPTION
(X) INTERVIEWS WITH TEACHERS USING MATERIAL

TITLE: There's A New You Comin' For Boys
(Human Growth Series)

DESCRIPTION/SYNOPSIS: FS/C. s. col. 53 frs. n.d.

Describes the changes which occur in a boy's body as he grows from childhood to adulthood. Distinguishes between mental and physical maturity. Includes a review.

PRICE: $91.00 series

PRODUCER: Marshfilm Enterprises, Inc.

SUPPLIER: Marshfilm Enterprises, Inc.

COMMENTS: A very interesting FS/C. TG included.

RECOMMENDATION:
( ) HIGH
(X) MODERATE TO HIGH
( ) MODERATE
( ) WITH RESERVATIONS
( ) NOT RECOMMENDED

EVALUATION BASED UPON:
(X) PERSONAL USE OF MATERIAL
( ) CRITIQUES IN THE LITERATURE
(X) CATALOGUE DESCRIPTION
( ) INTERVIEWS WITH TEACHERS USING MATERIAL

TITLE: There's A New You Comin' For Girls
(Human Growth Series)

DESCRIPTION/SYNOPSIS: FS/C. s. col. 53 frs. n.d.

Describes the changes which occur in a girl's body as she grows from childhood to adulthood. Distinguishes between physical and mental maturity. Describes how one may keep body and mind fit. Includes a review of the reproductive system.

PRICE: $91.00 series

PRODUCER: Marshfilm Enterprises, Inc.

SUPPLIER: Marshfilm Enterprises, Inc.

COMMENTS: A very interesting and informative FS/C. Simplified language.

RECOMMENDATION:
( ) HIGH
(X) MODERATE TO HIGH
( ) MODERATE
( ) WITH RESERVATIONS
( ) NOT RECOMMENDED

EVALUATION BASED UPON:
(X) PERSONAL USE OF MATERIAL
( ) CRITIQUES IN THE LITERATURE
(X) CATALOGUE DESCRIPTION
( ) INTERVIEWS WITH TEACHERS USING MATERIAL

TITLE: Thinking About Drinking

DESCRIPTION/SYNOPSIS: 16mm. s. col. 14.5 mins. c. 1970.

Presents the facts in relation to drinking alcoholic beverages. Shows the percentage of alcohol in beer, wine, liquor. Demonstrates how alcohol affects the body and nervous system.

PRICE: Unknown

PRODUCER: Alfred Higgins Production

SUPPLIER: Unknown
Instructional Materials Centre

COMMENTS: Some vocabulary used may be too difficult for TMR students. May need several viewings to thoroughly explain and understand this film.

RECOMMENDATION:
( ) HIGH
( ) MODERATE TO HIGH
(X) MODERATE
(X) WITH RESERVATIONS
( ) NOT RECOMMENDED

EVALUATION BASED UPON:
(X) PERSONAL USE OF MATERIAL
( ) CRITIQUES IN THE LITERATURE
(X) CATALOGUE DESCRIPTION
( ) INTERVIEWS WITH TEACHERS USING MATERIAL

TITLE: Through the Looking Glass

DESCRIPTION/SYNOPSIS: FS. sil. col. 48 frs. n.d.

Demonstrates how to clean glass. Lists the different kinds of glass cleaners and how they should be used.

PRICE: Unknown
Loan

PRODUCER: Audio Visual Association

SUPPLIER: Unknown
Instructional Materials Centre

COMMENTS: The teacher should take special care that each frame is understood. This filmstrip should also be used with actual houshold cleaners. Some concepts and terms may be very difficult for TMR students.

RECOMMENDATION:
( ) HIGH
( ) MODERATE TO HIGH
(X) MODERATE
(X) WITH RESERVATIONS
( ) NOT RECOMMENDED

EVALUATION BASED UPON:
(X) PERSONAL USE OF MATERIAL
( ) CRITIQUES IN THE LITERATURE
(X) CATALOGUE DESCRIPTION
( ) INTERVIEWS WITH TEACHERS USING MATERIAL

TITLE: Tobacco: The Follower's Habit
(Art Linkletter On Drug Abuse, Series # 1161)

DESCRIPTION/SYNOPSIS: FS/C. s. col. 49 frs. n.d.

Presents the scientific factors about smoking. Points out the diseases which result from smoking. Shows the advertising of cigarettes.

PRICE: $91.00 series

PRODUCER: Marshfilm Enterprises, Inc.

SUPPLIER: Marshfilm Enterprises, Inc.

COMMENTS: Some terminology may be difficult for some TMR students.

RECOMMENDATION:
( ) HIGH
( ) MODERATE TO HIGH
(X) MODERATE
( ) WITH RESERVATIONS
( ) NOT RECOMMENDED

EVALUATION BASED UPON:
(X) PERSONAL USE OF MATERIAL
( ) CRITIQUES IN THE LITERATURE
(X) CATALOGUE DESCRIPTION
( ) INTERVIEWS WITH TEACHERS USING MATERIAL

TITLE: Too Much of a Good Thing

DESCRIPTION/SYNOPSIS: FS/C. s. col. 57 frs. n.d.

Shows the best energy sources for our bodies. Emphasizes sensible eating habits. Points

out the consequences of bad ones. Lists the basic foods and their nutrients.

PRICE: $24.00

PRODUCER: Marshfilm Enterprises, Inc.

SUPPLIER: Marshfilm Enterprises, Inc.

COMMENTS: Teacher discretion advised. Some terminology may be too difficult for some TMR students. Explanations and follow-up essential. American oriented.

RECOMMENDATION:
( ) HIGH
( ) MODERATE TO HIGH
(X) MODERATE
(X) WITH RESERVATIONS
( ) NOT RECOMMENDED

EVALUATION BASED UPON:
(X) PERSONAL USE OF MATERIAL
( ) CRITIQUES IN THE LITERATURE
(X) CATALOGUE DESCRIPTION
( ) INTERVIEWS WITH TEACHERS USING MATERIAL

TITLE: Using Them Safely
(Drugs, Medicine & You, # P9659)

DESCRIPTION/SYNOPSIS: FS/C. s. col. 57 frs. 8 mins. n.d.

Proposes the appropriate use of all drugs.

PRICE: $85.00

PRODUCER: Moreland-Latchford Productions Ltd.

SUPPLIER: Wintergreen Communications Ltd.

COMMENTS: Great discretion required in the use of this FS/C with TMR students.

RECOMMENDATION:
( ) HIGH
( ) MODERATE TO HIGH
(X) MODERATE
(X) WITH RESERVATIONS
( ) NOT RECOMMENDED

EVALUATION BASED UPON:
(X) PERSONAL USE OF MATERIAL
( ) CRITIQUES IN THE LITERATURE
(X) CATALOGUE DESCRIPTION
( ) INTERVIEWS WITH TEACHERS USING MATERIAL

TITLE: Vanity
(Character Awareness Series # 56-3)

DESCRIPTION/SYNOPSIS: FS/C. s. col. 78 frs. 12 mins. c. 1975.

Depicts how pride and vanity may result in failure and/or heartache. Traces the career of Louise as she becomes the 'star' of a ballet show. Shows how an accident teaches Louise a lesson.

PRICE: $96.00 series

PRODUCER: Moreland-Latchford Productions Ltd.

SUPPLIER: Wintergreen Communications Ltd.

COMMENTS: This FS/C should be used with discretion. Good action but content may not be comprehended by most TMR's.

RECOMMENDATION:
( ) HIGH
( ) MODERATE TO HIGH
(X) MODERATE
(X) WITH RESERVATIONS
( ) NOT RECOMMENDED

EVALUATION BASED UPON:
(X) PERSONAL USE OF MATERIAL
( ) CRITIQUES IN THE LITERATURE
(X) CATALOGUE DESCRIPTION
( ) INTERVIEWS WITH TEACHERS USING MATERIAL

TITLE: VD -- Every 30 Seconds

DESCRIPTION/SYNOPSIS: 16mm. s. col. 17 mins. c. 1972

Shows the causes, consequences, cure and prevention of venereal disease. Explores the symptoms of syphillis and gonorrhea.

PRICE: Unknown
Loan

PRODUCER: Alfred Higgins Productions

SUPPLIER: Unknown
Instructional Materials Centre

COMMENTS: A very good film. Very frank. Some of the vocabulary used, however, may be too difficult for TMR students. Explanations needed. Film should be viewed several times.

RECOMMENDATION:
( ) HIGH
(X) MODERATE TO HIGH
( ) MODERATE
(X) WITH RESERVATIONS
( ) NOT RECOMMENDED

EVALUATION BASED UPON:
(X) PERSONAL USE OF MATERIAL
( ) CRITIQUES IN THE LITERATURE
(X) CATALOGUE DESCRIPTION
(X) INTERVIEWS WITH TEACHERS USING MATERIAL

TITLE: VD: 20th Century Plague

DESCRIPTION/SYNOPSIS: FS/C. s. col. 64 frs. n.d.

Reports that venereal disease, especially gonorrhea and syphillis, have reached epidemic proportions. Explains the causes, consequences and cure of these diseases. Outlines symptoms and stages. Reviews the facts.

PRICE: $91.00 series

PRODUCER: Marshfilm Enterprises, Inc.

SUPPLIER: Marshfilm Enterprises, Inc.

COMMENTS: A good FS and C. covering the essential facts of VD. The teacher should use discretion here, however, since this may be too complicated for some TMR students. Teacher explanations and feedback essential.

RECOMMENDATION:
( ) HIGH
( ) MODERATE TO HIGH
(X) MODERATE
(X) WITH RESERVATIONS
( ) NOT RECOMMENDED

EVALUATION BASED UPON:
(X) PERSONAL USE OF MATERIAL
( ) CRITIQUES IN THE LITERATURE
(X) CATALOGUE DESCRIPTION
( ) INTERVIEWS WITH TEACHERS USING MATERIAL

TITLE: Weight Control: What Are You Up To?
(Physical Fitness Series # 1145)

DESCRIPTION/SYNOPSIS: FS/C. s. col. 61 frs. n.d.

Portrays food as fuel for our bodies. Lists the various food nutrients. Illustrates the four basic food groups. Encourages exercise and moderate eating.

PRICE: $91.00

PRODUCER: Marshfilm Enterprises, Inc.

SUPPLIERS: Marshfilm Enterprises, Inc.

COMMENTS: Some terms may be somewhat difficult for TMR students.

RECOMMENDATION:
( ) HIGH
( ) MODERATE TO HIGH
(X) MODERATE
( ) WITH RESERVATIONS
( ) NOT RECOMMENDED

EVALUATION BASED UPON:
(X) PERSONAL USE OF MATERIAL
( ) CRITIQUES IN THE LITERATURE
(X) CATALOGUE DESCRIPTION
( ) INTERVIEWS WITH TEACHERS USING MATERIAL

TITLE: What They Do
(Drugs, Medicine and You, # P9659)

DESCRIPTION/SYNOPSIS: FS/C. s. col. 55 frs. 10 min. n.d.

Explains common drugs and their functions. Points out that drugs destroy germs inside and outside the body.

PRICE: $85.00 series

PRODUCER: Moreland-Latchford Productions Ltd.

SUPPLIER: Wintergreen Communications Ltd.

COMMENTS: Great discretion needed in the viewing of this film. May be too difficult for most TMR's. Much teacher preparation needed.

RECOMMENDATION:
( ) HIGH
( ) MODERATE TO HIGH
(X) MODERATE
(X) WITH RESERVATIONS
( ) NOT RECOMMENDED

EVALUATION BASED UPON:
(X) PERSONAL USE OF MATERIAL
( ) CRITIQUES IN THE LITERATURE
(X) CATALOGUE DESCRIPTION
( ) INTERVIEWS WITH TEACHERS USING MATERIAL

TITLE: Where They Come From
(Drugs, Medicine and You, # P9659)

DESCRIPTION/SYNOPSIS: FS/C. s. col. 65 frs. 10 min. n.d.

Presents the origin of drugs/medicine. Explains that drugs/medicines exist for life saving--to help fight against disease.

PRICE: $85.00 series

PRODUCER: Moreland-Latchford Productions Ltd.

SUPPLIER: Wintergreen Communications Ltd.

COMMENTS: This FS/C may be too difficult or abstract for some. Discretion advised.

RECOMMENDATION:
( ) HIGH
( ) MODERATE TO HIGH
(X) MODERATE
(X) WITH RESERVATIONS
( ) NOT RECOMMENDED

EVALUATION BASED UPON:
(X) PERSONAL USE OF MATERIAL
( ) CRITIQUES IN THE LITERATURE
(X) CATALOGUE DESCRIPTION
( ) INTERVIEWS WITH TEACHERS USING MATERIAL

TITLE: You and Your Growth

DESCRIPTION/SYNOPSIS: FS. sil. col. 33 frs. n.d.

Presents a discussion on the things which disturb many adolescents concerning their body. Develops curiosity and discussion for their understanding and solution.

PRICE: Unknown
Loan

PRODUCER: The Jam Handy Organization

SUPPLIER: The Jam Handy Organization

COMMENTS: This filmstrip is very good to initiate discussion of adolescent problems. The vocabulary of the captions may be too difficult for the student.

RECOMMENDATION:
( ) HIGH
( ) MODERATE TO HIGH
(X) MODERATE
(X) WITH RESERVATIONS
( ) NOT RECOMMENDED

EVALUATION BASED UPON:
(X) PERSONAL USE OF MATERIAL
( ) CRITIQUES IN THE LITERATURE
(X) CATALOGUE DESCRIPTION
( ) INTERVIEWS WITH TEACHERS USING MATERIAL

TITLE: You and Your Personality
(Family Life and Sex Education, Series 'C')

DESCRIPTION/SYNOPSIS: FS/C. s. col. 44 frs. 10 mins. TG. n.d.

Emphasizes heredity and environment as factors which produce personality in a human being. Points out that your emotions and physical growth have an impact upon personality. Describes why personalities differ.

PRICE: $96.00 series

PRODUCER: Moreland-Latchford Productions Ltd.

SUPPLIER: Wintergreen Communications Ltd.

COMMENTS: This FS/C has a gradual sequential process. Some terms may be too difficult for the TMR adolescent.

RECOMMENDATION:
( ) HIGH
( ) MODERATE TO HIGH
(X) MODERATE
(X) WITH RESERVATIONS
( ) NOT RECOMMENDED

EVALUATION BASED UPON:
(X) PERSONAL USE OF MATERIAL
( ) CRITIQUES IN THE LITERATURE
(X) CATALOGUE DESCRIPTION
( ) INTERVIEWS WITH TEACHERS USING MATERIAL

TITLE: Your Money and You

DESCRIPTION/SYNOPSIS: FS. sil. col. 50 frs. c. 1966.

Describes family budgeting. Points out how you may spend your money wisely. Explains in detail the procedure in budget planning.

PRICE: Unknown
Loan

PRODUCER: Unknown

SUPPLIER: Unknown
Instructional Materials Centre

COMMENTS: A very good FS. Captions will need to be read to the students by the teacher. Good for consumerism.

RECOMMENDATION:
( ) HIGH
( ) MODERATE TO HIGH
(X) MODERATE
( ) WITH RESERVATIONS
( ) NOT RECOMMENDED

EVALUATION BASED UPON:
(X) PERSONAL USE OF MATERIAL
( ) CRITIQUES IN THE LITERATURE
(X) CATALOGUE DESCRIPTION
( ) INTERVIEWS WITH TEACHERS USING MATERIAL

TITLE: Your Senses of Smell and Taste

DESCRIPTION/SYNOPSIS: FS. sil. col. 50 frs. c. 1958.

Demonstrates the interaction of the senses of smell and taste. Relates how they often work differently in other animals and makes comparisons with humans. Concludes by presenting three review questions.

PRICE: Unknown
Loan

PRODUCER: Encyclopaedia Britannica Films

SUPPLIER: Encyclopaedia Britannica Films
Instructional Materials Centre

COMMENTS: This FS is presented in cartoon form. Captions will need to be read to the student by the teacher.

RECOMMENDATION:
( ) HIGH
(X) MODERATE TO HIGH
( ) MODERATE
( ) WITH RESERVATIONS
( ) NOT RECOMMENDED

EVALUATION BASED UPON:
(X) PERSONAL USE OF MATERIAL
( ) CRITIQUES IN THE LITERATURE
(X) CATALOGUE DESCRIPTION
( ) INTERVIEWS WITH TEACHERS USING MATERIAL

TITLE: Your Teeth

DESCRIPTION/SYNOPSIS: 16mm. s. col. 6 mins. c. 1972.

Illustrates the function of teeth. Compares the differences between baby teeth and permanent teeth. Shows how cavities and toothache may be prevented.

PRICE: Unknown
Loan

PRODUCER: Encyclopaedia Britannica Films, Inc.

SUPPLIER: Encyclopaedia Britannica Films, Inc.
Instructional Materials Centre

COMMENTS: This is a good film--good colour. Involves elementary age students.

RECOMMENDATION:
( ) HIGH
(X) MODERATE TO HIGH
( ) MODERATE
( ) WITH RESERVATIONS
( ) NOT RECOMMENDED

EVALUATION BASED UPON:
(X) PERSONAL USE OF MATERIAL
( ) CRITIQUES IN THE LITERATURE
(X) CATALOGUE DESCRIPTION
(X) INTERVIEWS WITH TEACHERS USING MATERIAL

TITLE: Your Teeth and Their Care

DESCRIPTION/SYNOPSIS: FS. sil. col. 62 frs. n.d.

Shows the construction of the teeth and how they may be maintained.

PRICE: Unknown
Loan

PRODUCER: The Jam Handy Organization

SUPPLIER: The Jam Handy Organization
Instructional Materials Centre

COMMENTS: This film is quite old and has some missing parts. The content, nevertheless, is basically sound.

RECOMMENDATION:

( ) HIGH
( ) MODERATE TO HIGH
(X) MODERATE
( ) WITH RESERVATIONS
( ) NOT RECOMMENDED

EVALUATION BASED UPON:

(X) PERSONAL USE OF MATERIAL
( ) CRITIQUES IN THE LITERATURE
(X) CATALOGUE DESCRIPTION
( ) INTERVIEWS WITH TEACHERS USING MATERIAL

SECTION VI

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SECTION VII

AN AWARENESS LIST OF INSTRUCTIONAL MATERIALS FOR WORKSTUDY STUDENTS EVALUATED BY CATALOGUE DESCRIPTION ONLY

TITLE: Becoming Independent: A Living Skills System

DESCRIPTION/SYNOPSIS: bks. (b); wkshs. TG. n.d.

Proposes three major performance areas in the training of developmentally disabled adolescents and adults: Development, Leisure and Vocational.

PRICE: $275.00

PRODUCER: Unknown

SUPPLIER: Research Press

COMMENTS: Covers the whole spectrum of adolescent and adult training, especially for the more capable TMR student.

RECOMMENTATION:
( ) HIGH
(X) MODERATE TO HIGH
( ) MODERATE
( ) WITH RESERVATIONS
( ) NOT RECOMMENDED.

EVALUATION BASED UPON:
( ) PERSONAL USE OF LITERATURE
( ) CRITIQUES IN THE LITERATURE
(X) CATALOGUE DESCRIPTION
( ) INTERVIEWS WITH TEACHERS USING MATERIAL

TITLE: Early Cognitive Instruction for the Moderately and Severely Handicapped

DESCRIPTION/SYNOPSIS: bks. (2). Program Guide & Teaching sequences notebook. c. 1978.

Presents specific suggestions for developing and implementing systematic classroom procedures to help moderately and severely handicapped learners acquire early cognitive skills. Provides 50 lessons which are designed for immediate classroom use.

PRICE: $3.95 -- Teaching Sequences
$9.95 -- Program Guide

PRODUCER: Unknown

SUPPLIER: Research Press Co.

COMMENTS: Appropriate for early and/or more severe handicapped children.

RECOMMENDATION:
( ) HIGH
( ) MODERATE TO HIGH
( ) MODERATE
( ) WITH RESERVATIONS
(X) NOT RECOMMENDED

EVALUATION BASED UPON:
( ) PERSONAL USE OF MATERIAL
( ) CRITIQUES IN THE LITERATURE
(X) CATALOGUE DESCRIPTION
( ) INTERVIEWS WITH TEACHERS USING MATERIAL

TITLE: Language Acquisition Program for the Retarded or Multiply Impaired

DESCRIPTION/SYNOPSIS: bk. 198 pp. c. 1974.

Covers the acquisition of prerequisite attending behaviours and motor imitation. Outlines the procedures for the acquisition of selected receptive and expressive language skills.

PRICE: $9.95

PRODUCER: Unknown

SUPPLIER: Research Press

COMMENTS: Appropriate for the early years.

RECOMMENDATION:
( ) HIGH
( ) MODERATE TO HIGH
( ) MODERATE
( ) WITH RESERVATIONS
(X) NOT RECOMMENDED

EVALUATION BASED UPON:
( ) PERSONAL USE OF MATERIAL
( ) CRITIQUES IN THE LITERATURE
(X) CATALOGUE DESCRIPTION
( ) INTERVIEWS WITH TEACHERS USING MATERIAL

TITLE: Metrikit A: Introductory Kit

DESCRIPTION/SYNOPSIS: K. 22 Metric items. c. 1979.

Provides the basic tools and equipment which will be required to make a beginning with purposeful metric measurement relating to length, mass and capacity.

PRICE: $190.95

PRODUCER: National Scientific Products Corp. Ltd.

SUPPLIER: National Scientific Products Corp. Ltd.

COMMENTS: The kit will give the TMR student an adequate working knowledge of the metric system.

RECOMMENDATION:
( ) HIGH
(X) MODERATE TO HIGH
( ) MODERATE
(X) WITH RESERVATIONS
( ) NOT RECOMMENDED

EVALUATION BASED UPON:
( ) PERSONAL USE OF MATERIAL
( ) CRITIQUES IN THE LITERATURE
(X) CATALOGUE DESCRIPTION
( ) INTERVIEWS WITH TEACHERS USING MATERIAL

TITLE: Reading Achievement Program for the Moderately and Severely Retarded

DESCRIPTION/SYNOPSIS: bk. 29 pp. 23 steps of a reading program. 100 words. 3 appendices for special activities and special disabilities. c. 1974.

Proposes the elicitation theory of reading.

PRICE: $2.50

PRODUCER: The Interstate Printers & Publishers, Inc.

SUPPLIER: The Interstate Printers & Publishers, Inc.

COMMENTS: A very practical program for those students with an IQ of 50 and below.

RECOMMENDATION:
(X) HIGH
( ) MODERATE TO HIGH
( ) MODERATE
( ) WITH RESERVATIONS
( ) NOT RECOMMENDED

EVALUATION BASED UPON:
( ) PERSONAL USE OF MATERIAL
( ) CRITIQUES IN THE LITERATURE
(X) CATALOGUE DESCRIPTION
( ) INTERVIEWS WITH TEACHERS USING MATERIAL

TITLE: Skillstreaming The Adolescent: A Structured Learning Approach To Teaching Prosocial Skills

DESCRIPTION/SYNOPSIS: bk. 206 pp. c. 1979.

Deals with social skills, alternatives to aggression, stress management. Provides materials for assessing current levels of skill performance, short and long term instructional objectives.

PRICE: $8.95

PRODUCER: Unknown

SUPPLIER: Research Press

COMMENTS: Excellent for training in socialization of TMR adolescents.

RECOMMENDATION:
( ) HIGH
(X) MODERATE TO HIGH
( ) MODERATE
( ) WITH RESERVATIONS
( ) NOT RECOMMENDED

EVALUATION BASED UPON:
( ) PERSONAL USE OF MATERIAL
( ) CRITIQUES IN THE LITERATURE
(X) CATALOGUE DESCRIPTION
( ) INTERVIEWS WITH TEACHERS USING MATERIAL

TITLE: Skillstreaming The Adolescent Series (Audio Cassette Program)

DESCRIPTION/SYNOPSIS: C. (3), 60 mins. ea. n.d.

Prepares teachers to effectively conduct structured learning sessions. Illustrates a model for implementing one's own skill-streaming program.

PRICE: $59.75

PRODUCER: Unknown

SUPPLIER: Research Press

COMMENTS: Appropriate for teacher training.

RECOMMENDATION:
( ) HIGH
( ) MODERATE TO HIGH
( ) MODERATE
( ) WITH RESERVATIONS
(X) NOT RECOMMENDED

EVALUATION BASED UPON:
( ) PERSONAL USE OF MATERIAL
( ) CRITIQUES IN THE LITERATURE
(X) CATALOGUE DESCRIPTION
( ) INTERVIEWS WITH TEACHERS USING MATERIAL

TITLE: Social Skills for Severely Retarded Adults: An Inventory & Training Program

DESCRIPTION/SYNOPSIS: bk. 250 pp. c. 1980.

Consists of a comprehensive inventory of individualized training instructions. Focuses on the area of social behaviour in the student's environment. Consistent with the chronological age and experience of the students.

PRICE: $34.95

PRODUCER: Unknown

SUPPLIER: Research Press

COMMENTS: Covers appropriate content for this population.

RECOMMENDATION:
( ) HIGH
( ) MODERATE TO HIGH
(X) MODERATE
( ) WITH RESERVATIONS
( ) NOT RECOMMENDED

EVALUATION BASED UPON:
( ) PERSONAL USE OF MATERIAL
( ) CRITIQUES IN THE LITERATURE
(X) CATALOGUE DESCRIPTION
( ) INTERVIEWS WITH TEACHERS USING MATERIAL

TITLE: TMR Pre-Vocational Training Kit

DESCRIPTION/SYNOPSIS: Tool wkbks. (10); Time wkbks. (10); Money flashcards (12); Money flashcards (142); Tool & Safety Word flashcards (89). TG.

Illustrates survival economics, community awareness, family living, independent living and prevocational skills. Provides complete instructions for setting up model prevocational workshops.

PRICE: $82.50

PRODUCER: Unknown

SUPPLIER: Edmark Associates

COMMENTS: An excellent program for TMR students involved in workstudy.

RECOMMENDATION:
( ) HIGH
(X) MODERATE TO HIGH
( ) MODERATE
( ) WITH RESERVATIONS
( ) NOT RECOMMENDED

EVALUATION BASED UPON:
( ) PERSONAL USE OF MATERIAL
( ) CRITIQUES IN THE LITERATURE
(X) CATALOGUE DESCRIPTION
( ) INTERVIEWS WITH TEACHERS USING MATERIAL

TITLE: Toward Independent Living. A New Addition to Steps to Independence: A Skills Training Series for Children with Special Needs.

DESCRIPTION/SYNOPSIS: bk. 125 pp. c. 1980.

Presents strategies & step-by-step instructions for teaching independent living skills to retarded children, adolescents and adults. Focuses on self-care and home care skills and skills necessary for community living.

PRICE: $7.95

PRODUCER: Unknown

SUPPLIER: Research Press

COMMENTS: Covers appropriate content for this population.

RECOMMENDATION:
( ) HIGH
(X) MODERATE TO HIGH
( ) MODERATE
( ) WITH RESERVATIONS
( ) NOT RECOMMENDED

EVALUATION BASED UPON:
( ) PERSONAL USE OF MATERIAL
( ) CRITIQUES IN THE LITERATURE
(X) CATALOGUE DESCRIPTION
( ) INTERVIEWS WITH TEACHERS USING MATERIAL

TITLE: Vocational Curriculum for Developmentally Disabled Persons

DESCRIPTION/SYNOPSIS: bk. n.d.

Addresses the need for a vocational curriculum and presents a logically sequenced array of work skills for developmentally disabled trainees. Contains skills, instructional objectives, materials needed and tasks analysis.

PRICE: $12.95

PRODUCER: Unknown

SUPPLIER: Edmark Associates

COMMENTS: A good curriculum for senior TMR students.

RECOMMENDATION:
( ) HIGH
(X) MODERATE TO HIGH
( ) MODERATE
( ) WITH RESERVATIONS
( ) NOT RECOMMENDED

EVALUATION BASED UPON:
( ) PERSONAL USE OF MATERIAL
( ) CRITIQUES IN THE LITERATURE
(X) CATALOGUE DESCRIPTION
( ) INTERVIEWS WITH TEACHERS USING MATERIAL

TITLE: Vocational Habilitation of Severely Retarded Adults

DESCRIPTION/SYNOPSIS: bk. n.d.

Describes and illustrates procedures for vocational habilitation of severely retarded adults.

PRICE: $16.50

PRODUCER: Unknown

SUPPLIER: Edmark Associates

COMMENTS: Suitable for teacher training.

RECOMMENDATION:
( ) HIGH
( ) MODERATE TO HIGH
( ) MODERATE
( ) WITH RESERVATIONS
(X) NOT RECOMMENDED

EVALUATION BASED UPON:
( ) PERSONAL USE OF MATERIAL
( ) CRITIQUES IN THE LITERATURE
(X) CATALOGUE DESCRIPTION
( ) INTERVIEWS WITH TEACHERS USING MATERIAL

TITLE: Vocational Rehabilitation of Severely Handicapped Persons

DESCRIPTION/SYNOPSIS: bk. c. 1979.

Provides an overview of current effects to include severely handicapped adults in the occupational mainstream of the community.

PRICE: $16.95

PRODUCER: Unknown

SUPPLIER: Edmark Associates

COMMENTS: Suitable for teacher training.

RECOMMENDATION:
( ) HIGH
( ) MODERATE TO HIGH
( ) MODERATE
( ) WITH RESERVATIONS
(X) NOT RECOMMENDED

EVALUATION BASED UPON:
( ) PERSONAL USE OF MATERIAL
( ) CRITIQUES IN THE LITERATURE
(X) CATALOGUE DESCRIPTION
( ) INTERVIEWS WITH TEACHERS USING MATERIAL

TITLE: Vocational Training for Mentally Retarded Adults: A Behavior Analytic Approach

DESCRIPTION/SYNOPSIS: bk. 240 pp. c. 1980.

Outlines the procedures for incorporating unique individuals into the mainstream of society. Describes the data-based components of a vocational training program and presents a systematic problem-solving approach for taking into account the judgements of community persons, employees, supervisors and co-workers.

PRICE: $8.95

PRODUCER: Unknown

SUPPLIER: Research Press

COMMENTS: Excellent for teacher planning.

RECOMMENDATION:
( ) HIGH
(X) MODERATE TO HIGH
( ) MODERATE
( ) WITH RESERVATIONS
( ) NOT RECOMMENDED

EVALUATION BASED UPON:
( ) PERSONAL USE OF MATERIAL
( ) CRITIQUES IN THE LITERATURE
(X) CATALOGUE DESCRIPTION
( ) INTERVIEWS WITH TEACHERS USING MATERIAL

SECTION VIII

DIRECTORY OF PRODUCERS, SUPPLIERS AND SOURCES

PRODUCERS

Alfred Higgins Productions, Inc.
9100 Sunset Blvd.
Los Angeles, Calif. 90069

Audio Visual Associates
180 E. California Blvd.
Pasadena, Calif. 91105

Bailey Films Associates
11559 Santa Monica Blvd. West
Los Angeles, Calif. 90025

BFA Educational Media
Holt, Rhinehart & Winston
55 Homer Ave.
Toronto, Ont. M8Z 4X6

Centron Corporation
1621 West 9th
Box 687
Lawrence, Kansas. 66044

Charles Cahill & Associates
626 Justin Ave.
Glendale, Calif. 91201

Churchill Productions
662 North Robertson Blvd.
Los Angeles, Calif. 90069

Coronet Instructional Media
200 Steelcase Road East
Markham, Ont. L3R 1G2

Developmental Learning Materials
7440 Natchez Ave.
Niles, Illinois. 60648

Educator Supplies Ltd.
105 Falcon St.
London, Ont. N5W 5H2

Encyclopaedia Britannica Publications
Instructional Materials Division
2 Bloor St. West, Suite 1100
Toronto, Ont. M4W 3J1

Fern Tripp
2035 East Sierra Way
Dinuba, Calif. 93618

Filmstrip House, Inc.
432 Park Ave. South
New York, N.Y. 10016

Flagg Films, Inc.
Box 1107
Studio City, Calif. 91604

Frank E. Richards Publishing Co.
324 - 1st Street
Liverpool, N.Y. 13088

H.M. Stone Productions
6 East 45th Street
New York, N.Y. 10017

Hallmark Films & Recordings, Inc.
51-53 New Plant Court
Owings Mills, Maryland. 21117

Interstate Printers & Publishers, Inc.
Jackson at Van Buren
Danville, Illinois. 61832

Jam Handy Organization
2821 E. Grand Blvd.
Detroit, Mich. 48211

Lawson Book Co.
9488 Sara St.
Elk Grove, Calif. 95624

Learning Corporation of America
1350 Avenue of the Americas
New York, N.Y. 10019

Louise Kool & Son Ltd.
1160 Bellamy Rd.
Scarborough, Ont. M1H 1H2

Magic Lantern Film Distributors Ltd.
872 Winston Churchill Blvd.
Oakville, Ont. L6J 4Z2

Marshfilm Enterprises, Inc.
Box 8082
Shawnee Missions, Kansas. 66208

Maytag Co. Ltd.
87A Disco Rd.
Rexdale, Ont. M9W 1P1

Midwest Publications Co., Inc.
Box 129,
Troy, Mich. 48099

Moreland-Latchford Productions Ltd.
299 Queen St. West
Toronto, Ont. M5V 2S6

National Center on Educational Media &
Materials for the Handicapped
Columbus, Ohio. 44305

National Film Board of Canada
Building 255, Pleasantville,
St. John's, Nfld. A1A 1N3

National Scientific Products Corp.
2200 South Sheridan Way
Mississauga, Ont. L5J 2M5

Nfld. & Labrador Department of Education
Division of Instructional Material
Instructional Materials Centre
Pleasantville, St. John's,Nfld. A1A 1N3

Popular Science Publishing Co., Inc.
355 Lexington Ave.
New York, N.Y. 10017

Ventura County Association for the Retarded, Inc.
P.O. Box 646
Camarillo, Calif. 93010

West Virginia Research & Training Center
1223 Myers Ave.
Dunbar, West Virginia. 25064

SUPPLIERS

Audio Visual Associates
180 E. California Blvd.
Pasadena, Calif. 91105

Bailey Films Associates
11559 Santa Monica Blvd. West
Los Angeles, Calif. 90225

BFA Educational Media
Holt, Rhinehart & Winston
55 Homer Ave.
Toronto, Ont. M8Z 4X6

Canadian Filmmakers Distribution Centre
Suite 430
Toronto, Ont. M5J 2L7

Centron Films
1621 West 9th
Box 687
Lawrence, Kansas. 66044

Coronet Instructional Media
200 Steelcase Rd.
Markham, Ont. L3R 1G2

Educator Supplies Ltd.
105 Falcon St.
London, Ont. N5W 5H2

Fern Tripp
2035 East Sierra Way
Dinuba, Calif. 93618

Filmfair Communications
10900 Ventura Blvd.
Studio City
Los Angeles, Calif. 91604

Frank E. Richards Publishing Co.
324-1st St.
Liverpool, N.Y. 13088

H.M. Stone Productions
4 East 45th St.
New York, N.Y. 10017

Hallmark Films & Recordings, Inc.
51-53 New Plant Court
Owings Mills, Maryland. 21117

Holt, Rhinehart & Winston
55 Homer Ave.
Toronto, Ont. M8Z 4X6

Interstate Printers & Publishers
Jackson at Van Buren
Danville, Illinois. 61832

Jam Handy Organization
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Detroit, Mich. 48211

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Shawnee Mission, Kansas. 66208

Maytag Co. Ltd.
87A Disco Rd.
Rexdale, Ont. M9W 1P1

Midwest Publications Co., Inc.
Box 448
Pacific Grove, Calif. 93950

National Scientific Products Corp. ltd.
2200 South Sheridan Way
Mississauga, Ont. L5J 2M5

PMB Industries Ltd.
1220 Ellesmere Rd.
Scarborough, Ont. M1P 2X5

Popular Science Publishing Co.
355 Lexington Ave.
New York, N.Y. 10017

Publication Sales Division
Ohio State University Press
2070 Neil Ave.
Columbus, Ohio. 43210

Remedial Teaching Aids
105 Falcan St.
London, Ont. N5W 4Z2

Research Press
1610D Provencher Blvd.
Brossard, Que. J4W 2T9

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

Ventura County Association for the Retarded, Inc.
P.O. Box 646
Camarillo, Calif. 93010

West Virginia Research and Training Center
1223 Myers Ave.
Dunbar, West Virginia. 25064

Wintergreen Communications Ltd.
Langstaff Business Park
Concord, Ont. L4K 1B6

SOURCES

Instructional Materials Centre
Department of Education
Pleasantville
St. John's, Nfld.
A1A 1N3

National Film Board of Canada
Building 255, Pleasantville
St. John's, Nfld..
A1A 1N3

APPENDIX B

INITIAL LETTER OF INQUIRY

February 10, 1980
P.O. Box 32
Paradise, Newfoundland
Canada. A0A 2E0

Dear Sir or Madam:

I am presently a graduate student on a thesis program in the Department of Curriculum and Instruction at Memorial University of Newfoundland. I am also a teacher of the moderately mentally retarded (TMR). My particular interests lie in those adolescent students of moderate retardation who are on a workstudy program. This includes those students with an intelligence quotient of approximately 35 to 55, and an age range of 15 to 19 years.

The purpose for contacting you at this time is to request any materials that you may have which would be suitable in the instruction (training) of these students to prepare them for eventual community or sheltered employment. These materials will be previewed and evaluated by me and then returned to you in good condition. This preview and evaluation will enable me to compile a directory of learning materials for moderately retarded students involved in workstudy, which is the title of my Master's project.

I express my appreciation for your help in this work.

Sincerely yours,

R. Bruce Moulton.

APPENDIX C

LETTER TO DEPARTMENTS OF EDUCATION

December 8, 1980
P.O. Box 32
Paradise, Newfoundland
Canada. A0A 2E0

Special Education Division,
Department of Education,
Government of . . .

Dear Sir or Madam:

I am presently working on a Master's degree project in the Curriculum and Instruction Department of the Faculty of Education, Memorial University of Newfoundland. I am also a teacher of senior moderately mentally retarded (TMR) students in St. John's. During the past year I have been previewing and evaluating materials as they relate to this project. The title of this project is: The Preparation of a Report on Learning Materials for Moderately Retarded Students Involved In Workstudy. The learning materials involved are predominantly of an audi-visual nature due to the unique characteristics of this population.

I would be interested in knowing if you possess or have knowledge of any materials which would be valuable to me in my research as they relate to the above title.

I express my appreciation for your help in this work.

Sincerely yours,

R. Bruce Moulton.

APPENDIX D

REQUEST FOR PREVIEW

September 22, 1980
P.O. Box 32
Paradise, Newfoundland
Canada. A0A 2E0

Dear Sir or Madam:

Enclosed please find an order for materials for a 30 day preview.

I am presently engaged in previewing and evaluating materials with a view to their suitability in the educating and training of trainable mentally retarded students on a workstudy program. These materials will be evaluated by me and returned to you in good condition. Those materials found satisfactory will be listed in 'A Directory of Learning Materials for the Trainable Mentally Retarded', which I am compiling as a Master's degree project in the Department of Curriculum and Instruction at Memorial University of Newfoundland.

I thank you for your assistance in this work.

Sincerely yours,

R. Bruce Moulton.

APPENDIX E

EVALUATION FORMS

EFLA EVALUATION

Film Title: Running Time_____

Subject-Matter Field: Date Produced_____

Producer:

Purchase Sources:

So.___ Si.___ B & W ___ Color ___ Sale Price___ Rental___ Free___

Evaluation Institution: Date of Evaluation_____

Names and Titles of Evaluators:

Synopsis: (About 75-100 words, as detailed as possible. Do not use producer's summary.)

i. List the possible audiences, and the purposes for which the film could be used. Rate probable value for each purpose.

Audience	Purpose	Value Low High
1.		1 2 3 4 5
2.		1 2 3 4 5

ii. Recommended age level: primary___, intermediate___, jr. high___, sr. high ___, college___, adult___.

iii. Structure: (organization, editing, continuity) 1 2 3 4 5

Picture quality: (clarity, framing, color, etc.) 1 2 3 4 5

Sound quality: (audibility, voice fidelity, music, effects) 1 2 3 4 5

iv. Comment and General Impression. (Note here any special points as to authenticity, creativity or attitude; also a brief statement of how the film affects you. Use back of sheet if necessary.)

v. Your estimate of the value of the film: Poor___ Fair ___ Average___ Good___ Very Good___ Excellent___.

Copyright, 1954 - Revised, 1964
Educational Film Library Association, Inc.
New York

MEDIA EVALUATION FORM: Date_____

Medium _____ Available from: _____

Title: _____

Evaluator_____ Position_____

State intended audience(s) and purposes for which the film has been designed:

_____

_____

Rate the item(s) for the following characteristics. The lower the number circled the better the rating:

Content (structured, editing, continuity) 1 2 3 4 5

Picture quality (clearness, color, technical)..... 1 2 3 4 5

Sound quality (fidelity, audibility)..... 1 2 3 4 5

Comments and general impressions:

_____

_____

_____

_____

Overall rating of item:

Poor ___ Fair___ Average___ Good___ Very Good___

Recommendation to purchase: ___ yes

___ no

___ maybe

Recommendation made by: _____

_____

APPENDIX F

MEDIA EVALUATION

MEDIA EVALUATION:

Title: _____

Medium: _____ Date: _____

Intended Audience/Purpose of Medium: _____

Producer: _____ Supplier: _____

_____ _____

Sound _____ B & W _____ Price _____ Free _____

Silent _____ Colour _____ Rental _____ Length _____

Name of Evaluator: _____

Synopsis/Description (as concise as possible):

Rate the item(s) for the following characteristics. The lower the number circled, the better the rating:

Content (organization, editing, accuracy, continuity)... 1 2 3 4 5

Technical Quality (Photography, style, col., sound)..... 1 2 3 4 5

Appropriateness (suitability, utility, relevancy)..... 1 2 3 4 5

Comments and general impressions:

Overall Rating: POOR FAIR AVERAGE GOOD VERY GOOD

Recommendation to view/purchase: YES NO

APPENDIX G

DIRECTORY FORMAT

TITLE:

DESCRIPTION/SYNOPSIS:

PRICE:

PRODUCER:

SUPPLIER

COMMENTS:

RECOMMENDATION:
( ) HIGH
( ) MODERATE TO HIGH
( ) MODERATE
( ) WITH RESERVATIONS
( ) NOT RECOMMENDED

EVALUATION BASED UPON:
( ) PERSONAL USE OF MATERIAL
( ) CRITIQUES IN THE LITERATURE
( ) CATALOGUE DESCRIPTION
( ) INTERVIEWS WITH TEACHERS USING MATERIAL