

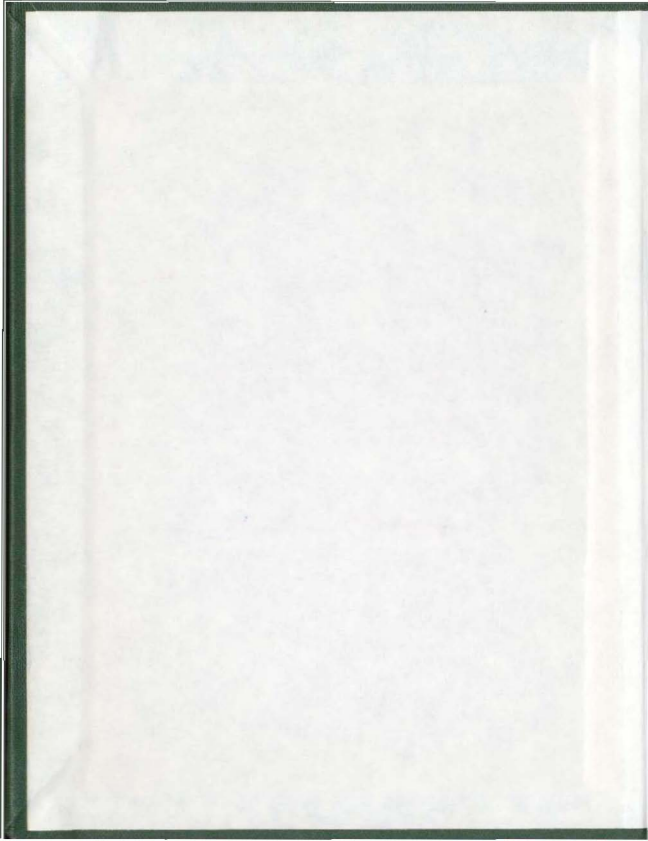
THE PREPARATION OF A  
GUIDE TO THE SELECTION  
OF LEARNING MATERIALS  
FOR EDUCABLE MENTALLY  
RETARDED STUDENTS IN  
THE SENIOR HIGH SCHOOL

CENTRE FOR NEWFOUNDLAND STUDIES

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FREDERICK D. DALLEY





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THE PREPARATION OF A GUIDE TO THE SELECTION OF  
LEARNING MATERIALS FOR EDUCABLE MENTALLY RETARDED  
STUDENTS IN THE SENIOR HIGH SCHOOL

PREPARED BY  
FREDERICK D. DALLEY



A Report Prepared as an Internship  
for the Learning Resources Division  
of the Department of Curriculum and Instruction  
Memorial University of Newfoundland

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## ABSTRACT

This report was prepared as an aid to teachers and library resource personnel in their search for commercially produced learning materials which might be used to help meet the needs of senior educable mentally retarded students.

The annotated listing of materials involved the previewing of more than one hundred different items, although most items are non-print. When evaluating materials, consideration was given to the suitability of materials for use in small groups or in independent learning situations.

The report is essentially a selection tool or guide presented as an appendix of eight sections. Section I is an introduction to the guide. Section II outlines the evaluation criteria used when previewing. Section III is a key to abbreviations used in the guide. Section IV is an annotated bibliography of recommended instructional materials. Section V is a listing of recommended materials by subject area. Section VI is a directory of producers and suppliers. Section VII lists general commercial selection aids that contain reports on instructional materials that have been evaluated and rated. Section VIII is an annotated bibliography of previewed materials that were considered unsatisfactory for senior EMR students.

#### ACKNOWLEDGEMENTS

Several individuals whose co-operation and encouragement contributed to the fulfillment of this project merit recognition. They are: Dr. Garfield Fizzard, internship supervisor, Mr. J.M. Barre, internal advisor on the supervisory committee, Mr. Arthur Downey (Assistant Director Special Education), external advisor on the supervisory committee, Mr. Ray Smith, Supervisor, Terra Nova Integrated School Board, and Mrs. Linda Moyles, typist.

Special recognition is due the many companies that provided materials for preview. Also deserving of special thankfulness are the special education students of the Lewisporte Integrated Regional High School whose desire for more learning materials initiated the impetus for the undertaking of this project.

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CHAPTER I  
BACKGROUND TO THE PROJECT

Introduction

As of January, 1977, there were 531 Special Education Classes in various schools throughout Newfoundland and Labrador. Of this total, 173 were located in Central and Regional High Schools (Downey, 1977).

Although there are presently 173 Special Education Classes containing educable mentally retarded students, not until late 1976 were there specific curriculum guidelines for senior EMR classes available from the Department of Education. The curriculum guidelines, prepared by a committee of supervisors in co-operation with the Assistant Director of Special Education, did not deal primarily with suggestions for instructional materials for senior EMR classes.

Materials selection was the random responsibility of those accountable for the establishment and operation of Special Education Classes. The Schools Act, Section 13, Paragraph P, which permits the setting up of Special Education Classes, makes no reference to materials selection. However, the Division of Special Services, which is responsible for administering this section of the Act, has provided individual assistance to boards and teachers, when requested, in selecting appropriate materials (Downey, 1977).



Although Special Education teachers were able to profit from the expertise of supervisory personnel in their quest for learning materials, both teachers and resource personnel could not avail of the utility of a prepared up-to-date selection guide which specifically listed learning materials which were designated as being of merit for use with senior classes of EMR students. Thus, after consultation with supervisors and specialists involved in the establishment of EMR classes, and after reviewing the literature pertaining to EMR students, a decision was made to conduct a search for commercially produced materials suited for use with senior educable mentally retarded students.

When planning the search the writer realized that materials for those students ought to contain unique features in that low vocabulary level and low ability to grasp concepts are two basic characteristics of all educable mentally retarded children. Moreover, descriptive literature revealed that EMR students possess a very short attention span, and hence a diverse collection of materials would provide ample variety to hopefully allow for frequent changes in student learning activities.

#### Review of the related literature

##### Definition of an EMR student

There are many definitions of EMR students. The following are some of them.

According to Rothstein (1961):

Most state education codes define educable mentally retarded as those who are incapable of coping with a normal-class program; children who have been individually assessed and found to be mentally retarded, but who are still capable of profiting from a special education program designed to make them economically useful and socially adjusted. (p. 163).

Rothstein (1961) also states:

... most school districts use an I.Q. range of 50 to 75 as a major criterion. The I.Q. range is ordinarily stretched upward or downward a few points, depending upon many administrative factors. (p. 163).

More recently Carton (1974) reported that the Illinois Commission for Handicapped Children defines the educable mentally retarded as

... any child whose rate of mental development as measured by individual psychological examinations, has been retarded from birth or early age, but who requires and may expect to benefit from special education facilities designed to make him economically useful and socially adjusted. (p. 19).

Many writers clearly define an educable mentally retarded student; nevertheless, several writers refer to EMR students by a wide variety of terms. Some of those terms are "mildly retarded", "the moderately mentally deficient", "educationally subnormal", "borderline mentally deficient", and "slow learner".

#### Placement of EMR students

Placement of EMR students into special classes, regardless of whatever term is used to describe them, is determined partly by I.Q. Gaddis

(1971), for example, states that:

Inasmuch as an I.Q. of 70 to 75 is usually the cutoff for placement in an EMR class, children in the range of 70 to 85 I.Q. would be classed as slow learners. (p. 18).

Several writers signify that the dividing line between an upper level educable mentally retarded student and the lower level slow learner is not precisely discernible. Hence, for the purpose of this study one might justly conclude that many learning materials recommended for EMR students may be also of value for students in a class designated as slow learner or remedial, particularly if placement in the class is based primarily on an I.Q. rating.

Mainord and Love (1975) note that evaluation and diagnosis of a child for placement in an EMR class involves [in addition to I.Q.] an assessment of medical, psychological, social, educational, and vocational factors. They furthermore assert that in many school systems a student is selected from regular classes after observation and testing reveal that he is "functioning at a significantly subnormal level after various remediation attempts (p. 53)." The authors also declare that

... psychological evaluation for the purpose of classification is based on individual test procedures which measure a range of skills which are appropriate to the child's cultural and linguistic background. (p. 53).

Several writers indicate that batteries of tests, parent assessment of the child's performance and behaviour, in addition to teacher observation of the student's behaviour in the classroom are factors that should

be considered before placement of the student in an EMR class. We may therefore conclude that although many definitions refer specifically to I.Q. as being the prominent factor in determining placement of students, such factors as aptitudes, talents, achievements, and specific abilities (or lack) are often considered as well. Abraham (1966), for example, contends that

many students in special education classes are retarded not because of inherent causes, but because of limitations of evaluation or environment, or differences in language, socioeconomic level or culture. (p. 7).

In a similar vein Mainord and Love (1975) maintain that

inferior performance may be due to reversible environmental factors such as repeated failure, cultural dissonance, inappropriate expectations of teachers, situational anxieties, personality disorders or inadequate motivation. (p. 53).

Whatever the factors relating to the placement of EMR students in special classes, research seems to indicate that those students do respond more effectively to certain types of learning materials.

#### Characteristics of EMR students

Educable mentally retarded students have many unique characteristics. That is why they are placed in special classes with a distinctive curriculum and specially selected materials.

In every reference to the educable mentally retarded mention is made of intellectual limitations, behaviour problems, social maladjustment and low verbal skills.

Garton (1974) lists six specific learning deficiencies of the educable mentally-retarded. They are:

- (1) low transfer of learning
- (2) low abstract thinking ability
- (3) poor comprehension and observation of details and situations
- (4) slow absorption of facts
- (5) little initiative
- (6) lack of ability to concentrate

Abrabam (1966) states that EMR children learn more slowly and with less depth than other children. They have limited powers of self-direction, limited abilities to abstract and generalize, transfer, and draw on past experiences to solve problems. EMR students tend to become frustrated very easily. He concludes by inferring that those students learn best from the concrete and specific.

Teenage EMR students [chronological age 15 to 18] have mental ages ranging from 10-6 to 12-0 (Garton, 1974). Garton also specifies thirteen characteristics of EMR students. They are:

- (1) sensitivity ~~to~~ either antagonistic or harmonious surroundings
- (2) slow reaction time
- (3) short attention span
- (4) language limitations
- (5) lack of initiative for planning
- (6) limited imagination
- (7) limited use of concepts
- (8) inability to evaluate efforts
- (9) narrow range of interests
- (10) difficulty in recognizing boundaries
- (11) difficulty in distinguishing right from wrong
- (12) emotionally unpredictable
- (13) strongly bound by habits

In reference to the fact that EMR children are unable to effectively use concepts, particularly abstract ones, Sarason reiterates the

conclusion that EMR children have difficulty in the "use and comprehension of verbal and numerical symbols (quoted in Garton, 1974, p. 24)."

Those unique characteristics of the educable mentally retarded have been attributed to a number of conditions. Indeed physical, emotional, social, environmental as well as mental factors are all influential in shaping the unique characteristics of EMR children. For example, Gaddis (1971) maintains that difficulties of slow learners such as EMR students

... may be the result of emotional problems, poor health or nutrition, sensory impairment, brain damage, cultural deprivation, poor motor or visual co-ordination, or perceptual handicaps of various kinds. (p. 16).

Also, in writing of the uniqueness of EMR students, Mainord and Love (1975) conclude that

... in many individuals no known organic brain damage can be found. Their EMR retardation is apparently due to sociocultural factors and other causes. (p. 28).

Curriculum for the EMR student

Because educable mentally retarded students with their unique characteristics are being placed in special classes, curriculum planners have been obliged to formulate curricula in the light of the peculiar needs and limited competencies of those students.

Gaddis (1971) states that:

... they [slow learners] can be taught many reading, communication and arithmetic skills, as well as such social skills as working with and for others and understanding citizenship responsibilities. (p. 2).

Today there is great emphasis on work-study programs for senior EMR students. The introduction of work study programs is very important when one considers that 95 per cent of the mentally retarded population will remain in the community in which they are born (Mainord and Love, 1975). Several years earlier Rothstein (1961) concluded that for high school EMR students "occupational and work training activities are becoming standard procedure (p. 164)." However, in rural areas of high unemployment there are very few opportunities for EMR students to engage in meaningful work, even on a part-time basis. As much as possible, the onus is on the school to provide for some development of social and vocational competence by EMR students. Some of that competence can be developed by the wise use of carefully selected materials. Mainord and Love (1975) contend that:

Today, the academic matter oriented curriculum generally dominates the special class programs. This preoccupation with reading, writing and arithmetic is the result of the background of the special class teacher. It is common to find such teachers of the educable mentally retarded emphasize long division, world geography, world history, new math and generally neglecting the practical value of local geography and the development of personal and social skills needed for adjustment. (p. 127).

When planning curricula for the educable mentally retarded, consideration must be given to a core of basic knowledge. For example, Garton (1974) maintains that EMR students need to learn

. . . habits of personal cleanliness, physical fitness, social acceptability and emotional stability. They must learn how to get along with other people, to observe ordinary social amenities, . . . how to communicate and use different methods of transportation. (p. 29).

Since those students are very near the school leaving age by the time they enter the senior high school, several writers refer to preparation of those students for life outside of school. These students should have information and competencies that will help them function effectively in society. For example, they should be familiar with the basics of nutrition and household care. Also, according to Garton (1974), they will need to be acquainted with

... applications, interviews, budgets, loans, taxes, interest, social security, retirement, bureaus, agencies, unions, driver education. (p. 75).

Educable mentally retarded students are capable of handling many unskilled and semi-skilled jobs. Thus they require information on occupations in addition to guidance and training in social competence. Mainord and Love (1975) assert that:

... research indicates that 75 to 80 per cent of all retardates who fail in employment, fail because of inadequacies in social adjustment and not as a result of the inability to perform the designated duties on the job. (p. 71).

If our schools are to prepare those students to meet the demands of everyday life, there must be a systematic effort to help EMR children to learn skills for living which the average child appears to develop naturally in his day to day living. Garton (1974) enumerates seven areas of living that are essential in considering an EMR curriculum. They are: communication skills, social skills, health and safety, community resources, and civic responsibilities, economic competencies, recreation and provocation.



Those young people on leaving school need to be familiar with laws, have a respect for property (civic responsibility), have a reasonable degree of self-confidence, be able to follow directions, and perform satisfactorily under supervision. Employers in the unskilled and semi-skilled job market are willing to employ EMR teenagers if they have good work habits, good attitudes and a pleasing personality. Invariably, where work-study programs are in existence these traits tend to be in greatest demand.

One might indeed ask whether the EMR student when leaving school has acquired such skills as knowing how to change a fuse, knowing which organizations can help him with specific problems, and knowing how to identify the common inflammable substances. The literature appears to agree on the fact that basic information which many students will learn in their total environment whilst going about their everyday business needs to be organized into some systematic plan of instruction for EMR students. The real challenge for resource personnel and teachers in the school system is to either locate commercial materials or produce locally materials to aid in meeting the demands of the curriculum.

#### Instructional materials for the EMR student

Essentially curriculum planning cannot be separated from the wise selection of materials to be used in attempting to achieve curricular goals. A variety of materials is required since goals are broad and often one finds a wide range of abilities and interests within an educable mentally retarded group. There is also a need for materials in

several media, particularly in audiovisual format. EMR students function fairly effectively in an independent learning situation and in small groups in the learning resources center provided they are supplied with appropriate materials. For example, it has been shown that:

... some students are prepared to engage in activities with a minimum of assistance from the teacher, whereas other students feel lost in classroom situations where direction is not provided. (Mainord and Love, 1975, p. 17).

Since print is still very prominent as a medium of communication, any program for EMR students must involve the use of some print materials. Mainord and Love (1975) affirm that "learning to read is to improve reading ability [and it] is as important in individualized instruction as in any other educational technique (p. 16)." Any program for EMR students at the senior level must involve reading, particularly high interest-low vocabulary materials in addition to materials to aid them in recognizing sight words such as those seen in directions:

Every effort must be made to acquire or to produce special materials for senior EMR students. Mainord and Love (1975) claim that "in most cases [EMR children] are given the same material that average and above average children are given (p. 115)." In many cases this occurs because teachers are not familiar with selection aids which might direct them to materials that are suitable for EMR students. In any event, as this report shows, there are few commercially produced materials that are appropriate for EMR students. Hence, it is to be expected that there is a reliance on materials that were not originally designed with

EMR students in mind. Either the teacher adapts what is available or must resort to local production of materials.

EMR students need materials that can be used for reinforcing drills, and that involve a variety of activity. Moreover, any program for EMR children should be practical and less academic. This implies that many commercially produced materials are unacceptable because of their academic features. Consequently, this implies that teachers must be involved in local production. Local production enables the teacher and media personnel to devise materials that are uniquely designed to satisfy the exceptional needs of students in an EMR class.

Another important consideration when selecting materials relates to the environment depicted in the materials. As stated in the section on curriculum, since EMR students need the skills and information that have to do with their specific environment, the materials selected should be relevant to their own environment. In this respect teachers will need to avoid materials that are uniquely applicable to another environment, such as a United States city.

Invariably, those involved in determining curricular goals for EMR students emphasize the need for materials that aid in the realization of those goals.

Abraham (1966) states that

... the challenge is clear and unmistakable: learn about and take advantage of what is and what will be available for EMR children: (p. 2).

He is, of course, referring to ready-made or commercially produced instructional materials.

Abraham (1966) also contends that, since retarded children do not learn very efficiently from reading, we should use audiovisual materials in addition to carefully selected reading materials. Of all available audiovisual materials, Abraham (1966) gives priority value to films, whether 16mm or single concept 8mm cartridge films. He asserts that there is overwhelming evidence revealed

... through both research and classroom practice that educable mentally retarded children learn from and respond to well-prepared and carefully selected educational films. (p. 3).  
/Emphasis not mine/

According to Abraham (1966):

... many people in both fields -- audiovisual education and mental retardation -- stress the importance of teaching tools that provide realistic, concrete approaches for intellectually handicapped children. (p. 30).

Several other writers, notably Goldstein (quoted in Abraham, 1966)

argue in favor of audiovisual materials. He points out that

... the factual learning of educable mentally retarded children could be facilitated by the use of selected motion pictures. However, it must be emphasized that the film contain concrete, rather than abstract content. Greater emphasis should be given to the use of audiovisual aids in the methods and materials of courses in special education. (p. 34).

Carton (1974) agrees that

... audiovisual aids should be used wherever possible in presenting materials to mentally retarded children. (p. 95).

A repeated argument in favor of audiovisual materials is that EMR children have low verbal skills.

On every crucial point Garton (1974) states that:

If it is on an interest level comparable with their chronological age, they feel it [the instructional material] worthy of their attention. (p. 308).

Since students in EMR classes tend to benefit from small group and independent learning situations, it is very important that a wide variety of materials be selected because, according to Mainord and Love (1975):

... individualized instruction requires the use of options. Moreover, school districts should encourage the use of options [which means that] more viable educational programs will be offered to their children if options are allowed. (p. 13).

Moreover, since the interests of those students vary frequently, a wide choice of materials should be available at any given time.

If a program for older EMR students should be "emphasizing occupational information, guidance and training [as well as] social competence through core programs (Hungerford, quoted in Mainord and Love, 1975, p. 58)," there is obviously a need for materials to aid in the emphasis of important social skills such as proper manners, respect for fellow workers and acceptance of responsibility.

When selecting materials, it is important to remember that

... for the slow learner, only the simplest dimension of a concept come through from the printed page, primarily because of the child's limited sight

vocabulary and the necessity for exceedingly basic sentence structure. However, if the concepts can be presented pictorially by sound, he will gain more insight into the material. (Gaddis, 1971, p. 60).

Weber (1974) makes a valid point about the use of films, a point which can pertain to the application of any audiovisual materials, in the following observation:

In recent years many schools which use film seem to be using it so indiscriminately that it is losing its effect for adolescent slow learners. Using film as a desperate safety valve or as a substitute for teaching is not good pedagogy. (p. 159).

Worthy of note, too, especially when considering the purchase of commercial materials for classes of EMR students no matter where they are assembled in the country, is the following observation by Abraham (1966):

Telling others about the what and how of teaching is a pretty ticklish business, because to copy what others have done can be both foolish and dangerous. It depends first and foremost on the children, on their needs and capabilities. (p. 16).

CHAPTER II  
DEFINITION AND RATIONALE OF THE PROJECT

Statement of the problem

As we have seen from the review of the related literature, it is apparent that senior EMR students have special needs with respect to curriculum and consequently with respect to materials. Also apparent from the literature and from contacts with educators in the field of special education is the need for an up-to-date selection tool or guide which could assist teachers and librarians in choosing learning materials for senior educable mentally retarded students.

To meet this need it was decided for this project to prepare a guide or selection tool which would be an aid in selecting materials for those special students. Since the literature indicates that EMR students learn most effectively from the use of audiovisual materials, an effort was made to include mostly titles of non-print materials or audiovisual materials used in conjunction with print.

The design of the guide provided for an annotated listing of learning materials suited for independent or small group instruction with senior EMR students. The aim was to produce a guide that listed alphabetically all previewed items, those not recommended as well as those

recommended. In addition, the design of the guide would allow for a subject area division of recommended materials, a directory of producers and suppliers, an enunciation of evaluative criteria, and a listing of some of the publications which provide reviews of high interest-low vocabulary print materials as well as reviews of recently produced learning materials.

#### Rationale for the project

Among the wide variety of print and non-print learning materials that one should find in the modern high school instructional materials center, one would expect to find an adequate collection of materials that are suited for use with educable mentally retarded students in senior Special Education Classes. But, on close examination of the total collection of materials, one will invariably find that the majority of materials have been selected with the average or above average student in mind. Indeed, the collection will contain few, if any, learning resources designed to meet the comprehension level and reading level of EMR students who comprise only a small percentage of the total student population. Only a small fraction of the total learning resources of the center are of supplementary or complementary value in helping to realize curricular goals for adolescent or senior educable mentally retarded students.

What is required is a collection of high interest-low vocabulary materials plus a large selection of audiovisual materials presenting



uncomplicated subject matter. Moreover, pictorial content as well as oral or written communication must not be condescending; older EMR children resent child characters and childhood expressions in audio-visual presentations as well as in print. Unfortunately the great majority of commercial producers of instructional materials tend to combine presentation of concepts that are relatively simple with a format that all too often appears juvenile and condescending to older EMR students. On the other hand, if the material has a mature or adult format, both concepts and vocabulary are out of reach of the teenage EMR student.

Several reasons account for this dearth of materials for senior EMR students. One obvious reason relates to the fact that until recently EMR students had been given very little special recognition. Secondly, very few commercial producers of learning materials have attempted to originate materials expressly designed for EMR children. The market for such materials has never been lucrative, since those students are a minority of the student body. Thirdly, teachers and others involved with the selection of materials for these students in our Newfoundland schools have not had the benefit of a prepared listing of materials which might be used as a guide in selection.

Worthy of note when thinking of selection guides is the fact that this search revealed only three or four examples of prepared listings of instructional materials suited for EMR students. Only one listing, prepared by the Lincoln County of Education, St. Catherine's, Ontario, was devoted to enumeration of resource materials that might be used by

the teacher or librarian when working with senior EMR students. The other two reports, prepared by the Texas Area Learning Resource Center and the Illinois Office of Education respectively, listed materials for EMR students of all levels. In the case of the latter two, only a very small percentage of the listed items were specifically designated as being suited for older EMR students. Moreover, each report needs to be updated, especially in light of the fact that since their publication several new items have been put on the market.

#### Limitations

In Section VII of the guide the reader will find three titles of aids that will serve as guides in the selection of high interest-low vocabulary materials in print. Those aids were not specifically prepared with EMR students in mind but they are fairly exhaustive in their listing of quality high interest-low vocabulary print materials, although the listings are constantly in need of being brought up to date. Because of the comprehensiveness of those guides, the teacher of a senior EMR class will undoubtedly locate titles or series of a few high interest-low vocabulary print resources that are not condescending in format, particularly if an effort is made to order the listed materials on approval before purchase.

Moreover, because of the time element involved with the previewing of print materials, only a cross section of more recent print releases such as the Scholastic Action Libraries are included in the guide.

The guide contains primarily titles of audiovisual materials since,

as indicated in the first section of this chapter, the literature reports that EMR students learn more successfully from non-print instructional materials. Thus print materials are not precluded. Instead they are not given priority in the guide.

Where possible an attempt has been made to include items which are suited for Canadian students. Excluded from the listing are titles of several well designed items such as those on government and monetary matters because of their American orientation.

No 16mm films were previewed due to the fact that such films were available only on a purchase or rental basis. The Instructional Materials Division of the Newfoundland Department of Education, according to the Supervisor of Instructional Media, has not purchased films specifically for EMR children.

This search has not been essentially a quest for materials that might be used to constitute a core program of studies or a basic curriculum for senior EMR students. Rather, efforts have been restricted to evaluating learning resources which hopefully could be used to supplement a basic curriculum designed by a committee of the Special Services Division of the Newfoundland Department of Education.

The media specialist, librarian or special education co-ordinator are reminded that since classes of EMR students vary considerably in interests and specific abilities, it is wise to order materials on approval before purchasing. Moreover, only the teacher knows his students sufficiently well enough to ensure a close matching of materials to both program and type of student.

## CHAPTER III

### PROCEDURE

#### Search of the sources of information

Letters of inquiry were forwarded to 163 producers or suppliers of instructional materials commencing on September 26, 1975. Subsequently, letters were forwarded from time to time to other sources as late as mid July, 1976. By mid July contact had been made with a total of 204 producers and suppliers.

Letters to producers indicated that the search for instructional materials was being conducted on behalf of the Newfoundland Department of Education, Division of Special Services and the Department of Curriculum and Instruction of Memorial University. In addition, letters gave a brief description of characteristics of high school educable mentally retarded students, and pointed out some of the curricular goals for those students. Contacts were then requested to send materials for preview and evaluation with the understanding that there would be an evaluation report or listing. Fewer than 30 companies sent materials for evaluation. See Table I on page 25 of this report.

In September of 1975 addresses for the form letters were taken from either the Educational Digest Directory of Suppliers, The Learning Resources Software Directory or a directory of suppliers provided by the Department of Curriculum and Instruction at Memorial University.

Particularly in the case of Educational Digest and Learning Resources, correspondence was sent to companies that appeared from the description to be probable producers or suppliers of learning resources suited for high school EMR students.

The review of the related literature suggested specific addresses of producers of materials that appeared to be of value for use with the students described. Two publications in particular, namely Teaching the Slow Learner in the Regular Classroom (Gaddis, 1971) and Good Reading for Poor Readers (Spache, 1974), proved to be of value in the search for addresses of possible producers of learning materials suited for EMR students.

Moreover, perusal of several selection periodicals listed in Section VII of the Guide (See Appendix) suggested specific materials and/or producers. A letter of inquiry regarding suppliers of materials for special education children was answered by the Director of Special Services with the Newfoundland Department of Education. There was a follow-up of suggested leads. Meanwhile, several contacts were made with sales representatives of firms that had received correspondence.

In addition, catalogs and brochures as well as various letters of producers were studied for description of materials designed for EMR students, or which appeared to have suitable characteristics. Letters of inquiry were forwarded to those contacts during the autumn of 1975 and the winter and spring of 1976.

In addition to letters of inquiry and actual orders for materials

that were sent to the many producers and suppliers, contacts were also made with two district resource centers in the province regarding recommended materials for teenage educable mentally retarded students.

Follow-up letters were sent to companies or individuals that did not reply on initial contact. Also, follow-up letters requesting specific information on materials were sent to twenty-nine companies after response to the initial form letters. In addition, a few companies were in contact by telephone. In some cases companies would not forward materials, either because it was their policy as a jobber not to send materials on approval, or because they were making every attempt to protect copyright. This was particularly true of audio materials.

In addition to letters of inquiry and actual orders for materials to the many producers and suppliers, letters were also sent to various individuals and institutions that might have been involved in a search for learning materials for the educable mentally retarded. Correspondence of this nature was forwarded to the following:

1. The Board of Education, Borough of North York, Willowdale, Ontario.
2. Cobequid Educational Center, Truro, N.S.
3. Consultant in Special Education, N.B.
4. Co-ordinator, Instructional Materials Center Network for Handicapped Children and Youth, Washington, D.C.\*
5. Co-ordinator of Curriculum Resources, Alberta.
6. Director of Curriculum Resources, B.C.

\* No reply

7. Director of Instructional Resources, Sask.
8. Director of Library and Information Services, Ont.
9. Director of Pupil Personnel Services, Moncton, N.B.\*
10. Director of Special Education, Manitoba.
11. Director of Special Education, P.E.I.
12. Director of Special Services, Department of Education, Nfld.
13. Education Librarian, Memorial University, St. John's, Nfld.
14. Education Specialist, Materials Development and Dissemination Section, Illinois Office of Education.
15. The F.W. Minkler Library, Willowdale, Ontario.
16. Instructional Materials Center for Handicapped Children and Youth, Springfield, Illinois.
17. The Lincoln County Board of Education, St. Catharines, Ontario.
18. National Institute for Retardation, Toronto.
19. New England Materials Instruction Center, Boston University.\*
20. Northwest Regional Special Education Instructional Materials Center, University of Oregon.\*
21. Ohio Department of Education, Columbus, Ohio.
22. Reference Services Division, Newfoundland Public Libraries, St. John's, Nfld.
23. Supervisor of Audio Visual Materials, Department of Education, St. John's, Nfld.
24. Supervisor of School Libraries, N.S.
25. Supervisor of Special Education, Department of Education, Newfoundland.

\* No reply

26. Toronto Board of Education.\*  
 27. The University of the State of New York.

#### Acquisition of materials

Some materials arrived in response to letters of inquiry. However, as a rule materials were received after submission of an order making

TABLE I

#### NUMBER OF RESPONSES TO INQUIRIES

(a) Number of letters sent to producers	204
(b) Number of letters not delivered (change of address)	12
(c) Number of letters delivered	192
(d) Letters of reply (but no literature, catalogs, brochures, et cetera)	15
(e) Literature with letter of reply	60
(f) Literature without letter of reply	12
(g) Total replies (d plus e)	75
(h) Total contacts (d, e, and f)	87
(i) Literature received (e plus f)	72
(j) Companies that sent materials for preview	26
(k) Per cent of companies that sent materials	13.5

specific requests. Materials arrived from time to time from the autumn of 1975 to the autumn of 1976, including the summer period. To prevent

\* No reply



a backlog of materials on hand for preview, orders were spread over a period of approximately nine months.

Table I summarizes responses from producers and suppliers.

In some cases, too, backordering created a delay in the arrival of materials. Moreover, new sources of materials were occasionally located during this period and new orders were immediately despatched. Some orders had to clear customs, but this presented no serious problem. No supplier required the materials to be purchased, but in every case preview terms were explicit.

#### Evaluation

All on-approval materials were previewed by the writer. In every case, evaluation was based on criteria described on pages 27 - 29. Those criteria were compiled with the unique characteristics of EMR students in mind, characteristics examined in the review of the literature, Chapter I. In addition, criteria for evaluation were gleaned from suggestions enumerated by Brown, Lewis and Harclerod (1969). Moreover, reference was made to a review guide prepared by EVAC, an Evaluation Committee established by the seven school boards in the Toronto area (Burgess, 1972). In determining overall criteria considerations the writer also referred to correspondence, particularly a revised 1975 evaluation form, from the Toronto Board of Education's Library Consultant who has been working closely with EVAC.

On several occasions the writer had the benefit of working with one senior educable mentally retarded class and their teacher. In

some cases the teacher previewed materials only. But when feasible, materials were used with the students. The class was located in the immediate area of the writer's place of employment. Since only one class was conveniently accessible, only a small percentage of the items received for evaluation was actually used in the classroom situation.

The class involved could not be available to use on-approval materials at any given time because of commitment of the teacher to an established program. Secondly, at any one time the writer had on hand a large collection of materials which had to be previewed within a time limit specified by the producer or supplier. This arrangement deterred the classroom teacher from using as many materials as he would have liked to, under the circumstances. Finally, many materials arrived during the summer of 1976.

A total of twenty-six titles was included in the list of recommended items on the basis of the description released by the producer, or in the light of a review in a selection aid or educational journal.

The evaluation was based on a set of criteria that took into consideration the content and technical quality of the items. When content was being evaluated, the specific characteristics of the EOR students were kept in mind.

#### Criteria of evaluation

##### 1. Authenticity

- (a) Is the material accurate?
- (b) Is the material up-to-date?
- (c) Is the person responsible for production authoritative?

## 2. Content

- (a) Is the material interesting?
- (b) Is the material artistic?
- (c) Is the material accurate?
- (d) Is the content logically arranged?
- (e) Is the sequence skillfully developed?
- (f) Are titles, labels, or captions appropriate?
- (g) Is the coverage too limited?
- (h) Is the coverage too comprehensive?
- (i) Are there specified objectives?
- (j) Is there a more effective means (format) for presenting those concepts?
- (k) Is there coherency in the production?
- (l) Is the script logical and clear?
- (m) Is the audio background satisfactory?

## 3. Technical Quality

- (a) Is this the best medium for presenting this subject?
- (b) Is print sufficiently large and clear?
- (c) Are all illustrations of high quality?
- (d) Is the photography of high quality?
- (e) Do all illustrations coincide with the script?
- (f) Is the commentary clear and precise?
- (g) Is the sound distinct and realistic?
- (h) Is there an effective blend of colors?
- (i) Are captions appropriate and precise?
- (j) Are overlays too complicated?
- (k) Are there enough close-ups?
- (l) Is there adequate composition in the photography?

## 4. General Considerations

- (a) Has the material been field tested?
- (b) Can this material form a curriculum unit in itself, or is it more appropriate as supplementary material?
- (c) Is the material especially designed for handicapped students, particularly older educable mentally retarded students?
- (d) Will the material involve much teacher preparation or teacher modification?
- (e) Will the material be durable?

- (f) Is the material high interest-low vocabulary?
- (g) Will the material appear juvenile or condescending to older EMR students by virtue of its content or format?
- (h) Is the material best suited for small group, large group or independent use?
- (i) Is the sequence developmental, chronological, logical, or is there some other order?
- (j) Does it provide for student involvement such as related activities, answering questions, completing parts?
- (k) Is the subject matter treated at a level (of vocabulary, of concept, of interest) suitable for educable mentally retarded students at the senior level?
- (l) Does the material involve student participation and thinking instead of mere absorption of facts?

#### Preparation of the guide

After the items were evaluated, and after all relevant information was gathered and organized, a report to serve as a selection aid or set of guidelines for selection of materials was compiled. This report is in the form of an appendix consisting of several sections.

Since the guide constitutes a selection aid, emphasis was given to making the document as functional as possible. To add to its utility, descriptions are generally brief and abbreviations are frequently used. Criteria for evaluation are included in the guide.

Recommended materials are listed in two separate sections: one an alphabetical listing by title, the other, an alphabetical listing without any descriptive information, within subject areas.

To help in locating materials for preview or purchase, a directory of producers and suppliers is provided. In addition, a separate section

lists materials that were considered unsatisfactory for senior EMR students. There are thirty-three items in this category. Another section provides names and addresses of selection aids that are devoted to reviews or annotations of high interest-low vocabulary print materials as well as recently produced learning materials.

Although 112 titles are recommended, this listing is not necessarily an endorsement of the products for each learning situation. Indeed, it is recommended that the user of the guide obtain the materials on approval or preview to determine their suitability for the unique needs of his/her special class before purchase.

Finally, although 145 different titles are listed, more than 145 items were reviewed, as a single title often includes a number of items; for example, a kit may include filmstrips and corresponding audiotapes.

The guide itself is presented as an appendix to this report.

## CHAPTER IV

### SUMMARY, CONCLUSION AND RECOMMENDATIONS

#### Summary

Every year students with special problems enter our schools. In many schools these students have been identified, and programs have been introduced to meet their needs. The establishment and maintenance of any such programs necessitates a careful selection of instructional materials which may be used in attempts to realize curricular goals set for those students.

As long as the school accepts the responsibility for the education of EMR children, there will be a need for special learning materials. The onus is on the school to wisely spend all available funds when choosing materials to help meet the goals set for those students. In this respect, a carefully prepared selection guide is of inestimable value.

#### Conclusion

The search for learning materials for senior EMR students disclosed that there were materials on the market that appeared suitable for use with those types of students. Moreover, those materials were being produced in greater quantities in recent years. There was no evidence of the availability of a comprehensive guide to assist teachers in selecting those materials.

Accordingly, the project proceeded on the realization that there was a widespread need for a document as herein reported. Indeed, all responses from teachers, department officials and other educators confirmed that such a document would fulfill a need.

#### Recommendations

Because of the fact that new materials that are expressly designed for EMR students are being marketed more frequently in recent years, any school board or school system with EMR classes would benefit from setting up an ongoing program of evaluation of materials before purchase. This procedure would assure that EMR classes under the jurisdiction of that school board or school system would continue to have an updated listing of materials which may be considered for purchase.

On the other hand, since there is a dearth of appropriate learning materials for EMR students in comparison with those available to the average student, every school board should arrange for local production of materials, particularly materials that relate to needs as determined by the local environment.

Also, to compensate EMR students for the loss of vicarious experiences which are limited because of the scarcity of learning materials for classroom use, in comparison to those available for the average student, provision should be made for frequent, well planned field trips or educational excursions.

Moreover, since the Instructional Materials Division of the Newfoundland Department of Education has not had a policy of evaluating

and selecting films for EMR students, it is recommended that a committee under the direction of the Supervisor of Instructional Media commence evaluation of 16mm films and other audiovisual materials that appear of value for use with EMR students.



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APPENDIX

A GUIDE TO THE SELECTION OF LEARNING MATERIALS  
FOR EDUCABLE MENTALLY RETARDED STUDENTS  
IN THE SENIOR HIGH SCHOOL

© FREDERICK D. DALLEY

INTEGRATED REGIONAL HIGH SCHOOL  
LEWISPORTE, NEWFOUNDLAND

AOC 3A0

MARCH, 1977

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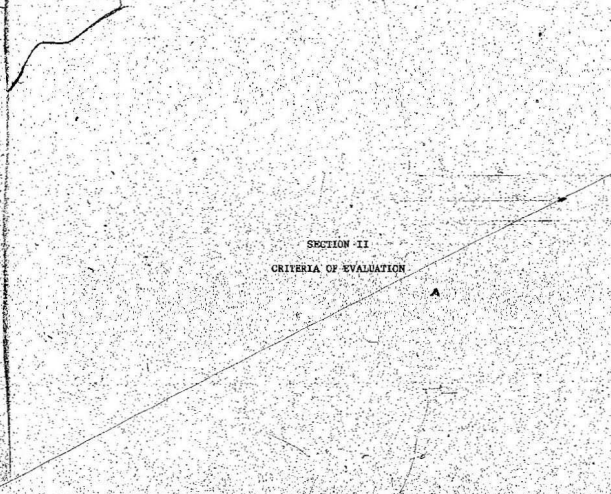
SECTION I  
INTRODUCTION TO THE GUIDE

## INTRODUCTION TO THE GUIDE

The report which follows consists of eight sections. Section I is an introduction to the guide. Section II lists the evaluation criteria. Section III is a key to the abbreviations used in the description of materials. Section IV lists the recommended materials alphabetically with descriptive notes. Section V itemizes the same recommended materials by subject area according to title. Section VI is a Directory of producers and suppliers. Section VII lists several commercial selection aids that serve as guides in the selection of high interest-low vocabulary print materials. Section VII also lists several sources that review audiovisual instructional materials. Section VIII lists with descriptive notes the items that were previewed but not recommended.

The subject headings or categories were determined on the basis of curriculum suggestions gleaned from descriptions in the literature pertaining to senior EMR students. Also, categories are based on actual evaluation of the content of the materials reviewed. For example, a filmstrip entitled Your Job Interview clearly fits into the category Career Education.

The user of this guide is reminded that the inclusion of a title in a recommended section does not mean that the writer endorses the product for each learning situation. Inclusion means that the item satisfies the criteria of evaluation. It is advised that any item be purchased only after that item has been previewed by the person intending to use it with the EMR class.



SECTION II  
CRITERIA OF EVALUATION

4

CRITERIA OF EVALUATION

1. Authenticity

- (a) Is the material accurate?
- (b) Is the material up-to-date?
- (c) Is the person responsible for production authoritative?

2. Content

- (a) Is the material interesting?
- (b) Is the material artistic?
- (c) Is the material accurate?
- (d) Is the content logically arranged?
- (e) Is the sequence skillfully developed?
- (f) Are titles, labels, or captions appropriate?
- (g) Is the coverage too limited?
- (h) Is the coverage too comprehensive?
- (i) Are there specified objectives?
- (j) Is there a more effective means (format) for presenting those concepts?
- (k) Is there coherency in the production?
- (l) Is the script logical and clear?
- (m) Is the audio background satisfactory?

3. Technical Quality

- (a) Is this the best medium for presenting this subject?
- (b) Is print sufficiently large and clear?
- (c) Are all illustrations of high quality?
- (d) Is the photography of high quality?
- (e) Do all illustrations coincide with the script?
- (f) Is the commentary clear and precise?
- (g) Is the sound distinct and realistic?
- (h) Is there an effective blend of colors?
- (i) Are captions appropriate and precise?
- (j) Are overlays too complicated?
- (k) Are there enough close-ups?
- (l) Is there adequate composition in the photography?

4. General Considerations

- (a) Has the material been field tested?
- (b) Can this material form a curriculum unit in itself, or is it more appropriate as supplementary material?
- (c) Is the material especially designed for handicapped students, particularly older educable mentally retarded students?



- (d) Will the material involve much teacher preparation or teacher modification?
- (e) Will the materials be durable?
- (f) Is the material high interest-low vocabulary?
- (g) Will the material appear juvenile or condescending to older students by virtue of its content or format?
- (h) Is the material best suited for small group, large group or independent use?
- (i) Is the sequence developmental, chronological, logical or is there some other order?
- (j) Does it provide for student involvement such as related activities, answering questions, completing parts?
- (k) Is the subject treated at a level (of vocabulary, of concept, of interest) suitable for educable mentally retarded students at the senior level?
- (l) Does the material involve student participation and thinking instead of mere absorption of facts?

SECTION III  
KEY TO ABBREVIATIONS

## KEY TO ABBREVIATIONS

bk.	book
b/w	black and white
C	cassette audiotape(s)
col.	color
comp.	compiler
DM	duplicating masters
ed.	editor
EMR	educable mentally retarded
fr.	frame(s)
FS	filmstrip(s)
G	game
illus.	illustrations, illustrated
K	kit
LP	phonograph record(s)
n.d.	no date
PP	pages
P	paperback
T	overhead transparencies
TG	teacher's guide
wkbk.	workbook(s)

SECTION IV  
AN ANNOTATED BIBLIOGRAPHY OF  
INSTRUCTIONAL MATERIALS  
RECOMMENDED FOR USE WITH  
SENIOR EDUCABLE MENTALLY RETARDED STUDENTS

**TITLE:** Action Books

**DESCRIPTION:** One Action Library consists of 5 books & TG. Several Libraries available. Also ditto masters. Excellent b/w photographs complement large, clear print. Paperbound.

**PRICE:** \$1.90 per bk. \$41.75 for set of 5 books & TG. \$12.50 for TG & ditto masters.

**PRODUCER:** Scholastic

**SUPPLIER:** Scholastic

**COMMENTS:** These are high interest books with controlled vocabulary. Books show character development and very interesting, suspenseful plots. A wide variety of titles appeal to a great range of interests in the classroom.

**TITLE:** Action Unit Books

**DESCRIPTION:** Paperbound 8 $\frac{1}{2}$ " x 11". Books 1, 2, 3. #1 has only main ideas and details. #2 deals with main ideas and details of a passage as well as sequence and finding proof. #3 adds an exercise on inference. High interest short stories average about 1 $\frac{1}{2}$  pp. Photographs & drawings in b/w. #1 has 36 pp., #2 has 46 pp., #3 has 47 pp. TG.

**PRICE:** \$1.10 ea.

**PRODUCER:** Scholastic

**SUPPLIER:** Scholastic

**COMMENTS:** Content and format are excellent for teaching and reinforcing skills in language arts -- skills such as forming word compounds, detecting the main idea, etc.

**TITLE:** All In A Day's Work

**DESCRIPTION:** P bk. by Miriam Levitt & Anne Ackerman. c1974, 200 pp. A short real-life story about actual jobs is followed by a series of exercises which stress vocabulary, comprehension, writing, thinking about careers. Reading level 2-3, b/w photographs. TG.

PRICE: \$3.96 ea. (\$3.17 class price).

PRODUCER: Learning Trends

SUPPLIER: Globe/Modern Curriculum Press

COMMENTS: This book was designed to combine career education with language arts (listening, speaking, reading & writing) skills. Controlled vocabulary of value to EMR students.

TITLE: Arithmetic That We Need\*

DESCRIPTION: Student text and teacher's Key Book. 8 1/2" x 11". Paperbound.

PRICE: Student text \$1.95  
Key \$3.50

PRODUCER: Frank E. Richards

SUPPLIER: Frank E. Richards

COMMENTS: This is a consumable work text containing basic concrete and abstract skill exercises. Included are exercises on temperature and on simple measurements. Not metric or Celsius.

TITLE: Automobile Insurance -- You and Your Car

DESCRIPTION: FS & C. Also TG. ©1973.

PRICE: \$14.95

PRODUCER: Interpretive Education

SUPPLIER: Baker & Taylor

COMMENTS: Emphasizes the need for insurance. It describes how to proceed to obtain insurance -- shopping around and asking questions. Attention is paid to basic insurance terminology and different types of insurance.

\* Indicates items that have not been previewed but which appear suitable from the literature.

**TITLE:** Astec Math — Intermediate Book 1

**DESCRIPTION:** Prepared by John Lettau and Bill McConnell, c1973. 39 pp. with 36 worksheets.

**PRICE:** \$4.35

**PRODUCER:** L & M Educational Enterprises

**SUPPLIER:** Western Educational Activities

**COMMENTS:** Suited for teaching basic concepts in mathematics. Suitable for use with slower learners, especially in teaching geometric designs.

**TITLE:** Banking Series

**DESCRIPTION:** K consisting of 5 vol. FS & 5 C, TG and 20 wkbk. c1973. Titles in the series are What is Banking?, Savings Account, Check Stub, Checking Account I, Checking Account II.

**PRICE:** \$119.00

**PRODUCER:** Interpretive Education

**SUPPLIER:** Baker & Taylor

**COMMENTS:** High interest—low vocabulary especially designed for older EMR students. Narration is slightly fast. Excellently designed to depict interest, credit, deposit and withdrawal slips, banking terminology, checking, endorsement and other basics of banking.

**TITLE:** Basic Skills Series\*

**DESCRIPTION:** DM. 5 different books, 50 lessons in all. Basic Skills in Shopping, Using Money, Basic Skills Around the House, Basic Skills on the Job, Basic Skills in Getting Around, Basic Skills in Following Directions. 2 dozen lessons per book.

**PRICE:** One bk. \$7.95. Set \$19.95.

**PRODUCER:** Cebco/Standard

SUPPLIER: Cebco/Standard

COMMENTS: A series especially designed for EMR students. Lessons teach such skills as using the telephone book; reading a want ad, ordering by mail, addressing an envelope, writing a check, making change, etc. Excellent for slow learners. Easy to store. Prepared by Eleanor Young.

TITLE: Benn-Inner Ring Books

DESCRIPTION: Easy-to-read. Large print and illustrations. 29 different titles designed for language arts. 3 books in math series, 3 in science series.

PRICE: Language Arts \$1.25 P, \$2.95 hardcover. Math \$0.75 P, Science \$1.75.

PRODUCER: Musson

SUPPLIER: General Publishing

COMMENTS: These books were designed to help backward students in secondary schools. They were written for teenagers with reading problems of 7 or 8 years. After initiation, they appear very popular with weak readers.

TITLE: Boxing

DESCRIPTION: K consisting of col. FS, 33 1/3 rpm LP, 10 books, TG. c1973. 32 pp. bk. Audible and inaudible advance.

PRICE: \$33.99

PRODUCER: Educational Activities, Inc.

SUPPLIER: Educational Record Sales

COMMENTS: Photography is excellent. Audio has New York City accent. High interest-low vocabulary materials. There are several other kits in the Action Reading Kits Series. A read along series; audiotape is a duplicate of the script of the book.



**TITLE:** Call It Courage

**DESCRIPTION:** K consisting of 2 col. FS (parts I & II), 2 C (parts I & II). Drawings, not photographs. TG for Part I. Manual & automatic advance. c1969.

**PRICE:** \$28.00

**PRODUCER:** Miller-Brody

**SUPPLIER:** Griffin House

**COMMENTS:** Available with LP also. One of a series of Newbery Award FS. Poor audio quality (low volume). Difficult to hear enunciation of words. Advance tone is weak (confused with soundtrack). However, dramatization & narration as well as colored frames are well done.

**TITLE:** Canaro

**DESCRIPTION:** K consisting of col. FS, P bk. (95 pp.). Every second page is an illustrative photograph. C and TG. c1973. Photos of antique and exotic homemade cars. Book is 3.6 on FRY scale and 5.1 on Dale-Chall. From the Fast Wheels Reading Series.

**PRICE:** \$18.95

**PRODUCER:** Leswing Press

**SUPPLIER:** Edu-Media

**COMMENTS:** Excellent musical accompaniment. High interest-low vocabulary material. TG offers professional bibliography. It also contains skills exercises and various suggestions for use of FS & C. K is recommended with reservations; vocabulary is somewhat advanced for EMR students and some of the suggested skills are too difficult. Teacher may find editing effective. Other in series are Chey V-8, Dirt-Track Racers, Black-Powered Roadster.

**TITLE:** Canada: A Regional Study

**DESCRIPTION:** 4 col. FS with 2 C or 2 LP's. Simultaneous audible and inaudible advance signal. Titles are What is Canada? Land, Features and Cities of Canada, Resources, Agriculture and Industry of Canada, Life in Canada.

- PRICE:** Set \$40.00 with C & \$39.50 with LP. Individual FS \$7.50, C \$5.95, LP \$5.75.
- PRODUCER:** Eye Gate House
- SUPPLIER:** Cencò Canada Ltd.
- COMMENTS:** Introduces the student to the major aspects of Canada. Shows vastness of the country, multiplicity of the differences of life styles, and the multi-cultural aspects of the country, and how climate has influenced life styles. The Viewer's Guide at the end of each filmstrip and the Audio Guide at the end of each tape assists in gleanng information.
- TITLE:** Career Identity Cards
- DESCRIPTION:** 30 cards, 3" x 4 1/2"
- PRICE:** \$2.75
- PRODUCER:** Developmental Learning Materials
- SUPPLIER:** Developmental Learning Materials
- COMMENTS:** These cards depict career-associated people and career-related objects. They encourage verbalization of ideas suggested by pictures. Provides an interest in career alternatives while stimulating motor and visual imagery. Designed for individuals with language and comprehension problems. Fair. But cannot be treated as a source to prepare students for the world of work and careers.
- TITLE:** Center Stuff For Nooks, Crambles and Corners
- DESCRIPTION:** Activity bk. by Forte, Fangle and Tupa. Dozens of pages of varied activities in different subject areas. c1973.
- PRICE:** \$9.95
- PRODUCER:** Incentive Publications
- SUPPLIER:** Western Educational Activities.
- COMMENTS:** A complete Learning Center for the elementary classroom.

An excellent P collection of ideas for activities and decorations in the classroom. Has the advantage of not being designed for a specific age level.

**TITLE:** Character Development\*

**DESCRIPTION:** 6 col. FS

**PRICE:** \$36.00

**PRODUCER:** International Films Bureau, Inc.

**SUPPLIER:** International Films Bureau, Inc.

**COMMENTS:** Developed initially for Intermediate and Junior High School. Character traits such as reliability, obedience, helpfulness, cheerfulness, loyalty and respect for property are dramatized in each filmstrip.

**TITLE:** Character Makes A Difference\*

**DESCRIPTION:** 9 col. FS. TG.

**PRICE:** \$35.00

**PRODUCER:** Eye Gate

**SUPPLIER:** Cenco Canada Ltd.

**COMMENTS:** This series may be used to encourage the development of character by introducing students to specific situations at home and in school.

**TITLE:** Chillers and Thrillers

**DESCRIPTION:** Scope Reading Skills. 4 stories by Bernhardt J. Hurwood. Edited by Joseph Clark. P 8 1/2" x 11". 95 pp.; 3 sections, b/w illus. (drawings & photographs), 25 serial stories, c1974.

**PRICE:** \$2.20

**PRODUCER:** Scholastic

**SUPPLIER:** Scholastic

- COMMENTS:** Recommended with reservations. High interest but vocabulary a bit advanced. For language arts, words are left out of parts of the stories. By using context clues, students may fill in words in blanks. In initial stories the reader has a list of words from which to choose. In later section, there is no such list as guide. Questions on story, recognizing time order, drawing conclusions, noticing details; these are all activities interspersed with word games, comprehension puzzles (riddles), cartoons and superstitions. Well planned.
- TITLE:** Clues To Reading Progress
- DESCRIPTION:** K consisting of 3 Clue Magazines, 12 C and TG. Of the 12 C, 8 are instructional tapes, 3 are practice tapes and 1 is a test tape. Magazines are in popular format, well illus. with b/w art and comic book arrangement in parts. Diagnostic and evaluative tests with each Clue Magazine are criterion referenced. Tapes give explicit directions for each lesson. TG is comprehensive and excellent. 24 pp. in loose-leaf binder. Teacher Orientation Tape may be used with TG. Appendix in TG lists excellent bibliography of high interest reading material. Reading level of materials ranges from 2.0 to 5.0 and is identified. Material becomes more advanced as student progresses from Clue Magazine 1 through Clue Magazine 3. Each lesson block is designed to develop a specific reading skill.
- PRICE:** \$156.00 per Clue Tray. (3 Trays available).
- PRODUCER:** Educational Progress Corp.
- SUPPLIER:** Encyclopedia Britannica
- COMMENTS:** This is a remedial program designed to help students in grade 5 or above who have not mastered the primary grade reading skills; that is, phonetic and structural word analysis as well as the comprehension of words in the context of whole sentences. It is specifically designed to compensate for regional and social dialects. May be used individually or with various size groups. Background sounds on the tapes are very realistic and add to the impact of the high interest materials. An important feature of the program is that each student's unique way

of hearing and saying sounds is acceptable. Throughout the exercises there is continuous evaluation by the student. Immediate positive feedback is given after each exercise. The program attempts to reinforce the relationship between the spoken word and the written symbol without expecting students to read or speak using "Standard American English".

Note: Two additional programs are being released by Britannica in the winter of 1977. Also Reader's Digest has just produced a similar but less expensive program.

- TITLE:** Comic Action Series
- DESCRIPTION:** Full-color comics. 12 books and 12 45 rpm records. 20 pp. per comic. Cardboard jackets. Pocket on back of jacket for 7" record. Heavier than ordinary paper. c1974.
- PRICE:** \$22.95 for set of 12.
- PRODUCER:** Mafex Associates
- SUPPLIER:** Niagara Publishers
- COMMENTS:** Titles include Spider Man, Dracula, The Incredible Hulk, Beneath the Planet of the Apes, The Monster of Frankenstein, and seven other science fiction titles. Recordings are well dramatized. These are read the story--follow the record comics.
- TITLE:** The Community Series
- DESCRIPTION:** 8 FS. TG. The first fr. of each FS is a "Teacher's Preview" -- a guide to the use of the FS. Excellent color drawings of city scenes. c1968.
- PRICE:** \$65.00
- PRODUCER:** McGraw-Hill
- SUPPLIER:** McGraw-Hill Ryerson
- COMMENTS:** Titles in the series are Transportation in the City, Cars, Buses, Trucks, Trains, Airplanes, Ships and Elevators.

Each filmstrip concentrates on terminology, scheduling, special features and advantages of each means of transportation. Captions are easy to read and vocabulary is controlled. Thought provoking, and summarizing questions at the end.

- TITLE:** Concepts and Challenges in Science Series\*
- DESCRIPTION:** General Science Texts (Books 1, 2 and 3). 30 lessons in each text; that is, a 2-page modular lesson. Life Science, Physical Science, and Earth Science. With the CCS series are 12 mini-texts which subdivide the main text into units.
- PRICE:** Teacher edition of Book 1, 2 or 3 \$7.95. Student edition hardcover \$6.25. Softcover (cloth) \$3.65. Mini-texts \$1.45 each.
- PRODUCER:** Cebco/Pflaum
- SUPPLIER:** Cebco/Pflaum
- COMMENTS:** Designed for Junior High students with severe reading disability. Reading level with grade range from 3.5 to 5.0. Books one and two appear best suited. Concepts may be too difficult, but books contain basic content of average Junior High text.
- TITLE:** Contracts in Everyday Life
- DESCRIPTION:** A P booklet by Cathy Furnisa and Michel Lipman. 5 chapters, 30 pp. 10 booklets in a set. From the Everyday Life series. TG and C to be used with various parts of the text. c1971.
- PRICE:** \$23.60
- PRODUCER:** Mafex Associates
- SUPPLIER:** Niagara
- COMMENTS:** The booklet gives actual examples of "The Law of Contracts" such as rent and insurance. Written at the 5th grade reading level.

**TITLE:** Consumer Education Series

**DESCRIPTION:** K consisting of 5 col. FS and 5 C. TG. Audible signals. Each C 10 to 11 minutes in length. Especially designed for EMH/A students. Titles include Understanding Tags and Labels, Bargain Hunting, Shopping Tips, How to Read Ads, How to Judge Shopping Values. c1973

**PRICE:** \$74.00

**PRODUCER:** Interpretive Education

**SUPPLIER:** Baker & Taylor

**COMMENTS:** Instruction on how to benefit from sales and specials, the importance of shopping lists, how to read ads, features to look for in any product. The series is specially stored in containers coded so the EMR students can readily retrieve the materials for independent use. Suited for small groups. Points are emphasized by repetition. Excellent narration, but probably a bit too fast.

**TITLE:** Consumer Education Series

**DESCRIPTION:** 2 FS. Available with two 33 1/3 rpm LP's. c1972.

**PRICE:** \$17.00

**PRODUCER:** McGraw-Hill

**SUPPLIER:** Educational Record Sales

**COMMENTS:** Titles include How To Buy Clothes and How To Buy Food. Both are excellently prepared in color. Suggestions are given for planning meals and shopping lists, how to benefit from sales, how to judge quality in clothing.

**TITLE:** The Digiator Learning Arithmetic Module\*

**DESCRIPTION:** The unit measures 8" x 10". TG. It is a computerized learning arithmetic system. Digiator can present every possible 0-9 single digit number fact.

**PRICE:** \$249.50

**PRODUCER:** Visual Materials Incorporated  
**SUPPLIER:** Canada Wide Educators  
**COMMENTS:** It is designed to strengthen basic arithmetic skills -- addition, multiplication, subtraction and division. Digiter can be programmed for levels of difficulty. It is self pacing, and never displays a wrong answer. It is highly motivating, and is excellent for teaching and reinforcing number facts.

**TITLE:** Dimension/Consumerism Kit  
**DESCRIPTION:** FS, C, LP, 2 board games, poster, activity/skill cards, mini-books (with shopping lessons), Games on eating out and on advertisements. Detailed TC #1973.

**PRICE:** \$20.50...  
**PRODUCER:** Scholastic  
**SUPPLIER:** Scholastic  
**COMMENTS:** The kit is designed to reinforce basic consumer skills in simulated real-life situations. 4th, 5th and 6th grade reading levels. The FS prepared in cartoon style shows the practising of good consumer skills when purchasing a bike. FS is too elementary for older EMS students. Parts of the kit appear satisfactory.

**TITLE:** Domino Math (Books A and B)  
**DESCRIPTION:** Prepared by Arthur Wiebe. c1973. 60 worksheets per bk. Wbk. A contains addition and subtraction fractions. Book B contains division and multiplication problems. Introduction in each book serves as a TG.

**PRICE:** \$4.95 each.  
**PRODUCER:** Creative Teaching Associates  
**SUPPLIER:** Western Educational Activities  
**COMMENTS:** An entertaining way of performing basic operations with fractions. However, each class needs to purchase several sets of regular size double-nine sets of dominos. Each student needs his own book.



**TITLE:** Double Action Short Stories  
**DESCRIPTION:** P bk., 192 pp. 20 different short stories. A series of short story anthologies.  
**PRICE:** \$2.20  
**PRODUCER:** Scholastic  
**SUPPLIER:** Scholastic  
**COMMENTS:** High-interest material with restricted vocabulary. Stories are mostly realistic. Mostly photographic illus. Fairly large print. However, most characters are "black".

**TITLE:** Driver Education, Basic\*  
**DESCRIPTION:** A simply designed work textbook.  
**PRICE:** \$3.00  
**PRODUCER:** Interstate Printers & Publishers  
**SUPPLIER:** Interstate Printers & Publishers  
**COMMENTS:** This book was designed to present in a clear way basic ideas about driving. The book was designed for students who are classed as slow learners. Each concept is presented by skilful use of words and succinct illus.

**TITLE:** Drug Abuse: Who Needs It?  
**DESCRIPTION:** FS col., C, TG.  
**PRICE:** \$21.00  
**PRODUCER:** Marshfilm Enterprises  
**SUPPLIER:** Edu-Media  
**COMMENTS:** Prepared for intermediate students. Designed to teach about the hazards of drug abuse. Inclusion of 14 drug related terms. Specific information on marijuana, amphetamines, barbiturates, LSD, heroin, etc. Told in narrative style about a young boy whose life was wrecked by drug abuse. Fair but not highly recommended.

**TITLE:** Education For Occupations Series

**DESCRIPTION:** 8. col. FS with 4 C or 4 LP's. Viewer's Guide at the end of each FS & audio guide at the end of each C or LP. Inaudible and audible advances recorded simultaneously. Catalog card sets free.

**PRICE:** With C \$78.00. With LP's \$76.00. Individual FS \$7.50, C \$5.50, LP \$5.00.

**PRODUCER:** Eye Gate House

**SUPPLIER:** Cenco Canada Ltd.

**COMMENTS:** Designed purposely to help the slow learner to contribute to the environment in which he will be living and working. Designed to aid in development of vocational competency. The filmstrips lend themselves to integration with other courses of study in the curriculum. The student can see and learn about jobs that he feels may be within his limit of skill and understanding. The set deals with a service station, supermarket, printing industry, food services, business machines, building maintenance, working in manufacturing and working in a hospital.

**TITLE:** Elections

**DESCRIPTION:** 4 FS, 4 C, TG.

**PRICE:** \$69.00

**PRODUCER:** Encyclopaedia Britannica

**SUPPLIER:** Encyclopaedia Britannica

**COMMENTS:** The FS explore the process of elections from very basic exercises such as electing a team captain to electing legislators. Voting in School and Voting in City or Town may be of value.

**TITLE:** Energy Activity Pack

**DESCRIPTION:** 35 activity cards designed for grades 3 to 7. Consists of teacher suggestions, contents card and activity cards. By S. Aleksich and L. Schwartz.

- PRICE: \$5.45
- PRODUCER: The Idea Factory
- SUPPLIER: Western Educational Activities
- COMMENTS: The interesting index cards provide suggestions for activities in research. There are creative writing ideas, math problems, art activities, puzzles and games, vocabulary as well as a student record card. In the same format are the Plants and Animals Activity Pack and the Space Travel Activity Pack, 35 and 36 cards respectively. Excellent for introducing variety into the classroom environment.
- TITLE: Familiar Sounds
- DESCRIPTION: K consisting of C, 50 cards (17 cm. x 17 cm.). Each card is a b/w illus. of the sound of the tape. ©1972.
- PRICE: \$4.75
- PRODUCER: Developmental Learning Materials
- SUPPLIER: Developmental Learning Materials
- COMMENTS: Since the sounds are actually reproductions of everyday environmental sounds such as the sound of running water, the student is given practice in discriminating between what should be fairly well-known sounds. Excellent for training in auditory discrimination.
- TITLE: The Fast Wheels Reading Series (Camaro)
- DESCRIPTION: K consisting of col. FS, P, and C. ©1973. Every other page of the book is an illustrative photograph. 95 pp. in bk. High interest-low vocabulary material. 3.6 on the FRY scale and 5.1 on the Dale-Chall scale. TC contains student and professional bibliography. Other titles in the series are Chevy V-8, Dirt Track Racers, Black-Powered Roadster.
- PRICE: \$18.95 per K.
- PRODUCER: • Leswing Press
- SUPPLIER: Edu-Media

**COMMENTS:** An advantage of the TG is that it provides a synopsis of each book as well as a variety of skills exercises. The set is recommended with reservations; vocabulary may be too advanced for some senior EMR students. A teacher-made tape to accompany the book in addition to selective use of suggested skills in the TG can prove to be of value.

**TITLE:** Finding a Job Series

**DESCRIPTION:** 5 FS and 5 C. Titles are What is a Job?, How to Look For a Job, Personal Appearance, The Job Interview, Personnel Director. Deals with attributes an employer seeks in a worker, and the various techniques to use when seeking a job. c1973.

**PRICE:** \$74.00

**PRODUCER:** Interpretive Education

**SUPPLIER:** Baker & Taylor

**COMMENTS:** This series is especially designed for the slow learner. Excellent presentation of themes in each FS. In some cases the narration is a little too fast.

**TITLE:** Functional Signs

**DESCRIPTION:** Set contains 44 realistic signs printed in col. on both sides of heavy cardboard cards. There are three sizes: 18" x 5 1/16", 12 1/16" x 5 1/16", 11" x 11". c1972.

**PRICE:** \$7.50

**PRODUCER:** Developmental Learning Materials

**SUPPLIER:** Developmental Learning Materials

**COMMENTS:** These signs are not only clearly visible from a distance of about 50 feet, but they are designed to inform about key and basic symbols. The signs inform about restrictions, caution, directional movement indoors and outdoors, instructions for action and the function of special persons and places.

TITLE: The Getting Along Series of Skills\*

DESCRIPTION: Wbk. 8 1/2" x 11". Consumable. Reading level 3.0 - 4.0. Exercises on spelling, word study, story and discussion, exercises, suggested projects, reading tests and arithmetic. Five different volumes: After School is Out, Al Looks For a Job, A Job at Last, Money in the Pocket, From Tires to Teach.

PRICE: \$1.75

PRODUCER: Frank E. Richards Publishing Co.

SUPPLIER: Frank E. Richards Publishing Co.

COMMENTS: Very well done for the slow learner group, although some of the arithmetic exercises may be too difficult for some students.

TITLE: Getting and Keeping Your First Job\*

DESCRIPTION: 2 col. FS, 2 LP's (12"). TG.

PRICE: \$35.00

PRODUCER: Guidance Associates

SUPPLIER: Guidance Associates

COMMENTS: They present criteria for evaluating job opportunities, relate basic interests and skills to job categories and examine the relationship between the new employee, his fellow workers and his superiors.

TITLE: Health Adventures

DESCRIPTION: 9 col., captioned FS. Average of 62 frames. Your Teeth and Their Care, Your Eyes at Work, How Your Ears Work, Your Nose and Throat, Your Skin and Its Care, Your Food and Digestion, Your Bones and Muscles, Your Heart and Lungs, Sleep and Rest.

PRICE: \$65.00

PRODUCER: Prentice-Hall

SUPPLIER: Educational Record Sales

**COMMENTS:** The first 4 FS comprise Part 1 -- The Head; the other 5 FS comprise Part 2 -- The Body. Each FS is subdivided into three and sometimes four parts; this feature allows for adjustment to the short attention span of the EMR. Excellent for health studios or units on the structure and function of the parts of the human body. Not many technical terms. A few scenes are outdated, but diagrams are excellent. Fine summations and questions.

**TITLE:** Hockey Heroes

**DESCRIPTION:** K consisting of 4 paperback books, 4 read-along cassettes, 2 FS with cassettes or records. TG with spirit duplicator masters. Biographies of Bobby Hull, Frank Mahovlich, Gilbert Perreault, and Stan Mikita. By Scott Young.

**PRICE:** \$49.50 and additional paperbacks \$11.80 a set.

**PRODUCER:** Marvin Melnyk Associates

**SUPPLIER:** Marvin Melnyk Associates

**COMMENTS:** Print is clear and there are illustrations. A weakness lies in the fact that much of the biographical information is now outdated.

**TITLE:** How To Find a Job\*

**DESCRIPTION:** An illus. booklet. Reading level is at the grade 3 - 4 level. Concentrates on finding the right job, application forms, basic questions and answers about jobs.

**PRICE:** \$0.50.

**PRODUCER:** New Readers Press

**SUPPLIER:** New Readers Press

**COMMENTS:** The booklet appears to be suited for work-oriented study groups such as those who comprise many of the senior EMR classes.

**TITLE:** How to Get a Job and Keep It\*

- DESCRIPTION: A wbbk. which deals with finding a job, applications, job interviews. Reading level grades 5 --6. TG and answer key.
- PRICE: \$0.75
- PRODUCER: Steck-Vaughn
- SUPPLIER: Steck-Vaughn
- COMMENTS: Only a few exercises, but may be used effectively for supplementing audiovisual materials on the same themes.
- TITLE: How To Get That Job
- DESCRIPTION: K consisting of 6 sound filmstrips. Prepared by Norman File and Bernard Howroyd. Col. c1974. TG. Available with six 7" records or 3 cassettes. The Right Job For You, What the Employer Wants, The Media -- and How to Use Them, The Job Interview, Part 1, The Job Interview, Part 2, Tests and Testing.
- PRICE: \$70.00
- PRODUCER: Rowmar
- SUPPLIER: Nelson
- COMMENTS: Designed to assist students in searching for a job. Very good in that the set deals with specific features of job seeking such as getting a social security number.
- TITLE: How to Hold Your Job\*
- DESCRIPTION: A teacher's book and accompanying student wbbk. Consists of 12 units of daily curriculum material for functionally retarded adolescents reading on a second grade level. Contains lesson plans.
- PRICE: Wbbk. \$2.50. Teacher's book \$6.95.
- PRODUCER: John Day
- SUPPLIER: John Day

COMMENTS: Very well organized with ample illus. Not at all difficult for students with reading problems.

TITLE: The Human Body Series

DESCRIPTION: X consisting of 6 sound FS. Col. with LP or C. Manual & automatic advance. Consists of Cells; Building Blocks of the Body, The Skeletal and Muscle Systems, The Digestive and Respiratory Systems, The Circulatory and Urinary Systems, The Sense Organs, The Nervous and Endocrine Systems. c1974.

PRICE: \$109.45

PRODUCER: Doubleday-Media

SUPPLIER: City Films

COMMENTS: Avoids excessive vocabulary. Concentrates on concepts covered in average biology text. Best suited for science or health education from 7th to 9th grade. May be used as motivator preceding intensive study, or to recap previously taught material. An excellent feature of each FS is: synopsis, background information, learning objectives, evaluation, suggested activities, vocabulary (definitions), print and non-print references.

TITLE: Hung-Up

DESCRIPTION: Game. Really a spelling game. Contains 90 letter pieces and punctuation marks, storage tray, instructions with suggested word list, and stand-up easel. c1974.

PRICE: \$7.50

PRODUCER: Kenworthy Educational Service, Inc.

SUPPLIER: Western Educational Activities

COMMENTS: May be played by two or more persons. This manipulative teaching aid provides practice in reading and spelling for home and classroom. The fun approach and opportunity to win motivates participation in the reading process. The set allows for complete flexibility for word and phrase selection.



**TITLE:** I Can Read Signs\*

**DESCRIPTION:** 4 col. FS and TG. Titles are: I Can Read Signs Around the City, I Can Read Signs With Numbers, I Can Read Signs of Warning, I Can Read Signs on Transportation.

**PRICE:** \$9.00 each. \$34.50 a set.

**PRODUCER:** Urban Media Materials, Inc.

**SUPPLIER:** Urban Media Materials, Inc.

**COMMENTS:** Standard signs are represented. This set proves in a realistic way the need for reading.

**TITLE:** I Want a Job Series

**DESCRIPTION:** A series of 15 T prepared by M.W. Hudson and Ann A. Weaver. Also wkbk. of 36 pages with illus. and blank application forms. TG. The set teaches specific skills for getting a job and finding out about community resources. Emphasis is on the following: getting a job, applying, getting social security card, interviews, keeping a job.

**PRICE:** \$25.00 (includes one copy of wkbk.). Additional copies of wkbk. \$1.25 each.

**PRODUCER:** United Transparencies, Inc.

**SUPPLIER:** Demco

**COMMENTS:** Since part of the material is American oriented, (viz. social security card) the teacher will wish to make appropriate adaptations.

**TITLE:** Impressions: Canada Series

**DESCRIPTION:** 3 FS. Nova Scotia, New Brunswick, Prince Edward Island. Script in booklet form. Average 48 frames in col. c1975 by Robert B. Mansour Ltd.

**PRICE:** \$9.50 each. Set of all provinces for \$68.00

**PRODUCER:** Ethos Ltd.

**SUPPLIER:** Ethos Ltd.

- COMMENTS:** Excellent photography. The script is a bit advanced, but can be modified. Content is very limited, but may be used as supplementary material.
- TITLE:** Individual Mathematics Drill and Practice Kits\*
- DESCRIPTION:** A K consisting of a programmed block of lessons covering 5 levels of ability.
- PRICE:** \$54.00
- PRODUCER:** Random House
- SUPPLIER:** Random House
- COMMENTS:** This Kit enables individuals to progress at their own rate and on their own ability level.
- TITLE:** Kids' Stuff Math
- DESCRIPTION:** Activity book. 307 pages of activities, games, and ideas for the elementary classroom. P.
- PRICE:** \$9.95
- PRODUCER:** Incentive Publications
- SUPPLIER:** Western Educational Activities
- COMMENTS:** Contains a great variety of ideas for classroom activities. Excellent for group projects and decorations involving inexpensive materials. Most of the activities would be challenging to the older EMR student.
- TITLE:** Kids' Stuff, Reading and Language Experiences, Intermediate-Junior High
- DESCRIPTION:** Prepared by Imogene Forte, Marge Frank and Joy Mackenzie. A book of activities, games and projects. 8 $\frac{1}{2}$ " x 11", P.
- PRICE:** \$9.95
- PRODUCER:** Incentive Publications
- SUPPLIER:** Western Educational Activities

COMMENTS: Most of the activities can involve small groups, although many projects can be done independently. Many of the activities are actually learning experiences.

TITLE: King Comics Reading Library

DESCRIPTION: Contents of each reading library: 12 copies of 8 different titles (96 in all). TG. Also library display and storage box.

PRICE: \$44.50

PRODUCER: Edu-Media

SUPPLIER: Edu-Media

COMMENTS: Supplementary reading material. High interest, but low readability level. Many context clues (including pictures). Dictionary page included (in comic format). Certain crucial words defined in each fr. Educational concept ads replace traditional type ads. Type is more eye-catching than that of regular comics. Attractive puzzle pages with essential language arts skills; skills such as alphabetizing, auditory and visual discrimination, following directions, singular, plural, possessives, making inferences, and several other language arts skills. Behavioural objectives in the manual.

TITLE: Kung Fu

DESCRIPTION: 1 col. FS, 1 C, TG. One side of C is for use with FS, other side for use with book. Also 10 illus. P books, 26 pp. large print. All in an attractive case.

PRICE: \$36.00

PRODUCER: Hartford Publishing Marketing Center

SUPPLIER: Learning Concepts Limited.

COMMENTS: One of a series (Right To Read Program). Others in series are Cosmetology, Sport Karate, Richard Petty Nascar Champion, Slenderella, Sport Judo, 10 Speed Racer. Large, clear print. Does not talk down to the student. Is informative. Will interest the reluctant reader. However, there are several weaknesses: narration too fast, poor reproduction

in photography, print and pictures sometimes do not match. Poor quality to advance signal. Difficult to follow synchronization of fr. and advance tone.

- TITLE:** The Law and You\*
- DESCRIPTION:** 4 FS, 4 C, TG. Titles are: What is Law?, Law and the Consumer, Law and the School, What is Crime? Real-life situations involving different kinds of law.
- PRICE:** \$69.00
- PRODUCER:** Encyclopedia Britannica
- SUPPLIER:** Encyclopedia Britannica
- COMMENTS:** This set would appear to be suited for use with history studies. Content would appear to be most effective when followed by discussion of rights and responsibilities. Of value if handled with discretion.
- TITLE:** Learning About Consumer Education
- DESCRIPTION:** 4 FS with records or cassettes. Manual and automatic advance. Average about 7 minutes per FS. TG. c1971. Mail Order Coupons, Novelty Buying, Commercials on Television, Department Store Shopping.
- PRICE:** \$65.00
- PRODUCER:** AIDS of Cape Cod
- SUPPLIER:** Demco
- COMMENTS:** Excellent audio. Photography good. Narration by negroes (boy or girl) is accented. Young narrators ranging in ages from about 9 to 12. Content good, but the set is probably best suited for junior EBR classes.
- TITLE:** Learning Centers, Games, Activities and Ideas For the Elementary Classroom
- DESCRIPTION:** A book of activities. P. (8 1/2" x 11"). By Imogene Forte, Mary Ann Pangle and Robbie Tupa.

PRICE: \$9.95

PRODUCER: Incentive Publications

SUPPLIER: Western Educational Activities

COMMENTS: This book is similar to the Kids' Stuff productions. The greatest asset of the content is that it provides a wide variety of suggestions for pupil involvement.

TITLE: Let's Go Shopping

DESCRIPTION: K consisting of 2 FS and 1 C. Part 1 or FS 1 is an introduction followed by comparison shopping; hunting bargains. Part 2 or FS 2 deals with supermarket maze, evaluation services and settling a grievance. A TG complements with questions and comments the materials in the sound FS. Col. c1973.

PRICE: \$54.50

PRODUCER: Changing Times Education Services (CTES)

SUPPLIER: Edu-Media

COMMENTS: Comparison shopping begins before you get to the store. Best place to shop, warranty, bargain hunter's code, best time to buy, where to go with a complaint, justice in the marketplace, rising cost of food and how to read labels for unit price, tips for thrifty food buying and shopping for services. There is a bibliography of related resources. Some of the description is somewhat advanced. But the kit may be used effectively with discretion.

TITLE: Maid Training Program

DESCRIPTION: 5 col. FS with 24 page Leader's Guide. Titles are: The Responsible Maid and Her Work, I, The Responsible Maid and Her Work, II, The Responsible Maid and Her Work, III, The Responsible Maid and Her Work, IV, The Responsible Maid and Her Work, V.

PRICE: \$90.00

PRODUCER: Learning Information, Inc.

SUPPLIER: Learning Information, Inc.

COMMENTS: These are programmed filmstrips. They are not instructions as to what the job is, but they do explain how to perform tasks. Built-in review reinforces the skills to be learned. Excellent self-teaching aids. In the same series are sets of FS for the potential dishwasher, waiter, waitress, and others . . . 3000 FS in all.

TITLE: Mastering Arithmetic Facts\*

DESCRIPTION: K consisting of 20 cassette tapes, 5 sixteen-page study booklets, and TG.

PRICE: \$175.00-

PRODUCER: Merrill

SUPPLIER: Merrill

COMMENTS: This kit was prepared for individualized instruction. Each programmed block of lessons is useful for direct reinforcement teaching, remedial work and enrichment.

TITLE: Mathematics for Employment; Part II

DESCRIPTION: A P bk., 205 pages. Detachable pages. Controlled vocabulary. Lots of provision for practice on filling out forms and slips. Basic computations in dollars and cents. Emphasizes terms to know, sales slips, using a menu. Three units are: Working in a Restaurant, Working in a Department Store, Working in a Cleaners. c1970.

PRICE: Individual text \$3.75 each. Teacher's manual \$4.25 each. 20 students' texts and a teacher's manual \$77.00.

PRODUCER: Mafex

SUPPLIER: Niagara

COMMENTS: This whole series was designed for slow learners who would presumably not enter an institute of higher learning. The key features are simplified vocabulary and ample practice. Other titles in the Target Math Series are: Mathematics For the Worker, Mathematics For Family

Living, Mathematics For Employment Part I (Basic Arithmetic), Mathematics For Banking, Mathematics For Citizenship, Math For Everyday Living, Mathematics For Adult Living.

**TITLE:** Me And My Environment -- An Environmental Science Program\*

**DESCRIPTION:** K consisting of FS, cassettes, 35mm slides, games, posters, booklets, supplies kit, student worksheets and student progress record sheets. Detailed Teacher's Curriculum Guide. 5 units: Exploring My Environment, Me As An Environment, Energy Relationships In My Environment, Transfer and Cycling of Materials In My Environment, The Air and Water In My Environment.

**PRICE:** \$200.00

**PRODUCER:** Hubbard Scientific Co.

**SUPPLIER:** Gage

**COMMENTS:** The first three units are designed to cover 2 years of study. All units will be available in 1976. Very little print for the student. Provides a variety of perceptual exposures. This program is designed for the teacher with no special training in science education. By the inquiry method students are guided sequentially through an exploration of their environment. This is a three-year Environmental Science Program for the mildly mentally handicapped. (ages 13 - 16). Developed by BSCS.

**TITLE:** Me Now -- A Life Science Program\*

**DESCRIPTION:** A multi-media program . . . worksheets, posters, pictures, slides, film loops, functioning torso models, experiments and oral inquiry techniques. Extensive TC. Any special materials needed are provided with the Me Now Kit. Achievement booklets and filmstrips.

**PRICE:** \$150.00

**PRODUCER:** Hubbard Scientific Co.

**SUPPLIER:** Gage

**COMMENTS:** This is a two-year science program on the basic human functions for special and learning disabled students (ages 10 - 13). No special lab facilities are needed. Four Units: Digestion and Circulation; Respiration and Body Waste; Movement; Support and Sensory Perception; Growth and Development. This program has been developed by BSCS.

**TITLE:** Meeting Computational Accountability, Vol. 1

**DESCRIPTION:** Prepared by Dr. John Ginther, Kathryn Seigel and Randy Wiseman. P bk. containing 122 lessons on addition and subtraction. c1975.

**PRICE:** \$6.50

**PRODUCER:** Midwest Publications

**SUPPLIER:** Western Educational Activities

**COMMENTS:** The bk. is designed to provide a variety of practice in addition and subtraction. Most of the exercises are basic, but key concepts are given repetition.

**TITLE:** Money Handling -- The Change You Make

**DESCRIPTION:** FS and C. Also FG. c1973. Col.

**PRICE:** \$14.95

**PRODUCER:** Interpretive Education

**SUPPLIER:** Baker & Taylor

**COMMENTS:** Interpretive Education specializes in materials for the educable mentally handicapped. This set shows how to make change from coins and paper money. Emphasis is on nickels, dimes, quarters, and half dollars. American money is used, but it is practically arranged.

**TITLE:** Money Management Filmstrips\*

**DESCRIPTION:** 5 FS. Col. with captions on each frame.

**PRICE:** \$1.75 each. \$7.00 for the set of 5.



PRODUCER: Money Management Institute

SUPPLIER: Money Management Institute

COMMENTS: Designed for the senior EMR student. The FS dramatize five areas of personal finance and each has its own study guide which provides questions and tests, discussion questions, individual activities and group projects.

TITLE: More Signs To Read\*

DESCRIPTION: 4 silent FS. Col. TG.

PRICE: \$34.50

PRODUCER: Urban Media Materials, Inc.

SUPPLIER: Urban Media Materials, Inc.

COMMENTS: The set helps to develop important vocabulary words, but also teaches an understanding of both print and pictorial signs. Titles are: Signs of The Road, Signs Without Words, Signs in Stores, Reading Signs for Fun.

TITLE: Newbery Award-Winners

DESCRIPTION: Sound filmstrips with cassettes or records, audible and inaudible signal. 17 titles in all. Last release in the set was in 1973.

PRICE: \$24.00 for one FS and one C. With LP \$28.00.

PRODUCER: Miller-Brody

SUPPLIER: Griffin House

COMMENTS: A Newbery Sampler containing excerpts from each of the 17 titles is available for preview. This series is based on the Newbery award-winning books. Audio quality is poor (muffled). However, illus. are excellent. The narrative is entertaining. However, the FS do not convey the style, characterization and flow of action as well as the bk.

**TITLE:** Number Puzzles Division Book

**DESCRIPTION:** A P book of 39 pp. prepared by William L. McConnell and illus. by James Galvez. 26 puzzles in all. c1975.

**PRICE:** \$4.35

**PRODUCER:** L & M Educational Enterprises

**SUPPLIER:** Western Educational Activities

**COMMENTS:** Students will enjoy the game approach to division problems. A type of anagram with numerals.

**TITLE:** Number Puzzles Multiplication Book

**DESCRIPTION:** A bk. of number puzzles (26 in all). 40 pp. c1975. Prepared by John Lettau and illus. by Ruth Kane.

**PRICE:** \$4.35

**PRODUCER:** L & M Educational Enterprises

**SUPPLIER:** Western Educational Activities

**COMMENTS:** The appealing feature of this paperback book (8 1/2" x 11") is the reward of unscrambling a maze to complete the multiplication exercises and arrive at the answers. Very motivational.

**TITLE:** NDMO

**DESCRIPTION:** A bingo type game of arithmetic drill. There are 5 games in addition, 5 in subtraction, 5 in multiplication, 5 in division, 2 in equivalent fractions, 2 in exponential and factor forms. c1969.

**PRICE:** \$15.95

**PRODUCER:** Midwest Publications

**SUPPLIER:** Western Educational Activities

**COMMENTS:** The purpose of the game is to combine drill exercises with a game atmosphere. A very versatile game for two or several persons with alternating roles.

TITLE: Nutrition For You — Part 1

DESCRIPTION: 1 FS and 1 C. Col. c1972. Topics are: What is Nutrition?, Foods Around the World, Introducing Nutrients, Story of Vitamins, Minerals, Using Nutrients.

PRICE: \$28.70

PRODUCER: Educational Activities, Inc.

SUPPLIER: Dent

COMMENTS: The FS explains the causes of malnutrition and different diseases brought on by malnutrition. It also lists the basic components of food. Sketches are excellent. There are only a few photographs.

TITLE: Nutrition For You — Part 2.

DESCRIPTION: You Are What You Eat is a sound FS in col. TG of one page.

PRICE: \$28.70 with C. \$31.50 with LP.

PRODUCER: Educational Activities, Inc.

SUPPLIER: Dent

COMMENTS: By referring to nutrients and nutritional value, the four food categories and calories, the FS aims to help children to learn relationships between good health and principles of careful food selection. The TG helps by providing suggestions for follow-up activities, a nutrition glossary and a daily food plan (approximate calories for common foods).

TITLE: Occupational Education\*

DESCRIPTION: 9 col. FS.

PRICE: \$39.00

PRODUCER: Eye Gate House

SUPPLIER: Cenco Canada Ltd.

COMMENTS: Suited for the Junior and Senior High School. They are concerned with a variety of semi-skilled jobs in which slow learners can reasonably be expected to function as adults.

TITLE: Our World-of Work Series

DESCRIPTION: 5 FS, 5 C, col. Filmstrip Guide. Audible and inaudible advance signal. c1974. Titles are: Why We Work, Working At The Car Wash, Working At The Service Station, Working At The Factory, Working...At The Restaurant. Every 12th fr. contains a review and reflection section. c1974.

PRICE: \$99.95

PRODUCER: DEF Media Corp.

SUPPLIER: Niagara

COMMENTS: The FS outline succinctly the basic skills required for the jobs described. Emphasis is on the skills of value analysis, communicating, relating, problem solving, decision making, goal-setting and managing time, how to look for jobs, how to become a reliable employee, and how to deal with application forms. Prepared for the slow learner group.

TITLE: Pal Paperback Kits\*

DESCRIPTION: 54 different P in a Kit. 3 copies each of 18 different titles. Also a 112 pp. TG. A motivational full-color poster. A display-storage bookcase (cardboard). Color guides (color of bk. covers indicates reading level). Two different kits: number 1 reading level 1.5 - 3.5, number 2 reading level 3.5 - 5.5.

PRICE: \$36.00

PRODUCER: Ginn and Co.

SUPPLIER: Ginn and Co.

COMMENTS: All the books have controlled vocabulary and are classified as high interest-low vocabulary. They are specially designed for junior and senior high students reading below grade level. Proven to be very popular with some EMR students.

**TITLE:** Personality Development\*

**DESCRIPTION:** 6 col. FS.

**PRICE:** \$36.00

**PRODUCER:** Creative Education, Inc.

**SUPPLIER:** International Films Bureau, Inc.

**COMMENTS:** Each FS dramatizes a necessary attribute for acceptable personality development. Some of the themes are cleanliness, co-operation, courage, thrift, good manners, friendliness.

**TITLE:** Pate Saves the Day

**DESCRIPTION:** A P booklet of 82 pp. 18 lessons. From the Target Series. c1971.

**PRICE:** \$2.50

**PRODUCER:** Mafex

**SUPPLIER:** Niagara

**COMMENTS:** The booklet is simply written at about the 5th grade reading level. It contains such features as suggestions for poster themes, b/w photographic illus. Information is presented in a dialogus style. PI type quizzes which immediately review and then reinforce concepts presented. Emphasis on "key work vocabulary". The 18 lessons cover such topics as ways of learning about jobs, manners and social graces to unions, wages, deductions as well as safety and responsibility on the job. Especially designed for slow learners.

**TITLE:** Pre Number Mathematics Parts 1, 2, and 3.

**DESCRIPTION:** Three different P books containing no numerals. The emphasis is on such features as groupings of geometric figures. Copyrighted in 1973, 1974.

**PRICE:** \$4.50

**PRODUCER:** Midwest Publications Co.

- SUPPLIER:** Western Educational Activities
- COMMENTS:** This type of material needs fairly extensive field testing to prove its practicality. Appears to be of questionable value for DMR students.
- TITLE:** Primary Sum-Action Number Puzzles Book 1
- DESCRIPTION:** A 40 pp. booklet in P by John Lettau, Bill McConnell and Jim Christensen. There are 27 different puzzles of grade 1 - 3 level of difficulty. These are addition puzzles to teach and reinforce basic addition combinations.
- PRICE:** \$4.35
- PRODUCER:** L & N Educational Enterprises
- SUPPLIER:** Western Educational Activities
- COMMENTS:** Even though the addition facts are relatively simple, there is a challenge for the students to unravel the puzzles. The intent is to provide enjoyable drill combined with thinking.
- TITLE:** Reading Incentive Program
- DESCRIPTION:** The Reading Incentive Program is a series of Kits. Each Kit consists of ten softcover copies of the bk., the related FS which uses the photographs from the bk., a C or LP reproduction of the text and a TG. Tapes are 10 to 11 minutes in length. Content is high interest-low vocabulary material of contemporary subject matter. In addition, there are spirit master development sheets. Col.
- PRICE:** \$37.20 per set (K). A Reading Incentive Lab such as Lab 10 consisting of 10 different kits costs \$389.00.
- PRODUCER:** Bowmar
- SUPPLIER:** Nelson
- COMMENTS:** The material may be used by individual students or by small groups. There are on location sound effects which add realism. Some of the titles are: Motorcycle Racing, Horses, Cycles, Custom Cars, Minibikes, Snowmobiles, VW-Bugs.

Photographs capture the action. The print is large and clear. Paper quality is excellent. A common theme is one of action and adventure.

**TITLE:** Reading Signs and Signals

**DESCRIPTION:** 6 col. FS with 3 C or 3 LP's. Audible and inaudible advance tone. Titles are: What Does a Sign Mean?, What Does a Signal Mean?, People Signs and People Signals, Signs That Warn, Signs That Tell You What You Need to Know, Talking and Learning With Signs and Signals.

**PRICE:** Set \$52.50 with C; \$51.00 with LP's. Individual FS \$6.50, individual C \$5.50, individual LP \$5.00.

**PRODUCER:** Eye Gate

**SUPPLIER:** Cenco Canada Ltd.

**COMMENTS:** This set is designed to explain the meaning of different types of signs and signals and to show the student how to react to these "indicators". All situations are demonstrated with young teenage models, so that special students of all ages can relate to the FS. At the end of each FS is a viewer's guide as well as an audio guide for the teacher.

**TITLE:** Readwell Program

**DESCRIPTION:** The Readwell Program comes in three series: Basic Level Series, Regular Level Series and Fulfillment Series. There are two sets for the Basic Level. In a set are 5 cassettes and 10 FS. Each lesson is of 20 minutes duration. All print is on the FS fr. There is a built-in repeat-read arrangement for strong reinforcement. Also 20 FS for the other two levels. TG. There is audible and inaudible advance. Also available with LP's. Other basic features are: tests listening comprehension, reading comprehension, visual perception; contains photographs, questions on script; average about 60 fr. per FS; photographs of animals in their natural habitat; clear enunciation; controlled vocabulary; informative; tests retention of information; tests some thinking ability. c1971.

**PRICE:** \$139.00 per set of 10.. \$278.00 for each series.

PRODUCER: Herbert N. Elkins Co.

SUPPLIER: Learning Concepts

COMMENTS: The FS contain grown-up subject material. The visual text approach on film eliminates pressure, competition, threat from reading. This content does not talk down to the reader. It motivates and has dramatic appeal. The Basic Level is best suited for EMR students, but it may be supplemented by the Regular Level. Narration is excellent, especially the controlled speed of narration. ck

TITLE: Real People At Work Series

DESCRIPTION: A series of booklets written at about the grade 2 and 3 reading level. Paper cover. Average 35 pp. 9 different clusters are available. Some clusters are on the grade 2 reading level, others on the 2 and 3. Read along cassettes are available.

PRICE: \$1.75 per bk. \$6.50 for 1 cassette.

PRODUCER: Edu-Media

SUPPLIER: Edu-Media

COMMENTS: Most of the booklets describe careers that are out of the reach of the capabilities of EMR individuals. However, the booklets do serve the purpose of informing students about the real world of work. There are 88 different titles. With or without cassettes, the booklets may be used to supplement the reading program.

TITLE: Safety Education

DESCRIPTION: FS. Col. C. 25 fr. TG. Audible and inaudible signal.

PRICE: \$15.95. Cost of series of 6, \$74.95.

PRODUCER: Edu-Media

SUPPLIER: Edu-Media

COMMENTS: This sound filmstrip contains suggestions for playing and working safely. Emphasis is on safety around the house.



regarding fire starters, inflammable substances, other fire hazards in addition to sharp instruments and medicinal drugs. Other titles in the Home and Family series are: Protection and the Natural Environment, Protection and the Human Environment, Recreation and Leisure, Transportation and Communication, Occupations.

**TITLE:** Science Experiments, Book B

**DESCRIPTION:** A paperback book consisting of 24 science lesson plans. Prepared by Marvin L. Stevens, with graphics by Kris Ecklund. c1975.

**PRICE:** \$5.50

**PRODUCER:** Creative Teaching Associates

**SUPPLIER:** Western Educational Activities Ltd.

**COMMENTS:** Contains a variety of basic experiments which can be performed by small groups or by individuals. Graphics are clear and precise.

**TITLE:** Scope Visuals

**DESCRIPTION:** Book 1 Reading Skills contains 8 lessons. b/w illus. Language arts skills such as finding the main idea, recognizing important details, getting word meanings, noting the author's purpose, separating fact from opinion, plus other skills as well as follow-up activities. c1969. T and DM.

Book 2 Vocabulary Building contains 8 lessons. b/w illus. Words that describe a person, a thing, action and words that sound the same. Also follow-up activities. c1969. T and DM.

Book 3 Observation Skills contains 8 lessons. Picture absurdities, picture completions and follow-up activities. c1969. T and DM.

Book 4 Determining Sequence contains 8 lessons. Time sequence, story sequence and follow-up activities. c1969. T and DM.

Book 17 Understanding Sentence Meanings contains 8 lessons. General use, introduction, indirect object, conjunctions, phrases and clauses. c1974. T and DM.

PRICE: \$6.95 each.

PRODUCER: Scholastic

SUPPLIER: Scholastic.

COMMENTS: All are 8 1/2" x 11". An interesting feature of these transparencies is the clarity of the illus. Moreover, there is a break from the traditional method of grammatical analysis with an emphasis on the utilitarian aspect of language.

TITLE: Shopping Lists (Game II)

DESCRIPTION: A game consisting of 4 master shopping price lists (5" x 7"). 16 different small shopping lists (3" x 5"). 90 small picture cards with pictures of individual shopping items on them. c1975

PRICE: \$6.75

PRODUCER: Developmental Learning Materials

SUPPLIER: Developmental Learning Materials

COMMENTS: Price totals range up to \$65.00. Suitable for both individual and group play. Each shopping list pertains to a specific shopping area; items from pet shop, drug store, sport store and clothing store. One to one hundred dollar bills. Also coins. This game is different from Shopping Lists (Game I) in that it deals with larger amounts of money, higher prices, higher-interest shopping areas and items. Recommended with reservations because of U.S. currency.

TITLE: Sign-A-Mite Learning For Survival

DESCRIPTION: 10 posters. Each poster is 14" x 20". Also a set of 10 student wbbk. c1976.

PRICE: Set \$39.95. Individual wbbk. \$3.30.

PRODUCER: Mafex  
 SUPPLIER: Niagara  
 COMMENTS: Each wall poster contains an average of 10 signs. Signs are grouped under the headings "Caution", "Rules to Observe", "Safety", "Know Your Way Around", "First Aid", "Fire". A page on signs is followed by a work page. There is little reading involved. Basic survival words are introduced in context and are also included in a list with the meaning at the end of the paperbound wkbk. An excellent class set.

TITLE: Slenderella  
 DESCRIPTION: 1 col. FS. 1 C (one side for use with FS, other side for use with bk.). K also contains 10 illus. B books. Each bk. contains 26 pp. Large print. All in an attractive case.  
 PRICE: \$36.00

PRODUCER: Marketing Center Hartford Publishing  
 SUPPLIER: Learning Concepts  
 COMMENTS: The print is large and clear. The content and format is not condescending. The material is informative and will interest the reluctant reader. However, narration is too fast. Photographic reproduction is poor. Print does not sufficiently match the pictures. The advance signal is barely audible and some of the fr. do not synchronize with the signals on the tape. From the RIGHT TO READ PROGRAM. Other kits in the series are: Cosmetology, Sport Karate, Richard Petty Nascar Champion, Sport Judo, 10 Speed Racer.

TITLE: Spell 'N Tell  
 DESCRIPTION: A word game. There is an instruction booklet, 2 spell and tell master playing consoles, 2 alphabet sets (126 letters each), 24 letter pegs, player word pad, 4 mounting clips.  
 PRICE: \$9.95

- PRODUCER:** Montessori Playthings, Inc.
- SUPPLIER:** Western Educational Activities
- COMMENTS:** The aim of the game is to provide fun while learning how to spell. The use of words from every known subject invites continuous play. Has a wide age appeal.
- TITLE:** The Spiderman
- DESCRIPTION:** A kit consisting of 6 FS. Titles are: Sting of the Spider, Net City, Crackle and Snap, The Mob, Thunder Rumble, Lead Me Your Ears. There are 6 cassettes with audible and in-audible signals. Each kit also contains 7 comic book readers, 3 sets of eight story cards, 1 large poster as well as a TG. c1975.
- PRICE:** \$120.00
- PRODUCER:** McGraw-Hill
- SUPPLIER:** McGraw-Hill Ryerson
- COMMENTS:** This set is 1 of a series of FS which make up the Reading Motivation Kit. This kit was produced in association with the Ontario Institute for Studies in Education, and with the co-operation of Marvel Comics Group. Material is written at second and third grade reading levels. There are simplified words, pictures and stories of high interest. FS are prepared in comic style. Only a small portion of the print captions on the fr. is narrated by the professional narrator; the student is thus encouraged to read himself the content of the comic 'balloons'. The comic-book reader, story cards and the poster both motivate reading and reinforce the content of the FS. Tapes have realistic sound effects comparable to studio cartoon sound tracks.
- TITLE:** Sprint Books (Libraries 1, 2 and 3)
- DESCRIPTION:** A series of paperbound books including Lily, The Lovable Lion by Norman Borisoff, 93 pp., The Ghost of the Dutchman by Crus Martel, 63 pp., The Great Subway Chase by Margaret Cooper and Laureen Armour, 32 pp. Copyrighted in 1974 and 1975.

PRICE: Library 1 \$32.45. Library 2 \$37.95. Library 3 \$43.45.  
TG \$8.25.

PRODUCER: Scholastic

SUPPLIER: Scholastic

COMMENTS: Reading level of Library 1: 2.0 - 2.4, Library 2: 2.5 - 2.9, Library 3: 3.0 - 3.4. The Great Subway Chase (32 pp.) is from Sprit Library 1, Ghost of the Dutchman (63 pp.) is from Library 2, Lily, The Lovable Lion (96 pp.) is from Library 3. The TG contains 64 pages and contains spirit masters. All material is high interest-low vocabulary. Reading level is based on the Spache Readability Formula (See Section VII). All books are well-illustrated and have clear, large print. New titles are being added to the collection from time to time.

TITLE: Steady Job -- A Vocational Orientation Game

DESCRIPTION: This game consists of Game Board, Spinner, Place Markers, 33 Plus Steady Job Cards and 33 Minus Steady Job Cards. c1971.

PRICE: \$9.50

PRODUCER: Mafex

SUPPLIER: Niagara

COMMENTS: The game is designed for 2, 3 or 4 players. It can be played by even the non reader. The game teaches the importance of right attitudes and responsibility on the job.

TITLE: Succeeding At Work

DESCRIPTION: 105 different transparencies. 7 different subsets: Making Friends At Work, Good Manners At Work, Learning More About Your Job, Following Rules, Keeping Safe At Work, Keeping Healthy At Work, Taking A Vacation. Accompanying wkbk. TG. c1969.

PRICE: 7 sets for \$175.00. \$25.00 for one subset. Additional wkbk. \$0.75 each.

PRODUCER: United Transparencies, Inc.

**SUPPLIER:** Demco

**COMMENTS:** Wbkb. may be used independently of the T. Well-prepared T. They are designed to help prepare the young person who will be holding a job for the first time. Emphasis is on relationships with management and new employees -- how to develop proper attitudes, values and ethics.

**TITLE:** Sum-Action Number Puzzles (Book 1)

**DESCRIPTION:** A 40-page P bk. (8½" x 11") prepared by John Lettau and Bill McConnell. c1973.

**PRICE:** \$4.35

**PRODUCER:** L & M Educational Enterprises

**SUPPLIER:** Western Educational Activities

**COMMENTS:** This little book contains 26 different puzzles which involve addition skills in order to solve the puzzle.

**TITLE:** Sum-Action Number Puzzles (Book 2)

**DESCRIPTION:** A 39-pp. P bk. (8½" x 11") prepared by John Lettau and Bill McConnell. c1973.

**PRICE:** \$4.35

**PRODUCER:** L & M Educational Enterprises

**SUPPLIER:** Western Educational Activities

**COMMENTS:** There are twenty-seven puzzles in all. The addition skills are a little more advanced than those for Book 1.

**TITLE:** Take 12/Action Plays

**DESCRIPTION:** A paperbound bk. (95 pp.) containing 12 short one act plays. c1970.

**PRICE:** \$2.20

**PRODUCER:** Scholastic

**SUPPLIER:** Scholastic

COMMENTS: The plays are open ended and are based on topics of current concern to teenagers -- borrowing the family car, honesty, respect for others and property. Each play is followed by questions for discussion... Both the drawings and photographic illustrations are realistic.

TITLE: Tangle Table

DESCRIPTION: This is a paperback book (8 1/2" x 11"), 191 pp., containing addition and multiplication grids. c1973.

PRICE: \$5.25

PRODUCER: Creative Publications

SUPPLIER: Western Educational Activities

COMMENTS: Students who enjoy doing scrambled word games will enjoy those math grids. Computations are very basic. Prepared by R.E. Barnes.

TITLE: Teen Etiquette Series

DESCRIPTION: 8 captioned FS. Titles are: At Home and In Public, Grooming and Posture, Parties, Table Manners, At School, Clothes, Dating, Dining Out. The series is correlated with the McGraw-Hill publication Manners Made Easy by Mary Beery. c1953.

PRICE: \$65.00

PRODUCER: McGraw-Hill

SUPPLIER: Educational Record Sales

COMMENTS: This series is recommended with reservations because of its date of publication. Most of the scenes are not up to date. Moreover, the vocabulary is advanced and is more suited for a senior high class. However, the set has merits if used in a well-prepared lesson.

TITLE: Transportation and Communication

DESCRIPTION: A col. FS of 25 Fr. J C with audible and inaudible signals. TG. c1974. Number 5 in series.

PRICE: \$5.95. The series Neighbourhood and Community is \$74.95.

PRODUCER: Edu-Media

SUPPLIER: Edu-Media

COMMENTS: This sound FS details methods of transportation within the town and between towns. Emphasis is given to signs and signals and other clues to communication both near and afar. Other titles in the series are: Protection and Natural Environment, Protection and Human Environment, Education and Safety, Leisure and Relaxation, Production and Services. This series is really an extension to the Home and Family series. The student is introduced to community situations in which activities, events, situations, concepts and ideas are really extensions of the home environment.

TITLE: Treasure Island

DESCRIPTION: 1 captioned FS based on Stevenson's book. ©1971.

PRICE: \$7.50

PRODUCER: Brunswick Productions

SUPPLIER: Educational Record Sales

COMMENTS: The FS adaptation was edited by Lynn and scripted by Jane Gevirtz. The scenes are very colorful and concentrate solely on the skeleton of the plot. One of a series, this FS can be a tool to introduce adapted versions of Treasure Island.

TITLE: Troop It!\*

DESCRIPTION: A kit containing 4 paperbound books, 4 read-along cassettes, 2 FS, TG with spirit duplicator masters. Available also with LP's.

PRICE: \$79.00. Additional set of books \$5.80.

PRODUCER: Marvin Melnyk Associates Ltd.

SUPPLIER: Marvin Melnyk Associates Ltd.



- COMMENTS: Tromp It! is action and adventure associated with snow-mobiling. The material is high-interest-low vocabulary.
- TITLE: Understanding Values Series
- DESCRIPTION: 6 col. FS and 3 C. c1974. Titles are: Stealing, Cheating and Chiseling, Lies, Half-Truths and Untold Truths, Other's Values/Your Values, Who Cares/Staying Involved Right, Wrong, or Maybe. Simultaneous/audible and in-audible advance tone.
- PRICE: Set \$64.00. Individual FS \$8.25. Individual C \$5.95.
- PRODUCER: Eye Gate House
- SUPPLIER: Canco Canada Ltd.
- COMMENTS: The set is geared for I/J. The set makes no conclusive moral judgements, and teaches no answers. Instead, a chain of logical questions are raised from which the individual makes a stand. Therefore, he comes to an evaluation and understanding of his own values. There is an audio guide at the end of the recordings.
- TITLE: The Weather Unit (What is Weather?)
- DESCRIPTION: Co-ordinated textbook and FS designed to teach basic science concepts, TG. 39 fr. in FS. c1961.
- PRICE: \$8.40
- PRODUCER: Learning Concepts Ltd.
- SUPPLIER: Learning Concepts Ltd.
- COMMENTS: Besides teaching basic concepts, the FS was designed to build reading vocabulary, stimulate interest and provide for individual differences. The scientific terms may be too advanced for most EMR students. But some fr. are valuable. Teacher commentary is essential.
- TITLE: What To Do With Money
- DESCRIPTION: K consisting of 35-T. 25 student wkbk. Teacher's answer bk. TG. b/w, c1973. 45-page wkbk.

**PRICE:** \$45.00  
**PRODUCER:** United Transparencies, Inc.  
**SUPPLIER:** Demco  
**COMMENTS:** Explanation of the function of money, earning, buying and selling goods and services, basics about banking, different ways of purchasing. The wkbk. and transparencies are especially designed for special education. Wkbk. has illus. and blank practice forms.

**TITLE:** What You Should Know Before You Go To Work\*  
**DESCRIPTION:** 2 cd1. FS. 2 LP's (12"). 1 TG.  
**PRICE:** \$35.00  
**PRODUCER:** Guidance Associates  
**SUPPLIER:** Guidance Associates  
**COMMENTS:** This FS points out how the potential employee should evaluate his chances of getting a job. Also, in stressing job skills and categories there is an examination of role playing between the new employee and his fellow workers as well as his supervisors.

**TITLE:** Wonder-Full World of Numbers  
**DESCRIPTION:** A 96-page P bk. of 5 chapters. TG. Prepared by the Boston College Mathematics Institute. c1971.  
**PRICE:** \$1.95  
**PRODUCER:** Boston College Press  
**SUPPLIER:** Western Educational Activities  
**COMMENTS:** Emphasis is on fundamental operations of arithmetic on the set of natural numbers. The bk. is really fun and recreational mathematics. Chapter titles are Mathemagic, Mysterious Number Patterns, Curious Number Patterns, Wonder-Full World of Numbers, Royal and Other Roads. The computations are basically simple.

**TITLE:** Young Adventurers Series

**DESCRIPTION:** P books. Series by Peter L. Dixon. Titles are: Wipe Out, Test Run, Deep Dive, Silent Flight, Fire Guard, Fast Snow. TG. Each bk. has b/w illustrations. 95 pp. to 148 pp. ©1971.

**PRICE:** \$16.95 a set (7 copies)

**PRODUCER:** Bowmar

**SUPPLIER:** Nelson

**COMMENTS:** High interest, realistic reading material. Value in language arts for teaching personal values. Suited for supplementary reading program. Modern content. However, the vocabulary is too specialized. There are too few illustrations. There is a great deal of print even though print is fairly large. Fairly cheap quality paper. Recommended with reservations. Reading level is too advanced for most EME students.

**TITLE:** Your Job Interview\*

**DESCRIPTION:** 2 col. FS. Two 12" LP's. TG.

**PRICE:** \$35.00

**PRODUCER:** Society For Visual Education, Inc. (SVE)

**SUPPLIER:** Educational Film Distributors, Ltd.

**COMMENTS:** The FS shows how the employer uses the job interview technique to evaluate a job applicant. It also attempts to present typical applicant's questions about fringe benefits, job functions, holiday and vacation pay policies, working conditions, overtime policies, and it gives hints on the proper times during the interview to raise such questions.

SECTION V  
A BIBLIOGRAPHY OF INSTRUCTIONAL MATERIALS  
BY SUBJECT AREA  
FOR USE WITH  
SENIOR EDUCABLE MENTALLY RETARDED STUDENTS

## CAREER EDUCATION

All In a Day's Work  
Career Identity Cards  
Education For Occupations  
Finding a Job Series  
Getting and Keeping Your First Job  
How To Find a Job  
How To Get a Job and Keep It  
How To Get That Job  
How To Hold a Job  
I Want a Job  
Maid Training Program  
Occupational Education  
Our World Of Work  
Pete Saves the Day  
Real People at Work  
Steady Job -- A Vocational Orientation Game  
Succeeding At Work  
What You Should Know Before You Go To Work  
Your Job Interview

## CONSUMER EDUCATION

Automobile Insurance -- You and Your Car  
Consumer Education Series  
Contracts In Everyday Life

Dimension/Consumerism Kit  
 Learning About Consumer Education  
 Let's Go Shopping  
 Money Handling — The Change You Make  
 Money Management  
 Shopping Lists (Game II)  
 What To Do With Money

## HEALTH

Health Adventures  
 The Human Body Series  
 Nutrition For You — Part 1  
 Nutrition For You -- Part 2  
 Personality Development  
 Safety Education

## LANGUAGE ARTS

Action Books  
 Action Unit Books  
 Benn-Inner Ring Books  
 Boxing  
 Call It Courage  
 Camaro  
 Center Stuff For Mooks, Crannies and Corners  
 Chillers and Thrillers  
 Clues To Reading Progress

Comic Action Series

Double Action Short Stories

The Fast Wheels Reading Series

Hockey Heroes

Hung Up

Kids' Stuff, Reading and Language Experiences, Intermediate-Junior High

King Comics Reading Library

Kung Fu

Learning Centers, Games Activities and Ideas For the Elementary Classroom

Newbery Award Winners

Pal Paperback Kits

Reading Incentive Program

Readwell Program

Scope Visuals

Slenderella

Spell 'N Tell

The Spiderman

Sprint Books

Take 12/Action Plays

Treasure Island

Tromp It!

Young Adventurers Series

MATHEMATICS

Arithmetic That We Need

Aztec Math -- Intermediate Book 1  
 The Digitor Learning Arithmetic Module  
 Domino Math (Books A and B)  
 Individual Mathematics Drill and Practice Kits  
 Kids' Staff Math  
 Mastering Arithmetic Facts  
 Mathematics For Employment, Part II  
 Meeting Computational Accountability, Vol. 1  
 Number Puzzles Division Book  
 Number Puzzles Multiplication Book  
 Numo  
 Pre Number Mathematics Parts 1, 2 and 3  
 Primary Sum-Action Number Puzzles Book 1  
 Sum-Action Number Puzzles (Book 1)  
 Sum-Action Number Puzzles (Book 2)  
 Tangle Table  
 Wonder-Full World of Numbers

#### SCIENCE

Concepts and Challenges in Science Series  
 Me and My Environment -- An Environmental Science Program  
 ME NOW -- A Life Science Program  
 Science Experiments, Book B  
 The Weather Unit (What is Weather?)



## SOCIAL STUDIES

Banking Series  
Basic Skills Series  
Canada — A Regional Study  
Character Development  
Character Makes a Difference  
The Community Series  
Driver Education  
Drug Abuse: Who Needs It?  
Elections  
Energy Activity Book  
Familiar Sounds  
Functional Signs  
The Getting Along Series of Skills  
I Can Read Signs  
Impressions: Canada Series  
The Law and You  
More Signs To Read  
Reading Signs and Signals  
Sign-A-Mite Learning For Survival  
Teen Etiquette Series  
Transportation and Communication  
Understanding Values Series

SECTION VI  
DIRECTORY OF PRODUCERS AND SUPPLIERS

## PRODUCERS\*

ACI Media, Inc.  
35 West 45th Street  
New York, N.Y. 10036

Activity Resources Co., Inc.  
P.O. Box 4875  
Hayward, California 94540

Aids of Cape Cod  
110 Old Town House Rd.  
Yarmouth, Mass. 02664

Boston College Press  
Chestnut Hill  
Massachusetts 02167

Bowmar  
P.O. Box 3623  
Clundale, California 91201

Cebco/Pflaum  
104 Fifth Avenue  
New York, N.Y. 10011

Cebco/Standard  
(See Cebco/Pflaum)

Charles E. Merrill Publishing Co.  
1300 Alum Creek Drive  
Columbus, Ohio 43216

Communacad  
The Communications Academy  
P.O. Box 541  
Wilton, Connecticut 06897

Creative Publications, Inc.  
P.O. Box 10328  
Falo Alto, California 94303

Creative Teaching Associates  
P.O. Box 7714  
Fresno, California 93727

CTES  
Editors Park, Md. 20782

Developmental Learning Materials  
7440 Natchez Avenue  
Miles, Illinois 60648

Doubleday Media  
P.O. Box 11607  
1371 Reynolds Avenue  
Santa Ana, Ca. 92705

Educational Activities, Inc.  
P.O. Box 392  
Freeport, L.I., N.Y. 11520

Educational Progress Corp.  
8129 East 44th St.  
Tulsa, Oklahoma 74145

Edu-Media Ltd.  
P.O. Box 1240  
Kitchener, Ont. N2G 4H1

Encyclopedia Britannica  
Publications Limited  
Instruction Materials Div.  
117 Carnarvon St.  
Toronto, Ontario

Ethos, Ltd.  
2250 Midland Ave., Unit 9  
Scarborough, Ont. M1P 3E6

Eye Gate House  
146-01 Archer Ave.  
Jamaica, N.Y. 11435

Frank E. Richards Publishing Co.  
324 1st Street  
Liverpool, N.Y. 13088

\* The Producers Section of this Directory lists only the addresses that were available from the materials reviewed. However any materials listed should be obtainable from the supplier.

GAF Corporation  
Audio Visual Products  
140 West 51st Street  
New York, N.Y. 10020

Ginn & Co.  
Educational Publishers  
35 Mobile Drive  
Toronto, Ont. M4A 1H6

Guidance Associates  
Harcourt, Brace & World  
Pleasantville, N.Y. 10570

Hubbard Scientific Co.  
P.O. Box 105  
Northbrook, Illinois 60062

The Idea Factory  
P.O. Box 3732  
Granada Hills, Ca. 91344

Incentive Publications  
P.O. Box 12522  
Nashville, Tennessee 37212

International Film Bureau, Inc.  
332 S. Michigan Ave.  
Chicago, Illinois 60604

Interpretive Education  
400 Bryant Street  
Kalamazoo, Michigan 49001

Interstate Printers & Publishers  
Danville, Illinois 61832

John Day Co., Inc.  
257 Park Ave. South  
New York, N.Y. 10010

Kenworthy Educational Service, Inc.  
P.O. Box 3031  
Buffalo, N.Y. 14205

L & M Educational Enterprises  
P.O. Box 88  
Santa Maria, California 93454

Learning Concepts Ltd.  
84 Ballantyne Ave.  
Stratford, Ontario N5A 3A5

Learning Information, Inc.  
315 Central Park West  
New York, N.Y. 10025

Leswing Press  
San Rafael, California

Marshfilm Enterprises, Inc.  
P.O. Box 8082  
Shawnee Mission  
Kansas 66208

Marvin Melnyk Associates  
P.O. Box 3500  
Postal Station A  
Willowdale, Ont. M2N 5T5

McGraw-Hill Films  
1221 Ave. of the Americas  
New York, N.Y. 10020

Media Productions  
Division Market Publications, Inc.  
New Canaan, Conn.

Merrill  
(See Charles E. Merrill  
Publishing Co.)

Midwest Publications Co.  
P.O. Box 129  
Troy, Michigan 48064

Miller-Brody Productions, Inc.  
342 Madison Ave.  
New York, N.Y. 10017

Money Management Institute  
Household Finance Corp.  
Prudential Plaza  
Chicago, Illinois 60601

Montessori Playthings, Inc.  
North Babylon, N.Y. 11704

New Readers Press  
Div. of Laubach Literacy, Inc.  
P.O. Box 131  
Syracuse, N.Y. 13210

Paul S. Amidon & Associates, Inc.  
5408 Chicago Avenue South  
Minneapolis, Minn. 55417

Prentice-Hall Media, Inc.  
150 White Plains Road  
Tarrytown, New York 10591

Randon House of Canada  
5390 Ambler Drive  
Mississauga, Ont. L4W 1X7

Scholastic Book Services  
123 Newkirk Road  
Richmond Hill, Ont. L4C 3G5

Society For Visual Education (SVE)  
1345 Diversy Parkway  
Chicago, Illinois 60614

Stack-Vaughn  
P.O. Box 2028  
Austin, Texas 78767

Teaching Resources Films  
2 Kisco Plaza  
Mt. Kisco, N.Y. 10549

Text-Film Division  
McGraw-Hill Book Co.  
330 West 42nd Street  
New York, N.Y. 10036

United Transparencies, Inc.  
P.O. Box 688  
Binghamton, N.Y. 13902

Universal Education & Visual Arts  
221 Park Ave. South  
New York, N.Y. 10003

Urban Media Materials, Inc.  
212 Mineola Avenue  
Roslyn Heights  
New York 11577

Visual Materials Incorporated  
2549 Middlefield Rd.  
Redwood City, Ca. 94063

## SUPPLIERS

The Baker & Taylor Companies  
P.O. Box 230  
Gladiola Avenue  
Mokenca, Ill. 60954

Canada Wide Educators  
7925 Kingsley, Suite 1407  
Montreal, Quebec H4W 1P5

Cebco/Pflaum Publishing  
104 Fifth Avenue  
New York, N.Y. 10011

Cebco/Standard  
(See Cebco/Pflaum)

Cenco Canada Limited  
2200 South Sheridan Way  
Mississauga, Ont. L5T 2M5

Charles E. Merrill Publishing Co.  
1300 Alum Creek Drive  
Columbus, Ohio 43216

City Films, Limited  
376 Wellington St. W.  
Toronto, Ontario M5V 1E3

Demco Educational Corp.  
P.O. Box 1488  
Madison, Wisconsin 53701

Dent  
(See J.M. Dent & Sons (Canada) Ltd.)

Developmental Learning Materials  
7440 Natchez Avenue  
Miles, Illinois 60648

Educational Film Distributors, Ltd.  
285 Lesmill Road  
Don Mills, Ont. M3H 2V1

Educational Record Sales, Inc.  
157 Chambers St.  
New York, N.Y. 10007

Edu-Media Ltd.  
P.O. Box 1240  
Kitchener, Ont. N2G 4M1

Encyclopedia Britannica  
Publications Limited  
Instruction Materials Div.  
117 Carnarvon St.  
Toronto, Ontario

Ethos, Ltd.  
2250 Midland Ave., Unit 9  
Scarborough, Ont. M1P 3E6

Frank E. Richards Publishing Co.  
324 1st. Street  
Liverpool, N.Y. 13088

Gage Educational Publishing Ltd.  
P.O. Box 5000  
164 Commander Blvd.  
Agin-court, Ont. M1S 3G7

General Publishing Co. Ltd.  
30 Lesmill Road  
Don Mills, Ont. M3B 2T6

Ginn & Co.  
Educational Publishers  
35 Mobile Drive  
Toronto, Ont. M6A 1H6

Globe/Modern Curriculum Press  
200 Steeplecase Road East  
Markham, Ont. L3R 1G2

Griffin House  
461 King Street  
Toronto, Ont. M5V 1K7

Grollier Educational Associates  
200 University Avenue  
Toronto, Ont. M5H 3E2

Guidance Associates  
Harcourt, Brace & World  
Pleasantville, N.Y. 10570

International Films Bureau, Inc.  
332 S. Michigan Ave.  
Chicago, Ill. 60604

Intrastate Printers & Publishers  
Danville, Ill. 61832

J.M. Dent & Sons (Canada) Ltd.  
100 Scarsdale Road  
Don Mills, Ont. M3B 2R8

John Day Co., Inc.  
257 Park Ave. South  
New York, N.Y. 10010

Learning Concepts Ltd.  
84 Ballantyne Ave.  
Stratford, Ont. N5A 3A5

Learning Information, Inc.  
315 Central Park West  
New York, N.Y. 10025

Mafex Associates, Inc.  
111 Baron Avenue  
Johnstown, Penn. 15906

Marvin Melnyk Associates Ltd.  
P.O. Box 3500  
Postal Station A  
Willowdale, Ont. M2N 5T5

McGraw-Hill Ryerson Ltd.  
330 Progress Ave.  
Scarborough, Ont. M1P 2Z5

Merrill  
(See Charles E. Merrill  
Publishing Co.)

Money Management Institute  
Household Finance Corp.  
Prudential Plaza  
Chicago, Ill. 60601

Nelson  
(See Thomas Nelson & Sons)

New Readers Press  
Div. of LauBach Literacy, Inc.  
P.O. Box 131  
Syracuse, N.Y. 13210

Niagara Publishers  
420 Fitch Street  
Welland, Ont. E3C 4W8

Random House of Canada  
3390 Ambler Drive  
Mississauga, Ont. L4W 1X7

Scholastic Book Services  
123 Newkirk Road  
Richmond Hill, Ont. L4C 3G5

SFleck-Vaughn  
P.O. Box 2028  
Austin, Texas 78767

Thomas Nelson & Sons (Canada) Limited  
81 Carlew Drive  
Don Mills, Ont. M3A 2R1

Urban Media Materials, Inc.  
212 Mineola Avenue  
Roslyn Heights  
New York 11527

Western Educational Activities Limited  
10577-97 Street  
Edmonton, Alb. T5H 2L4

Westinghouse Learning Corp.  
100 Park Avenue  
New York, N.Y. 10017

SECTION VII  
A SELECTED LISTING OF  
COMMERCIAL SELECTION AIDS



## BOOKS

- Hiskey, Marshall S., Books For Slow Readers -- a list of more than 3200 books of high interest and low vocabulary for use with retarded readers. University of Nebraska, Lincoln, Nebraska, 1969.
- Peterson, Carolyn Sue, Reference Books For Elementary and Junior High School Librarians, Scarecrow Press, Metuchen, New Jersey, 1975.
- Roof, Sheldon L., Jr. and a committee of the National Council of Teachers of English; Adventuring With Books -- 2400 titles for pre-K to grade 8, Citation Press, New York, 1973.
- Spache, George D. Good Reading for Poor Readers, ninth edition, Garrard Publishing Co., Champaign, Illinois, 1974.
- White, Marian E. (ed.), High-Interest Easy Reading for Junior and Senior High School Students, National Council of Teachers of English. Citation Press, New York, 1972.

## PERIODICALS

- The Booklist. Chicago: The American Library Association, Semi-monthly (only one issue in August). \$15.00.
- Books, reference books, films, filmstrips, recordings, pamphlets, and paperbacks are reviewed. Recommended materials only are included.
- Educational Screen and Audiovisual Guide. Henry C. Roark, Jr. Chicago: Educational Screen, Monthly. \$6.00.
- A review of films, filmstrips, recordings, and AV equipment. The July-August issue lists over 1000 titles produced during the preceding year. \$6.00.
- Landers Film Reviews. Box 69760, Los Angeles: Landers Associates, Monthly (except July and August). Looseleaf, \$35.00.
- Approximately 700 to 800 16mm films reviewed each year.
- Previews: News and Reviews of Non-Print Media. New York: Bowker, Monthly (September through May). \$9.00.
- Contains reviews of 16mm films, 8mm silent films, 35mm filmstrips, transparencies, slides, prints, games, maps, charts, and various multimedia kits. Approximately 130 items are provided each month.

SECTION VIII  
AN ANNOTATED BIBLIOGRAPHY OF  
INSTRUCTIONAL MATERIALS  
NOT RECOMMENDED FOR USE WITH  
SENIOR EDUCABLE MENTALLY  
RETARDED STUDENTS

**TITLE:** Audubon's Animals  
**DESCRIPTION:** Sound FS (FS & C). Teacher's Manual. Teaches animal identification. Identifies and provides commentary material on each species in Audubon's paintings. c1970. Numbered frames.  
**PRICE:** \$10.00  
**PRODUCER:** Universal Education & Visual Arts  
**SUPPLIER:** Learning Concepts  
**COMMENTS:** There are no captions, and paintings are not realistic. Narration is too fast. Advanced vocabulary. There is too much content in one filmstrip.

**TITLE:** Audubon's Birds  
**DESCRIPTION:** Sound FS (FS & C). Teacher's Manual with script. Depicts 50 representative birds of North America.  
**PRICE:** \$10.00  
**PRODUCER:** Universal Education & Visual Arts  
**SUPPLIER:** Learning Concepts  
**COMMENTS:** This material has the same weaknesses as does Audubon's Animals. Too much narration per fr. Description is based on habits (nesting, eating, etc.), habitat and domain of North America's birds. Too advanced vocabulary such as "assuage", "resplendent", "fledgling", "pilfered".

**TITLE:** Aztec Math (Primary Book 1)  
**DESCRIPTION:** Worksheets in mathematics by John Lettau and Bill McConnell.  
**PRICE:** \$4.35  
**PRODUCER:** I & M Educational Enterprises  
**SUPPLIER:** Western Educational Activities

- COMMENTS: Activities are too simple, concepts basic primary. Activities such as coloring items of a set.
- TITLE: Aztec Math (Primary Book 2)
- DESCRIPTION: Worksheets in mathematics by John Lettau and Bill McConnell.
- PRICE: \$4.35
- PRODUCER: L & M Educational Enterprises
- SUPPLIER: Western Educational Activities
- COMMENTS: Designed to teach basic math concepts... Primary oriented. Simple activities such as coloring items of a set.
- TITLE: Aztec Reading (Primary Book 1)
- DESCRIPTION: Worksheet-type booklet prepared by Pam Elwell, John Lettau and Bill McConnell.
- PRICE: \$4.35
- PRODUCER: L & M Educational Enterprises
- SUPPLIER: Western Educational Activities
- COMMENTS: Intended to teach consonants, syllables, vowels, beginning sounds, blends, suffixes, prefixes, contractions. Too basic for use with adolescent EMR children.
- TITLE: Aztec Reading (Primary Book 2)
- DESCRIPTION: Activity sheets prepared by Pam Elwell, John Lettau and Bill McConnell.
- PRICE: \$4.35
- PRODUCER: L & M Educational Enterprises
- SUPPLIER: Western Educational Activities
- COMMENTS: Note Comments for Aztec Reading (Primary Book 1).

- TITLE: The Basic Phonetic Skill Drills Unit
- DESCRIPTION: 43 T, b/w, Teacher Sheet, c1972.
- PRICE: \$16.50
- PRODUCER: Paul S. Amidon & Associates
- SUPPLIER: Demco
- COMMENTS: Probably best suited for reinforcing phonetic skills concomitant with the teaching of reading with young readers.
- 
- TITLE: Consumer Education Part I -- How To Shop Wisely
- DESCRIPTION: 4 col. FS, 2 C (only audible signal), TG with script and student activities, c1973.
- PRICE: \$59.00
- PRODUCER: Teaching Resources Films
- SUPPLIER: Learning Concepts
- COMMENTS: Titles include Shopping For a Car, Finding a Place to Live, Buying Quality On a Budget, Becoming a Responsible Consumer. Content and vocabulary are too advanced. Narration is too fast. Content is too American oriented. However, there are some excellent ideas in Finding a Place to Live and Buying Quality On a Budget.
- 
- TITLE: Consumer Education Part II -- Managing Your Money
- DESCRIPTION: 4 col. FS, 4 C (audible and inaudible advance signals), TG with bibliography and script for each FS.
- PRICE: \$59.00
- PRODUCER: Teaching Resources Films
- SUPPLIER: Learning Concepts
- COMMENTS: Titles include Living Within Your Means, Planning Your Financial Future, Recognizing Fraud, Quackery and Deception, and Making Your Money Work. Terminology is too advanced and narration is too fast. Content is too difficult. Too Americanized.

TITLE: Consumer's World: It's Your Decision

DESCRIPTION: 6 col. FS. ~~6~~ Average 99 fr. and 11 1/2 min. c1974. TG. Series correlated with Living in a Consumer's World text. Text available in softcover or hardcover. Manual & automatic advance.

PRICE: \$94.00. With LP's \$85.00. Texts \$7.61 P and \$9.06 hardcover. Class sets P \$6.09 each. Hardcover \$7.25 each. TG. \$0.50.

PRODUCER: Globe/Modern Curriculum Press

SUPPLIER: Globe/Modern Curriculum Press

COMMENTS: Titles include Buying a Car, Buying Clothing, Renting, Food, Home Furnishings and Buying Trouble (Signing a Contract). Text includes role playing exercises, a glossary of special terms, questions, information on insurance, advertisements, charts and photographs. Reading level is from 5 to 6. Material is specially designed for older students. The sound FS have excellent photography but are too long for showing to EMR students. Narration too fast. Advanced vocabulary. Accent of Inner City Negroes and Puerto Ricans.

TITLE: Creative Math Experiences For the Young Child

DESCRIPTION: A teacher's resource book and student text P. Contains very basic computational math exercises.

PRICE: \$6.50

PRODUCER: Incentive Publications

SUPPLIER: Western Educational Activities

COMMENTS: Simple exercises designed for very young children. Too basic for older EMR students.

TITLE: Creative Science Experiences For the Young Child

DESCRIPTION: A teacher's resource book and student wkbk. P. Contains very simple science activities.

PRICE: \$6.50

PRODUCER: Incentive Publications

SUPPLIER: Western Educational Activities

COMMENTS: Activities and exercises are very basic and too simple for the older EBR student.

TITLE: Dot Dot

DESCRIPTION: Simple math exercises in P format. Consists of numbers of dot pictures to aid in simple computation.

PRICE: \$2.75

PRODUCER: Creative Teaching Associates

SUPPLIER: Western Educational Activities

COMMENTS: Very simply designed for primary children. Too simple for teenage EBR students.

TITLE: Economics In Our World

DESCRIPTION: 8 col. FS. Captions. TG. 36 b/w flash cards, 8 1/2" x 11". Wall chart of key terms. c1971.

PRICE: \$68.00

PRODUCER: Teaching Resources Films

SUPPLIER: Demco

COMMENTS: In dealing with consumerism, specializing and exchanging, working and earning, economic systems, government goods and services, international trade, labour unions as well as money and exchange the presentation is geared to upper elementary or junior high. Terminology, but more especially concepts actually point to more advanced studies in the higher grades.

TITLE: Elementary/Junior High Science (Astronomy)

DESCRIPTION: 66 "Projecto-Aid Transparencies". Col. overlays and disclosure masks. Teacher data sheet with each T.

PRICE: \$104.00

PRODUCER: GAF Corporation

SUPPLIER: Educational Record Sales

COMMENTS: Even though the many concepts are very well done in visual form, they appear too advanced for an EMR student. An advantage of the TG is the given teacher's references.

TITLE: Essentials of First-Aid -- Unit III

DESCRIPTION: Subtitle "Special First-Aid Problems". 25 different T with overlays and disclosure masks.

PRICE: \$100.00

PRODUCER: GAF Corporation

SUPPLIER: Educational Record Sales

COMMENTS: The series deals with a whole range of special problems involving the use of bandages, splints, tourniquets and slings. Procedures described appear fairly complicated to grasp from the visual presentation of the overheads.

TITLE: Fire Prevention Series

DESCRIPTION: A set of 12 T., Mutual Aide Systems, Alarm System, Fire Safety Do's and Don'ts, Hose Fire Hazards, Super-Heated Air, Where Does Smoke Go?, How To Turn In An Alarm, Plan An Escape Route, Classification of Fires, What is Fire?, Major Causes of Home Fires, Fire Loss Statistics. All are col.

PRICE: \$58.00

PRODUCER: GAF Corporation

SUPPLIER: Educational Record Sales



COMMENTS: How To Turn In An Alarm contains explicit directions that can be followed relatively easily from the transparency. However, most of the overheads in this set contain too many details, and this might prove confusing to the EMR student.

TITLE: First Aid Series

DESCRIPTION: A set of 10 T in col. Titles are Blisters and Boils, Appendicitis, Foreign Body in Food Passage, Foreign Body in Throat, Foreign Body in Eye, Unconsciousness -- Cause Unknown, Epileptic Convulsion, Simple Fainting, Apoplexy -- Stroke, Heart Attack.

PRICE: \$29.00

PRODUCER: GAF Corporation

SUPPLIER: Educational Record Sales

COMMENTS: Again, some of this set may be useful if there is very careful explanation. The greatest weakness for EMR students is that there are too many details in the composition of the transparencies.

TITLE: Growing In Citizenship Series -- Set 1

DESCRIPTION: A set of 6 FS averaging 45 fr. Col. with captions. TC. cl1960. A Good Citizen Respects the Rights and Property of Others, A Good Citizen Lives Honestly, A Good Citizen is Well Informed, A Good Citizen Obeys Rules and Laws, A Good Citizen Grows in Responsibility, A Good Citizen Co-operates With Others.

PRICE: \$46.00

PRODUCER: McGraw-Hill Ryerson

SUPPLIER: McGraw-Hill Ryerson

COMMENTS: The discussion on values contains elementary vocabulary. Older children are the main characters in the filmstrip. But the background settings, the apparel worn by the characters, and some of the concepts are somewhat outdated.

- TITLE:** Home Economics Management Series I
- DESCRIPTION:** 9 T. Home Safety on the Stairs, Home Safety in the Living Room, Home Safety in the Bathroom, Home Safety in the Kitchen, Home Safety Rules, Budget Rules, Budget Planning Steps, Balance the Family Finances. c1969.
- PRICE:** \$39.00
- PRODUCER:** GAF Corporation
- SUPPLIER:** Educational Record Sales
- COMMENTS:** Some parts of those overhead transparencies may be suitable. Some of the illustrations are not as explicit as they might be.
- TITLE:** I Read and I Understand Series
- DESCRIPTION:** A set of 8 captioned col. FS for level 3 - 4. Progressing in difficulty from 1 through 8. Vocabulary words with picture clues on initial frames. Multiple choice questions at the end of each FS to test comprehension, vocabulary, and main idea. Immediate correction of questions follows. c1975.
- PRICE:** \$43.00
- PRODUCER:** Educational Activities, Inc.
- SUPPLIER:** Dent
- COMMENTS:** The content is too primary for adolescent EMR's. Flaws in the illustrations for the vocabulary. Poor selection of words; some of the words chosen are words which children will seldom use.
- TITLE:** Introduction to Elementary/Junior High Science (Basic) Unit VIII -- Weather
- DESCRIPTION:** A set of 6 T in vinyl carrying case. Each T contains Teacher's Data Sheet which shows objectives, description, uses, activities, terms, and references. Col. overlays.
- PRICE:** \$29.00

PRODUCER: GAF Corporation  
 SUPPLIER: Educational Record Sales  
 COMMENTS: Can only be used as supplementary material. Contains merely the bare bones of the subject. Also some of the concepts are fairly complex.

TITLE: Kids' Stuff

DESCRIPTION: P bk. (8 1/2" x 11"). Contains a variety of activity suggestions for kindergarten and nursery school in the areas of language arts, science, social studies, mathematics and music. c1969.

PRICE: \$9.95

PRODUCER: Incentive Publications

SUPPLIER: Western Educational Activities

COMMENTS: The activities are very primary oriented and would not appeal to older EMR students.

TITLE: Kids' Stuff Reading and Writing Readiness

DESCRIPTION: P bk. (8 1/2" x 11"). Contains a variety of language arts activities which are very standard in the teaching of skills necessary for reading and simple composition.

PRICE: \$9.95

PRODUCER: Incentive Publications

SUPPLIER: Western Educational Activities

COMMENTS: This book is very primary in format and was actually designed for very young non readers.

TITLE: Look After Yourself Series

DESCRIPTION: K consisting of 4 FS and 4 C. Col. Audible and inaudible signal. TC. c1975. Titles are: Keeping Clean, All in Order, Getting There On Time, What Shall I Wear?

PRICE: \$69.00

PRODUCER: ACI Media, Inc.

SUPPLIER: Encyclopedia Britannica

COMMENTS: Best suited for elementary (4 - 6). In a dramatic type of narration the K demonstrates cleanliness, promptness, keeping personal things in order, and appropriate dress for different occasions.

TITLE: Meeting Computational Accountability, Vol. 2

DESCRIPTION: Prepared by Dr. John Ginther, Kathryn Siegel and Randy Wiseman. P bk. 27 lessons. c1975.

PRICE: \$6.50

PRODUCER: Midwest Publications

SUPPLIER: Western Educational Activities

COMMENTS: Even though the exercises are addition, subtraction and division, the computation is not meaningful in the sense that students would not use the types of row on row computation set out in the book.

TITLE: Mr. Math Presents Math Picture Dots

DESCRIPTION: A simple bk. designed for very young children about to associate numerals with sets of objects. c1975.

PRICE: \$2.75

PRODUCER: Creative Teaching Associates

SUPPLIER: Western Educational Activities

COMMENTS: As indicated in the description, the content is too simple for senior EMR students.

TITLE: Science At Work Series

DESCRIPTION: 6 col. FS. Cartoon illustrations. c1954.

PRICE: \$49.50

PRODUCER: Encyclopedia Britannica

SUPPLIER: Educational Record Sales

COMMENTS: The series titles are: 1. Magnets 2. Electricity 3. Sound 4. Light 5. Machines 6. Chemical Change. Each FS introduces basic concepts. Except for parts of each FS, the concepts appear too advanced.

TITLE: Scope Visuals

DESCRIPTION: Reasoning Skills. A 8 1/2" x 11" paperback book containing T and DM. 8 lessons in all. c1969.

PRICE: \$6.95

PRODUCER: Scholastic

SUPPLIER: Scholastic

COMMENTS: This set involves problem solving, abstract reasoning and follow-up activities. It is too advanced for EPR students.

TITLE: Shopping Lists (Game I)

DESCRIPTION: Game consisting of 4 master shopping price lists (cards 5" x 7"). 90 small picture cards, 8 small shopping lists (3" x 5"). Currency (one dollar up to 100 dollars in bills). Coins. c1975.

PRICE: \$6.75

PRODUCER: Developmental Learning Materials

SUPPLIER: Developmental Learning Materials

COMMENTS: The intent is to develop the vocabulary of money, learn its value and to compute in addition and subtraction. Currency is U.S. facsimile. Also there are no \$2 bills.

TITLE: Signs and Signals Series

DESCRIPTION: 6 col. FS. 6C. Audible and inaudible signal. Available with LP. TG. Titles are: Signs You See Have Color, Signs You Hear, Signs in The Home, Signs and Symbols in Your School, Signs in the Street, Signs All Around You.

PRICE: \$89.50

PRODUCER: Westinghouse Learning Corp. (Media Productions)

SUPPLIER: Westinghouse Learning Corp.

COMMENTS: Explains functions of different colors and different sounds in communication at home, in school and in the outside world. Children characters play a very minor role. The series is of value to very young children who live in isolated or rural areas. A very elementary series.

TITLE: Taking A Good Look At Science

DESCRIPTION: 6 captioned FS in col. 48 numbered fr. each. c1971. TG.

PRICE: \$46.00

PRODUCER: Troll Associates

SUPPLIER: Grollier Educational Associates

COMMENTS: Titles are: Taking a Look At Electricity, Taking a Look At Light, Taking a Look At Buoyancy, Taking a Look At Heat, Taking a Look At Magnets, Taking a Look At Sound. The second fr. of each FS lists the items needed for the experiment. Each FS ends with some natural phenomenon which the experiment is meant to explain. The concepts are well presented but appear too advanced for EBR students.

TITLE: Zoom

DESCRIPTION: Math activity cards.

PRICE: \$4.95

PRODUCER: Activity Resources Co.

SUPPLIER: Western Educational Activities

COMMENTS: A wide variety of simple math exercises designed for the very young.







