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Materials for the slow learner in junior high: an annotated bibliography of materials available in language arts, social studies, and home economics

Shirley K. Jensen

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MATERIALS FOR THE SLOW LEARNER IN JUNIOR HIGH:
AN ANNOTATED BIBLIOGRAPHY OF
MATERIALS AVAILABLE IN
LANGUAGE ARTS, SOCIAL STUDIES, AND HOME ECONOMICS

CARDINAL STRITCH COLLEGE
LIBRARY
Milwaukee, Wisconsin

BY
Shirley K. Jensen

A RESEARCH PAPER
SUBMITTED IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE DEGREE OF
MASTER OF ARTS IN EDUCATION (READING SPECIALIST)
AT CARDINAL STRITCH COLLEGE

MILWAUKEE, WISCONSIN

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This research paper has been
approved for the Graduate Committee
of Cardinal Stritch College by

Sister Marie Colette
(Advisor)

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CHAPTER I

INTRODUCTION

Statement of the Problem

In recent years educators have become increasingly aware of the need to recognize individual student needs. It is not enough to offer the opportunity for an education; it is necessary to enable the student to achieve all he is capable of achieving. To do this a student's potential must be measured as accurately as possible, and then these test results must be used to aid the teacher in choosing materials, methods and class structures for this child. Too often it seems that many test scores are obtained for a child, then filed and never utilized. Testing, it appears, is the "easy part." Using these results to aid teachers in finding materials and methodologies suitable for the student is more difficult.

This paper will attempt to survey materials available for a segment of the educational group which has been somewhat neglected until recent years--the slow learner. This student has been defined in many ways, attributed with varying characteristics. As the time given to education and educational problems increases, the plight of the slow learner becomes increasingly apparent. His problems today differ from those of twenty years ago, as technology increases and there is pressure to learn larger amounts of material. Publishers and teachers have begun

to recognize the need for having special materials and methodologies for these students who have somewhat limited learning capacities.

It is hoped that a survey of materials available for the slow learner will be helpful to teachers who have contact with these students.

Limitations

This survey is limited to materials for the junior high age student (grades seven, eight, and nine) in the subject areas of language arts, social studies, and home economics. In the area of language arts, materials surveyed do not include basal readers, fiction or non-fiction reading books or other supplementary material. Generally, materials in all areas have been limited to those which would provide a basic foundation within each area, rather than supplementary materials, such as maps, charts, filmstrips, et cetera, unless these can be used as units in themselves.

Specific Objectives

This paper will seek to cover three areas, areas which would seem important in effectively teaching the slow learner and in effectively using materials.

First, the characteristics and identification of the slow learner will be examined. Second, the general characteristics of materials needed for this student will be listed, as well as criteria for evaluating materials. Finally, an annotated bibliography will comprise the bulk of the paper.

CHAPTER II

REVIEW OF RELATED LITERATURE

Characteristics of Slow Learners

Underachiever, mentally retarded, overage, deprived, brain damaged--all of these labels and others have been applied to the student who is always a bit slower, always a bit behind the others in his class. Various authors apply various labels to this "almost average" child. Younie, however, calls this student a slow learner and uses this term to describe the student who is unable to achieve a mental age which corresponds to his chronological age.¹

The definition of the slow learner varies from situation to situation, and from author to author. Educators disagree as to whether it is a constitutional defect or a functional defect, and with studies being done in regard to changing I.Q. scores, the relationship of mental age to chronological age alone cannot be used as a single criterion. Authors have, however, agreed on some characteristics which can be applied to the student labelled "slow learner." According to Younie,

The general concept of slow learning includes the implication that intellectual development has been

¹William J. Younie, Instructional Approaches to Slow Learning, (New York: Teachers College Press, 1967), pp.6-7.

somehow retarded to the point that persons defined as slow learners cannot meet the standard learning expectations of the school.¹

Causes for this intellectual retardation are varied. Younie lists environmental factors (such as a culture which is alien to the school environment), a constitutional slowness (child is born with mental capacities below normal), illness or neglect which stilted normal growth, emotional problems, or minimal brain damage.²

The identification of the slow learner involves several types of evaluation: achievement tests, group intelligence tests, individual intelligence tests, review of past records, and observation.³ In achievement testing, one would look for the student who has consistently achieved one and one-half to two years below expected levels in several or all subject areas. This alone would not indicate a slow learner; the results would have to be combined with other criteria. In intelligence testing, one would look for the student who had I.Q. scores of approximately 75-90 in both verbal and non-verbal tests. Also, one would check scores for several years and look for consistency of test scores.⁴ A steady decline in scores might indicate an underachiever who has average or above average potential, while a steady I.Q. test score of 75-90 would be an indication of a possible slow learner. The above information, together with

¹Ibid., p.5.

²Ibid., pp.20-22.

³Ibid., p.34.

⁴Ibid., pp.19-20.

classroom observations, could lead to a referral for an individual intelligence test.

Classroom observation serves two functions: it can aid in identification of the slow learner and it can provide information about how this student learns, about his special needs. Karnes says that this student has more physical defects, has poorer reasoning ability and a shorter attention span, does not retain material as well as the average student and is less mature socially and emotionally.¹ Howitt describes the slow learner as passive, unable to distinguish trivia from important details, having poor study habits and study skills, and having a poor self-image academically.² The slow learner has a slower reaction time and needs one point introduced at a time. He deals more effectively with the concrete rather than the abstract or general, and does not recognize familiar elements in new situations. It is difficult for this student to set up standards of workmanship and he lacks originality and creativity.³

There are some general criteria that can be set down for the identification and description of this student for the purpose of this paper. These characteristics have been selected because they appear in several articles and books, indicating that

¹Merle B. Karnes, "Slow Learner: What are his Characteristics and Needs?" Today's Education 59 (March 1970): 42-44

²Lillian C. Howitt, Creative Techniques for Teaching the Slow Learner, (Englewood Cliffs, N.J.: Prentice Hall, Teachers Practical Press, 1964), p.6.

³"Characteristics of the Slow Learner," Education 90 (September 1969): 92.

they are widely accepted as valid.

The slow learner has an I.Q. score of 75-90. His learning potential is considered to be seventh to ninth grade at age sixteen, enabling him to hold skilled and semi-skilled jobs with little supervision. He is, therefore, more often considered a part of the average population rather than of the mentally retarded population. The slow learner is generally included in the regular classroom. Within this classroom, he can be expected to achieve at the fifth or sixth grade level in seventh and eighth grades. Therefore, with some adaptation of curriculum and methodology the slow learner should be able to realize a sufficient degree of success within the regular classroom. This paper seeks to offer some suggestions with regard to materials for this student.

Curriculum Needs

The characteristics of the slow learner provide criteria to look for in planning a curriculum for this student. Howitt suggests that a few basic facts should be taught with understanding, and that there should be sufficient drill. Lessons should be direct, and the concrete and visual should be emphasized. She further suggests that oral presentations be accompanied by visual aids--outlines on the blackboard, maps, written work, and a variety of concrete projects. She feels that each teacher should be a teacher of English and should emphasize skill and vocabulary development. One further suggestion is that teachers try to develop a feeling of self-importance in the student.¹ Younie

¹Howitt, Creative Techniques p.7.

suggests a multi-sensory approach that includes listening, reading, making things, and discussion. He stresses re-presentation with variety.¹ Watkins and Groves, in a project which used advertising words and pictures to teach slow learners to read, used the following criteria in judging materials and methods:

It should have integrity in regard to academic discipline. It should be flexible in regard to lesson length, treatment schedule, grade level, curriculum demands,...individualization. It should be interesting...holding the attention of learners and involving them in significant discussions.²

Howitt gives the following suggestions in teaching slow learners:

Test frequently on small units of work. Base homework on work previously covered. Assign extra credit. Display pupils' work. Concentrate on establishing routines. Provide frequent review, drills, and practice.³

Younie also feels that the junior high slow learner needs a structured format with a clear statement of goals and requirements. Activities should be brief and success oriented.⁴

Strang offers some guidelines in choosing books for the slow learner. They should be "interesting," "suspenseful," "concrete," with "realistic detail and humor." They should not be too remote from pupils' experience. She offers five more specific criteria: (1) easy, simple vocabulary, (2) conversation rather than narrative, (3) short sentences, paragraphs, and

¹Younie, Instructional Approaches p.28.

²J. Foster Watkins and Richard L. Graves, "Using Advertising to Teach Sentence Sense: A Promising Technique for Slow Learners," Elementary English 49 (May 1972): pp.721-724.

³Howitt, Creative Techniques p.11

chapters, (4) not too complicated a plot, (5) a clear and evident theme developed in a straightforward way.¹

Osborne suggests that lessons in various books be coordinated, regardless of the chronological order in these books. For example, lesson 30 in spelling would be taught with lesson three in grammar if each was supportive of the other.²

In summary, in evaluating curriculum and materials for the slow learner, one should keep in mind the need for interesting, clearly written material, the need for repetition with variety and an awareness of the amount of material presented in one lesson or unit. The material should be gauged to the chronological as well as the mental age of the student. The emphasis should be on a few important and specific concepts, reinforced by many varied activities.

Within each area, there are more specific criteria that can be used in evaluating materials and in planning curriculum.

Language Arts

In the area of language arts, several studies have been done on methods and materials for the slow learner. Galladay describes four methods used to teach spelling to slow learners and concludes that a lecture-discussion method emphasizing pronunciation and syllabication achieves optimum results when

¹Ruth Strang, Ethlyne Phelps, and Dorothy Withrow, Gateways to Readable Books: an Annotated Graded List of Books in Many Fields for Adolescents Who Find Reading Difficult, (New York: H.W. Wilson Co., 1966), p.11.

²Vera Cook Osborne, "Reading 'Do's and Don'ts'," Today's Education 59 (March 1970): 48-49.

compared with a tachistoscopic approach or with programmed instruction.¹ Howitt suggests several guidelines for components of a language arts program. A basic speaking and reading vocabulary must be developed, along with an interest in reading and newspapers. She further suggests functional reading which will prepare the student for skill in following directions and in reading want ads, and says this should be combined with writing activities and listening skills.² Younie says the grammar should be limited to basic rules, and spelling should stress relevant words.³ Roucek and Shehan echo this, saying "Only the basic and most fundamental grammar necessary for good usage in daily life should be covered because of the great difficulty slow learners have in assimilating abstract ideas."⁴ They also suggest explaining the advantages of knowing how to speak and write standard English. Specifically, Shehan lists the following things to be included in a language arts curriculum for slow learners: subject-verb agreement, common usage errors, simple capitalization and punctuation rules, and spelling tricks and methods.⁵

¹Wendy M. Galladay, "Teaching of Spelling to Low Ability Students," Elementary English 48 (March 1972): pp.366-370.

²Howitt, Creative Techniques p.26.

³Younie, Instructional Approaches p.83.

⁴Lawrence P. Shehan, "English for Slow Learners," in The Slow Learner, ed: Joseph S. Roucek (New York: Philosophical Library, 1969) 181-212.

⁵Ibid.

Social Studies

In the area of social studies, several guidelines are also offered. Frerichs suggests that included in social studies should be the "teaching of reading skills and the extensive use of group activities."¹ Problems should be contemporized and the approach centered around problem solving. Problem solving is difficult for the slow learner. Frerichs offers some ways to make this easier--defining the problem, discussing the data available and coming to conclusions, leading to generalizations, where possible.²

Frerichs also emphasizes the need for structured learning situations in which assignments are clearly explained and in which there is variety.³ He offers some guidelines for reading assignments; the scope should be given; main ideas should be written on the blackboard; the assignments and concepts should be listed and defined.⁴

The social studies area offers good opportunity for a multisensory approach and for role-playing, techniques which can be helpful in teaching slow learners. It is also possible to work toward some abstract thinking and generalizations in this area.

¹A.H. Frerichs, "Teaching Social Studies to the Slow Learners," in The Slow Learner, ed: Joseph S. Roucek (New York: Philosophical Library, 1969): 214.

²Ibid., pp.216-218.

³Ibid., pp.219-220.

⁴Ibid., pp.221-230.

Home Economics

In home economics, it is also possible to use a multi-sensory approach. Motivation is frequently high here, and the need for learning vocabulary and certain information is perhaps more easily seen by the student. Some things to be aware of, however, in choosing materials are a controlled vocabulary, and short units and chapters emphasizing a few major concepts. It is important in this area, as in others, to emphasize the basics, using a variety of methods to re-emphasize and give practice in the material to be learned.

Summary

In this chapter the characteristics of the slow learner have been examined, as well as the criteria necessary in the curriculum for this student. Similarities are seen in the types of materials needed for slow learners in all areas. A multisensory approach is advocated, with varied activities which aim to teach the same concepts. Repetition with variation is required. The slow learner needs a somewhat controlled vocabulary with short, manageable chapters and units which emphasize a few basic concepts.

The above provide some criteria for the evaluation of materials. Curriculum materials for the slow learner should have a controlled vocabulary, short chapters, clear structure, an attractive format geared to the junior high student, and suitable types of questions. In addition to these, the following are included in this paper as criteria by which materials have

been evaluated: readability (as determined by the Fry Graph)¹; format and production of materials; copyright date and availability; appropriateness to junior high age students.

¹See Appendix

CHAPTER III

ANNOTATED BIBLIOGRAPHY AND EVALUATION

The following books have been examined and evaluated for use with the slow learner in junior high school. They are arranged in alphabetical order according to title.

Language Arts

Title: Building Better English

Authors: Harry Greene, Kate Ashley Loomis, Norma W. Biedenbarn, Pauline C. Davis

Publisher: Row Peterson and Company

Date: 1961

Components: Textbook; teacher's manual

Readability: About 7.0

Description: The material is presented in topics, with guides as to the rules of each specific skill. Exercises follow each presentation. The material covers listening, discussion, writing, spelling, reading, verbs, composition, nouns, paragraphs, vocabulary development, pronouns, adjectives, adverbs, letter-writing skills, prepositions and conjunctions, and reference materials.

Evaluation: The format is acceptable, although a great deal of information is given about each topic, and the slow learner might be discouraged or confused by the detail. For example, in the grammar area, more than the basic skills are covered in

each lesson. There are not as many exercises included as might be necessary for the slow learner to master a skill. The book would probably have to be used selectively; parts of it would be helpful.

The teacher's manual offers some suggestions, but is mainly a reference or answer book.

Title: Learning Your Language (One and Two)

Authors: Harold Herber and Florence Nolte

Publisher: Follett Educational Corporation

Date: 1969

Components: Hardcover book containing stories; workbook; teacher's guide

Readability: 3.5 - 6.9

Description: The hardcover book contains stories by various authors. The stories are divided into several parts with the number of parts dependent upon length of the story. Each part is approximately 1200 words. Vocabulary is given before each part, as well as two directions for reading, emphasizing an important detail or concept for students to keep in mind while reading.

The workbook includes vocabulary definition exercises, main idea selection, interpretation exercises, vocabulary development exercises, and composition. Review lessons are also included. Workbook lessons are about two pages in length.

The teacher's manual contains material on the philosophy of this program. Suggestions and rationale for using the various parts of the program are also included: vocabulary, skills

development, reading direction, concept development, and composition.

Grouping is suggested. Grammar and language skills are taught indirectly, rather than through structured grammar assignments.

Suggestions are given for teaching the specific stories. Evaluation: The stories are interesting, and broken into easily manageable units. This aids in keeping interest high. The exercises are good, although perhaps too repetitive. The exercises are not varied from chapter to chapter, but follow the same format throughout. The stories are varied and arranged thematically. Format is attractive. The line numbers in the margin, though necessary, are distracting.

The teacher's guide is helpful in using the program effectively. It contains a supplementary bibliography for students.

Title: Living Your English - Seven and Eight

Authors: Robert G. Colton, Grace M. Davis, Evelyn A. Hanshaw

Publisher: D.C. Heath and Company

Date: 1964

Components: Workbook

Readability: About 4.0

Description: The series has a workbook format with removable pages. The units begin with a short reading selection. A variety of exercises is included in each lesson, but all focus

on one main idea. The topics covered are capitalization, punctuation, verbs, subjects, prepositions, adjectives, and adverbs. Tests are included (diagnostic and achievement). The eighth grade book goes into greater detail than the seventh grade book.

Evaluation: This is a relatively easy book. It gives many exercises and follow-up on each topic presented. The presentations are clear. The student is given an opportunity for oral and written composition. The format is acceptable, but not outstanding. Some of the presentations may be too simplified and may seem to talk down to the junior high student. On the whole, however, this is a good book for basic grammar skills.

Title: Merrill Mainstream Series

Authors: Various--Editor: Charles G. Spiegler Consultant: Helen M. Johnson

Publisher: Charles E. Merrill Publishing Company

Date: 1967; 1968

Components: Five books: People Like You, Courage Under Fire, In New Directions, They Were First, Against the Odds; teacher's manual for each.

Readability: From 4.0 to 7.5.

Description: The stories are about famous people or by well-known authors. The books are thematically arranged. Poetry is included. The stories are 8-10 pages in length. There are illustrations,

but no questions or vocabulary.

There are teacher's manuals for each book as well as a supplementary manual for the series. Manuals include a summary of stories, goals in teaching each story, motivational techniques, discussion questions, vocabulary, and comprehension activities.

The supplementary manual contains general teaching suggestions and philosophy.

Evaluation: The stories are interesting, the format is pleasing, particularly in that it does not seem to be "talking down" to students.

The teacher's manuals offer good suggestions and give the readability of each story, based on vocabulary, sentence length and syntax.

Stories are varied, and the thematic approach would be helpful in developing generalizations with slow learners.

Title: The Multi-level Speller - Grades 3 - 12

Author: Martin Botel, Ed.D.

Advisors: Cora L. Holsclaw (Elementary), Gloria Commarota, Ed.D. (Secondary), Ida R. Rifkin, editor

Publisher: Penns Valley Publishers

Date: 1961

Components: Primary Multi-level Speller and First Dictionary;
Multi-level Speller; Multi-level Speller Guidebook

Readability: Preprimer to 5.0

Description: This series includes 3140 words from a basic

vocabulary, arranged alphabetically in ten lists. It includes opportunities for composition and handwriting practice. The authors suggest including "written expression, language skills, testing and a study of phonics and word skills." Suggestions are included for these activities, as well as scope and sequence charts for phonics and structural analysis in the teacher's guidebook.

The student's workbook includes an introduction for the student explaining the purpose and procedure, pages for work and tests, charts for recording progress, word study helps, handwriting helps and word lists.

Evaluation: There are few illustrations in the books; those present are suitable for any age. The format is plain, utilitarian. The units appear manageable, and it is multi-sensory in that it includes various activities for strengthening spelling skills. The teacher is given much responsibility in administering this program successfully; it does appear to offer the opportunity of dealing with students where they are and allowing them to move at their own pace.

Title: Pacemaker Classics

Author: Various; abridged and adapted by various authors

Publisher: Lear Siegler; Fearon Publishers

Date: 1970

Components: Paperback storybooks: 20,000 Leagues Under the Sea, A Tale of Two Cities, The Jungle Book, The Last of the Mohicans.

The Moonstone, Robinson Crusoe, Treasure Island, Two Years Before the Mast.

Readability: 2.1 - 2.8

Description: These are selected classics which have been adapted to the readability and attention level of the slow learner. They are small, illustrated paperbacks.

Evaluation: The books have an attractive format. Nothing, except the size of print, would indicate the low level of the material to the student. The chapter length is 4-7 pages. The pamphlet for teachers describes the purpose and intent of the Pacemaker series, a list of characters in each book, a synopsis, information about the author, a list of unfamiliar words, teaching suggestions and some sample discussion questions.

Title: Reading for Meaning - 4,5,6

Authors: Guiles and Coleman; revised by John Coleman and Ann Jungeblut

Publisher: J.B. Lippincott Company

Date: 1962

Components: Three workbooks

Readability: About 4.0

Description: Each workbook contains 32 units or stories. The stories are about one-half page in length. They are followed by vocabulary exercises, main idea and detail-fact exercises. The vocabulary exercises give the student a definition and ask

him to find the underlined word in the story with this meaning. The student is asked to choose the title and the main idea in multiple-choice items. The fact exercises are true-false.

Evaluation: The stories are geared to students in the intermediate grades rather than the junior high. While the exercises are good, the format, illustrations and writing style are geared to a younger student. It is felt that teachers would have to be selective in choosing units for the students. It would probably be best used as a supplementary activity for students who have reading problems and are somewhat immature.

Title: Real Stories

Authors: Milton Katz, Michael Chakeres, Murray Bromberg

Publisher: Globe Book Company

Date: 1969

Components: Book with stories and exercises; teacher's guide

Readability: 4.0 - 5.5

Description: The stories are one-half page to two pages in length, followed by comprehension, vocabulary and discussion questions. There is a variety of stories included. After each five stories there is a review lesson, including vocabulary and word building.

The authors suggest various approaches--motivational, review, and individualization. Sample lesson plans are included, as well as a crossword puzzle, and some suggestions for teaching phonics. An answer key is also included.

Evaluation: The positive values of this series are the short

length of the stories and the short length of the units. However, there appear to be too many exercises for the length of the story; students may become discouraged.

The format is acceptable, although the format of other materials is better, more contemporary and would perhaps arouse more student interest.

The review lessons deal with vocabulary and word study only. This might lead the student to believe that comprehension is of less importance.

Title: Success in Language and Literature/A

Authors: Ethel Tincher, Frank Ross, Shirley Reynolds, Edward Simpkins

Publisher: Follett Educational Corporation

Date: 1967

Components: Eight Unit booklets: Reflections, Let's Talk It Over, As a Matter of Fact, The Sound Around Us, Living Literature, Say It on Paper, What's Behind the Cover, The Job in Your Future.

Readability: 4.0 - 6.5

Description: Each booklet has about 50 pages. Each lesson is approximately two pages including definition and context vocabulary exercises, a reading purpose, and the selection, followed by exercises covering main ideas, important details, discussion and related activities, such as dramatization, and composition.

Lessons become longer, more difficult in later booklets, including more grammar-oriented exercises.

The teacher's guide offers philosophy of the program and suggestions for teaching each unit.

Evaluation: Some of the selections are somewhat dated in content. For example, some articles on the Beatles and some political convention pictures from several years ago are included. However, these topics are not so dated that students would be unfamiliar with them. The small size of the booklets is a good point; students can finish a book in a relatively short period of time. Each booklet focuses on a particular area, involving the affective domain as well as the cognitive. There is a variety of activities, with a balance between vocabulary, comprehension, writing skills, and word attack skills.

The teacher's guide is helpful. It includes philosophy, as well as a synopsis of each unit and lesson, with goals and objectives. An answer key is included. Good teaching procedures are suggested.

Generally, the material would be acceptable for junior or senior high students. The format is acceptable. Interest levels are geared to the teen-age student. It covers areas such as propaganda, personal feelings, understanding the author, and point of view.

Title: Success in Language and Literature/B

Authors: Ethel Tincher, Naomi L. Madgett, Henry B. Maloney

Publisher: Follett Educational Corporation

Date: 1967

Components: Six Unit booklets: Mirror, Mirror on the Wall, Some of My Best Friends are People, What's That You Say, The Message Makers, Say It in Writing, Read All About It; teacher's guide.

Readability: 4.0 - 6.5

Description: Booklets are similar in format to Success in Language and Literature/A. Included are vocabulary preview exercises of definition and context types, a reading selection, and comprehension questions, discussion questions and reading skill exercises. The stories cover a variety of topics--objectives include the development of listening skills, writing skills and language skills.

The teacher's guide offers suggestions for using the program, a synopsis and goals of each unit and lesson, and an answer key.

Evaluation: The material is geared to the teen-age student. The unit lessons are manageable; the units have a common theme and objectives. Various skills are developed, using a variety of exercises. The format is acceptable. Some of the stories are watered-down and may seem too simple to the students. Others, however, are very good, including the pictures and photographs. The units focus on various skills--the need for good language, interpretation of skills, speech skills, propaganda and composition.

Title: Success in Language and Literature/C

Authors: Ethel Tincher, Saul Bachner, Henry Maloney, Delores Miner

Publisher: Follett Educational Corporation

Date: 1969

Components: Six Unit booklets--Voices of the Pop Arts, Getting There, Thinking Is the Name of the Game, To Speak is To Communicate, Write It Your Way, Making It; teacher's guide; two workbooks.

Readability: 4.0 - 6.5

Description: This series is similar in format and goals to Success in Language and Literature/ A and B. The stories in this series are excerpts from the works of famous authors. They are thematically arranged, with exercises on comprehension, interpretation, structural analysis and context.

The teacher's guide offers information about the rationale of the program, goals and objectives of the series, and suggestions for teaching each lesson.

Evaluation: The format is acceptable. The stories are generally high interest-low difficulty. In fact, some of the stories may be somewhat sophisticated for the junior high student. The goals and objectives are good, and are clearly stated for both teachers and students.

Title: 3140 Important Words

Authors: Merton Botel, Cora Holsclaw, Aileen Brothers

Publisher: Follett Educational Corporation

Date: 1966

Components: Workbook; teacher's edition

Readability: Levels 1 - 7

Description: This is a workbook to develop spelling and writing patterns; it contains 90% of the words seventh grade students need to know. This is an individualized approach beginning with a placement test. The student is then directed to the level of spelling at which he needs help.

The series includes work on handwriting, student instructions, pronunciation, context, and grammatical patterns.

The teacher's edition includes suggestions for class instructions and a synopsis of each lesson, including the grammatical patterns taught.

Evaluation: The format of the book is confusing, perhaps because of several factors: the size of the pages is small; there are very few illustrations to break up the printing; the spelling words are written in italics within a sentence. The list of words is good, however. It enables each student to work at his own level in spelling. Although it is intended as an individual workbook, it would seem to need much teacher explanation and many followup exercises.

Social Studies

Title: Americans All--A Nation of Immigrants

Authors: Muriel Stanek and Clinton Hartmann

Publisher: Benefic Press

Date: 1972

Components: Textbook

Readability: About 6.5

Description: This is a 200 page book which is divided into

nine units covering various groups of immigrants. There are many illustrations and pictures. Each unit is subdivided, with a question in boldface type about the section which follows. Thought questions are located at the end of each unit. The book also contains a glossary.

Evaluation: The format is acceptable. The authors seem to take an individual, feeling approach to help students understand. The chapters are of manageable length. One detriment is the lack of objective exercises, such as true-false, vocabulary or similar exercises. The readability is also somewhat high, although it would probably be manageable for students with good basic skills.

Title: American Biographies

Author: Eva Knox Witte

Publisher: Holt, Rinehart & Winston, Inc.

Date: 1968

Components: Textbook; teacher's edition

Readability: About 6.0

Description: The book contains about 275 pages, and is divided into five units--Law and Government, Civil Rights, Rise of Industry and Labor, Growth of Cities and Education, and Arts and Science. The book contains biographies of famous Americans in each area. Each biography is about ten pages in length. Pictures and illustrations are included. Factual and discussion questions follow each biography. A glossary is included.

The teacher's guide offers suggestions for the presentation of each lesson, and an answer key.

Evaluation: The format is quite attractive. The chapters are relatively short and are subdivided into sections. The questions are the same throughout the book.

This series would probably be used as a supplement to a regular history text, although it does include quite a bit of information, both historical and modern.

Title: American History (revised edition)

Author: Jack Abramowitz

Publisher: Follett Educational Corporation

Date: 1971

Components: Textbook; teacher's guide

Readability: Varies from 6.5 at the beginning to 9.0 at the end.

Description: This book is specifically designed for low-ability students. It focuses on improving reading ability. Each lesson presents vocabulary in list form and in context, a statement of reading purpose, a 300-800 word selection, and comprehension checks, including main ideas, details, sequence, conclusions, and vocabulary. Each chapter presents one main idea. There are many pictures, and short feature articles of 100-200 words on related topics.

The teacher's guide offers suggestions for the presentation of each lesson, as well as extra activities.

Evaluation: This book is more suitable for the high school student than the junior high. It is well-organized, but almost monotonous in format. Each chapter follows the same form: vocabulary, purpose, selection, comprehension and followup questions.

A little variety in presentation might make it more interesting to the student. As presented, it would seem to require supplementary activities and materials to maintain interest.

The teacher's guide lists supplementary books for students, as well as suggestions for presenting the lessons.

Title: American History for Today

Authors: Margaret Stimmann Branson and Edward E. France, Ph.D.

Publisher: Ginn and Company

Date: 1970

Components: Textbook (Student handbook of documents also available)

Readability: About 6.5

Description: The book has about 500 pages, divided into four parts and 21 units. Each unit is further subdivided into three to five parts of about five pages each. Questions are scattered throughout each section to reinforce particular points. There are many pictures and illustrations. Discussion questions are placed at the end of each unit, along with a time line and a review of each section. Main ideas are given at the end of each section.

Evaluation: Although not specifically written for the slow learner, many features of this book make it ideal for this student. It has an attractive format. Each unit is divided into chapters, and each chapter further divided into easily manageable sections. This provides for continuity without discouraging the student with a long chapter. Each section

covers one main idea. The questions immediately reinforce or point out this main idea since they follow the section or subsection.

Some drawbacks include the fact that there is no specific vocabulary, and no preparation for a new unit.

Title: Building the American Nation

Authors: Jerome R. Reich and Edward L. Biller

Publisher: Harcourt, Brace Jovanovich, Incorporated

Components: Textbook; teacher's guide

Readability: About 7.0

Description: This is a large book containing 22 units, divided into 114 chapters. The chapters are about six pages in length. There are many pictures and visual aids, including time lines and maps. There is an introduction, main idea and vocabulary preview for each chapter. Comprehension exercises, vocabulary checks, sequencing, and main ideas follow each chapter.

There is an extensive teacher's guide, with a synopsis of each chapter, suggestions for teaching each lesson, an answer key, the skills presented in each unit, and a bibliography and list of audio-visual aids.

Evaluation: This is a well-organized and attractive book. It is geared to the slow learner, although the reading level is somewhat high. The chapter length is manageable. There are many typographical aids such as boldface and italics type. One concept is stressed in each chapter. The exercises are varied to stress

the important areas of each chapter. The size of the book may be a detriment, however.

The teacher's manual is one of the most complete reviewed in this bibliography. There are sample lesson plans, rationales, synopses, suggestions, and bibliographies included.

Title: Challenges in Our Changing Urban Society

Author: Daniel Goldberg

Publisher: Laidlaw Brothers

Date: 1969

Components: Textbook

Readability: 9.0 (Author states suitability for upper elementary and junior high)

Description: The book contains about 250 pages, divided into 25 chapters of 10-15 pages each. It is further divided into sections. There is an introduction to each chapter, along with a vocabulary list. Comprehension questions follow each section. There are further review questions, projects, and a bibliography at the end of each chapter.

Evaluation: The book is well-organized. The questions are all of one type however, with about 40-50 short answer questions at the end of each chapter. The chapter size and divisions are quite manageable. This writer questions suitability of this book for slow learners in junior high, because of the readability score.

It is felt that much supplementary material would be necessary to maintain student interest.

Title: The Developing Years, Volume I (Volume II also available)

Authors: Sidney Schwartz, John R. O'Connor

Publisher: Globe Book Company

Date: 1971

Components: Textbook; teacher's guide

Readability: About 6.0

Description: Four units are included in volume I: The Colonial Period, Our Federal Government, Our Nation Becomes Strong, and The Civil War. Each is about 75-100 pages in length. There is also an appendix and glossary. The introduction to the text gives reading and study suggestions to the students. There is also an overview at the beginning of each unit, along with a timeline.

The chapters are five to ten pages in length, including the followup exercises. There are many pictures and illustrations. The type size is average for a secondary text. The exercises at the end of each chapter are mainly of the objective type: completion, true-false, matching, and sequencing. Some discussion questions are included.

Reading aids such as italics, punctuation, and context clues, are included throughout, along with explanations of how to use these aids.

The teacher's guide includes a discussion of the purpose of the book, teaching suggestions, sample tests, and an answer key.

Evaluation: The authors state that the book was written for

students of average potential, but below-average reading skills. Several factors, however, make it acceptable for the slow learner. The format is attractive, and there is nothing to indicate to students that it is below grade level in any way. The units and chapters are short, making it possible for students to complete them in a reasonable time period. The exercises are primarily objective, but do offer the possibility for discussion through teacher direction. The emphasis on visual aids, such as timelines and maps, is good.

Supplementary material is included in the teacher's guide--films, filmstrips, maps, transparencies, records, tapes and film-loops.

The book seems to be more suitable for the high school student than the junior high student.

Title: Pacemakers Adventure Series

Authors: Various

Publisher: Lear-Siegler; Fearon Publishers

Date: 1973

Components: Small paperback books; accompanying pamphlet for teachers

Readability: 2.0 - 2.5

Description: This series consists of small paperback books, approximately 30 pages in length, dealing with true stories, some of historical background. The titles included are: Animals, Escape, Flying, Railroads, Rescue, Shipwreck, Spies, Speed, Invention, Pirates and Explorers.

The teacher's pamphlet includes a synopsis of each of the three stories in each book, a list of unfamiliar words, teaching suggestions, and followup exercises.

Evaluation: The stories are fast-moving and very easy to read. The format is acceptable, although the size of print is rather large. It would be suitable as supplementary material in social studies, particularly as an aid to the slow learner in the regular class. This material would enable him to contribute special information about a particular topic related to classroom work.

Title: Search for Freedom: America and Its People

Author: William Jay Jacobs

Publisher: Benzinger Bruce and Glencoe Incorporated

Date: 1973

Components: Textbook; teacher's guide

Readability: About 6.0

Description: The book is about 350 pages in length, and is divided into seven parts, with approximately five chapters in each. The chapters are five to fifteen pages in length, but are subdivided. There are many art reproductions and illustrations. The questions are primarily of the short answer type. Few maps are included, and there is no vocabulary study.

The teacher's guide gives some general suggestions for using the book. There is a supplementary list of materials or sources.

Evaluation: The format is very attractive. The chapters seem

too long, however, presenting too many concepts. There is little variety in the questions presented, with no work in sequencing, finding relevant details, and recognizing important facts. Teacher-prepared materials would be required to reinforce skills in these areas.

Title: Springboards

Authors: Various

Publisher: Portal Press, Incorporated

Date: 1967

Components: Four-page pamphlets; teacher's guide

Readability: 4.0 - 6.0

Description: Each pamphlet has a picture on the cover, a reading selection of 2000-2500 words, and followup comprehension and vocabulary exercises.

Several interest areas are included in the series--eight sets in language arts (150 pamphlet titles), ten sets in social studies (700 pamphlet titles) and two sets in science (40 pamphlet titles).

The teacher's guide includes a vocabulary list, an answer key, the reading level of each title, and suggestions for using the program.

Evaluation: The pamphlets are interesting; the format is attractive and geared to the teen-age student. The vocabulary is controlled, but does provide for growth. The followup exercises include multiple-choice comprehension questions and matching vocabulary exercises. One improvement to the program

might be to include other types of questions, such as interpretation or composition.

This material would probably best be used as a supplement to the regular social studies or language arts program. It would be particularly good for individualized work.

Title: Study Lessons in Civics

Authors: Grant T. Ball and Lee J. Rasch

Publisher: Follett Educational Corporation

Date: 1969

Components: Seven booklets: Politics, Citizenship and Government, The constitution and Your Rights, The Federal Government, State and Local Government, Political Parties and Elections, Our Economy and the Government, Our Society and the Government; teacher's guide.

Readability: About 8.0

Description: The booklets are thematically arranged. Each lesson is five pages long and includes a review, a vocabulary preview, a readiness paragraph, the selection, and objective followup exercises. An additional reading selection, related to each lesson, is included. The selections are 300-350 words. The followup exercises cover main idea, important details, comprehension and a vocabulary check. There are many pictures and charts.

The teacher's guide includes the philosophy of the program, suggestions for teaching each lesson, a list of suggested books and audio-visual materials, and suggestions for related activities.

Evaluation: The format is attractive, and the material is written to appeal to the teen-age reader. The lessons are short and probably could be handled in one class period. There are appropriate pictures and illustrations. Some interpretive questions are included, as well as stimulating discussion questions.

The authors state that they have tried to make the program relevant, rather than merely imparting information.

The structure of the program is sound: the review of previous lessons, a list of necessary vocabulary, a short, one-concept selection, followup exercises, and related reading.

Title: Study Lessons in Our Nation's History

Author: Jack Abramowitz

Publisher: Follett Educational Corporation

Date: 1970 (revised)

Components: Textbook; teacher's guide

Readability: About 7.0

Description: This is a hardcover book containing eight units, with 14-16 chapters in each. The chapters are about five pages in length. There is preview vocabulary, including using the words in context. Questions are stated at the beginning of each unit. There is variety of followup exercises--main ideas, multiple choice, sequencing, and true-false. The focus is on developing reading skills. Feature articles of about one-half page are also included to give the students additional information.

The teacher's guide describes the purpose of the book, and suggestions for teaching each unit.

Evaluation: The book is very well-organized. Each lesson follows the same format. Again the danger is present that it could become boring for students. Additional activities are needed.

The teacher's guide offers suggestions for testing, as well as a list of supplementary books for the students.

Title: This is America's Story

Authors: Howard B. Wiler, Robert P. Ludlum, Harriet McCune Brown

Publisher: Houghton-Mifflin Company

Date: 1963

Components: Textbook; teacher's edition

Readability: About 6.5

Description: This is a large textbook (about 700 pages) with 32 chapters (ten units). There are many pictures and illustrations. The chapters are subdivided into sections of three to five pages. Check-up questions follow each section, focusing on important terms, main idea and vocabulary. The introduction to each chapter gives directing questions and a timeline. Vocabulary identification, map work and discussion questions follow each chapter.

Evaluation: Although the reading level is somewhat high, the structure of the textbook would make it acceptable for the slow learner. The sections in each chapter are short enough for the student to handle. The questions are all of the same type in

each chapter, and are somewhat difficult, however. Teacher-prepared materials might be advisable for clearer understanding. There is no glossary; students would need some help with vocabulary.

Title: The Young American Series

Authors: Margaret Hudson and Ann A. Weaver

Publishers: Lear Siegler Corporation; Fearon Publishers

Date: 1973

Components: There are five booklets: In Your Family, In Your Community, In Your State, In Your Country, and Know Your Rights; teacher's guide

Readability: 3.0 - 4.0

Description: The booklets are approximately 30 pages in length. The chapters are three to five pages. There are illustrations, photographs and maps. The material is presented, then followed by various exercises--matching, multiple choice, fill in the blank, crossword puzzles, true-false and others. One concept is presented in each chapter.

The teacher's guide includes instructional objectives, words for study, teaching suggestions, exercises and an answer key. A list of film sources is also given.

Evaluation: The format is attractive. The chapters are short, and the presentation of one concept in each chapter makes it suitable for the slow learner. The immediate checking of these concepts by a variety of exercises is also a positive point in this material. Questions which could lead to the development

of generalizations are also included. The series does not, however, present a complete program; it would seem to need supplementary material.

The teacher's guide includes suggestions for the presentation of materials which reinforce the techniques of teaching the slow learner.

Home Economics

Title: Adventuring in Home Living

Authors: Hazel M. Hatcher and Mildred E. Andrews

Publisher: D.C. Heath and Company

Date: 1959

Components: Textbook

Readability: 6.5 - 7.0

Description: This is a large textbook which covers personal grooming, personality, goods, home decorating, entertaining, sewing and child care. The book follows a story format. There are no formal exercises, but there are several lists and instructions. Pictures and illustrations are used to clarify concepts.

Evaluation: The book is somewhat outdated, particularly in regard to the pictures. There is a great deal of unbroken reading. This format might prove discouraging to the slow learner. It appears that too many concepts are covered in each chapter, although the book could be helpful if used selectively.

Title: Becoming Myself

Author: Walter J. Limbacher, Ph.D.

Publisher: George A. Pflaum

Date: 1970

Components: Textbook; teacher's edition

Readability: About 7.0

Description: This is a guidance oriented book. The text gives situations and case studies depicting various problems which students may face. The teacher's edition offers activities to help the students to examine their own feelings. Some individual exercises or discussion questions are included.

Evaluation: The format and content are both relevant and attractive. This offers a well-structured program for personal growth. It would need an enthusiastic, positive teacher, however, to be successful. One drawback is that the pictures show younger children, perhaps 10-12 years old. There is also the possibility of parental objections to some of the case studies, particularly in the area of sex education. It is a unique book, the only one of its kind found by this reviewer.

Title: Exploring Home and Family Living

Authors: Henrietta Fleck, Louise Fernandez, and Elizabeth Munves

Publisher: Prentice-Hall, Incorporated

Date: 1965

Components: Textbook

Readability: 6.5 - 7.0

Description: This is a large textbook covering the following: family relationships, foods and meals, home management, child care, personal grooming and personality. There are many pictures

and illustrations. Charts are included. There are some exercises and vocabulary activities. The chapters are about 15 pages in length, focusing on one aspect of the unit title.

Evaluation: The format is acceptable, although some of the pictures are outdated. The vocabulary is at the end of the chapter, rather than at the beginning. Exercises in the form of questions are given informally throughout each chapter. The large size and the great amount of reading might be discouraging to the slow learner.

Title: First Foods

Author: Marion L. Cronan and June Atwood

Publisher: Charles A. Bennett Company

Date: 1971

Components: Textbook

Readability: About 5.0

Description: The book contains about 200 pages, divided into fifteen chapters of about fifteen pages each. The chapters are subdivided into smaller sections. The material covered includes menu planning, shopping, entertaining, weight and nutrition, and vocations. It is a multi-ethnic text, with many pictures. Various exercises are given, including vocabulary.

Evaluation: This is an attractive book. The format is non-threatening to the slow learner. A single, rather narrow column of reading material is given on each page, and the sections are easily managed by the slow learner. Difficult and

important words are emphasized through a list. The questions could be made more noticeable, perhaps; as they are, they would require teacher emphasis.

Title: Management for Better Living

Author: Mary Catherine Starr

Publisher: D.C. Heath and Company

Date: 1968

Components: Textbook

Readability: 5.5 - 6.0

Description: This is a book with 18 chapters, 10-20 pages each in length. Topics covered include home management, cleaning and cooking, and finances. There are no vocabulary exercises. The questions are of the project variety, rather than objective.

Evaluation: The format is acceptable. The topics covered are very practical. Although the reading level indicates suitability for the junior high student, the book seems geared to the high school student. With teacher supplementation, however, the book could be used with the junior high student.

Title: Planning Meals and Shopping

Author: Ann A. Weaver

Publisher: Lear Siegler Corporation; Fearon Publishers

Date: 1970

Components: Booklet; teacher's guide

Readability: 2.5

Description: The booklet is a combination text and workbook. It has removable pages. There are seven chapters, approximately

eight to ten pages in length. Chapter titles include "Choosing the Right Foods," "Planning Nourishing Meals," "Planning Meals for a Week," "Making a Shopping List," "Choosing a Food Store," "Getting the Most for Your Money," and "Storing the Food You Buy." A two-to-three page presentation is given, followed by a sample exercise and similar exercises to be completed by the student. These exercises include charts, sentence completion, listing, questions and similar activities.

Evaluation: The format is attractive. The chapters are relatively short, with illustrations which clarify the concept being presented. The exercises seem to give sufficient drill for the student to enable him to learn the concepts presented. The book would seem suitable for either the junior or senior high student, both in format and in content.

The teacher's guide offers sample lesson plans for each chapter, including purposes, words for study, teaching suggestions, resource material, and film sources.

Title: Plans for Living: Your Guide to Health and Safety

Authors: Margaret W. Hudson and Ann Weaver

Publisher: Lear Siegler; Fearon Publishers

Date: 1973

Components: Workbook; teacher's guide

Readability: 2.6

Description: The book is an overview of nutrition, personal hygiene and safety. It is geared to the special education student, but would be suitable for the slow learner with low

reading skills.

The material is presented through drawings and short paragraphs. This is followed immediately by questions and exercises which reinforce concepts.

The teacher's guide offers suggestions for the presentation of materials and supplementary activities.

Evaluation: The material is attractively presented. Drawings depict the adolescent. Some vocabulary which is suggested in the teacher's guide seems higher than the 2.6 readability level.

The material would be suitable for the junior high student if supplemented by many activities such as speakers, laboratory experiences, and student-made booklets.

The teacher's guide offers many useful suggestions for teaching the low-ability student.

Title: SRA Life Adjustment Booklets

Authors: Various

Publisher: Science Research Associates, Incorporated

Date: 1952, 1953

Components: Small booklets; teacher's guide

Readability: About 6.0

Description: This series consists of small booklets (40 pages each) dealing with personal growth topics which might be taught in home economics. The titles include "Let's Be Friends," "Guide to Good Manners," "Make Your Pennies Count," "How to Get Along With Others," and "You and Your Problems." Each booklet is divided into chapters and sub-chapters. Each chapter

is about five pages in length. The booklets use a case study approach.

The teacher's guide offers a synopsis, suggestions for teaching each booklet and a bibliography.

Evaluation: The small size of the booklets is an advantage. Each booklet could probably provide several weeks of study, if supplemented with films and projects. Although the copyright date is quite old, the booklets contain drawings rather than photographs. This helps them from becoming dated. The format is quite acceptable. This series might offer a change from the traditional textbook approach.

Title: Steps in Home Living

Author: Florence M. Reiff

Publisher: Charles A. Bennett Company, Incorporated

Date: 1966

Components: Textbook

Readability: About 5.0

Description: This is a relatively short textbook of 176 pages. It covers the following areas: personality, manners, foods and nutrition, home management, child care, grooming, and clothing. It is multi-ethnic. There are many pictures and illustrations. The chapters are subdivided, and include both class and individual assignments.

Evaluation: The format is acceptable, although some of the pictures are outdated. The printed format is suitable for the slow learner; there is one column approximately four inches wide.

The chapters are subdivided into manageable units. The slow learner could probably feel successful using this book. It does not go into too much detail, but does cover the essentials.

Title: Teenage Living

Author: Nell Giles Ahern

Publisher: Houghton-Mifflin Company

Date: 1966

Components: Textbook

Readability: About 5.5

Description: This book contains about 300 pages, divided into fourteen chapters of 20-25 pages each. The topics covered include grooming, manners, clothes, food, love, dating, money, family relationships, and parties. There is no vocabulary given, but there are lists, charts and pictures throughout the text. There are questions at the end of the book, as well as a bibliography.

Evaluation: The format is acceptable, although the pictures are somewhat outdated. The content is well-presented, and covers many areas, particularly in dating relationships. It is somewhat guidance-oriented.

CHAPTER IV

SUMMARY AND CONCLUSIONS

Procedure

The first step in the writing of this paper was to identify various characteristics of the slow learner. These characteristics having been listed, the next step was to determine the necessary criteria in planning a curriculum and in choosing materials for this student. The third step was to find materials which fit these criteria. This was done by contacting publishers, attending book fairs and conventions, searching curriculum libraries, and questioning teachers about materials which they had successfully used with slow learners.

After the material had been gathered, it was examined to see how well it met the criteria which had been established, namely readability below 8.0, short chapter length, clear structure, attractive format, and suitable types of questions. A uniform evaluation sheet was devised to facilitate comparison of materials.

Findings of the Study

It was found that the greatest number and largest variety of materials are available in the social studies area. In the area of home economics a variety of materials was found. How-

ever, several items which were examined were somewhat outdated in regard to pictures, language, or specific content. In the area of language arts, reading materials were found to be readily available for the slow learner. Materials teaching other language arts skills such as grammar, composition, and punctuation, are not as easily obtained, however. In the materials examined, several were found to have the following: reading levels which were thought to be too high for the slow learner, too much detail, or too few exercises to reinforce skills taught.

It was also found that some of the materials would have to be used selectively; the entire book, booklet or kit would not be suitable.

Conclusions and Implications

It appears valid to conclude from this study that the amount of materials available for the slow learner is increasing. Publishers seem increasingly aware of the need for materials which are written at a somewhat lower reading level, and which follow a simplified format and structure.

The best area for finding materials for this student is social studies. There appears to be a need for more up-to-date materials in home economics, and for materials which utilize a multi-media approach. In the area of language arts, while high interest-low difficulty reading materials are available, there does seem to be a need for materials for the slow learner which develop basic speech and writing skills. Studies indicate

that a basic grammar is desirable for the slow learner, and there is some material available.¹ More is needed, however.

There was not as much multi-sensory material available as had been anticipated. None of the programs examined included filmstrips, cassettes or even charts, although several teacher's guides listed available multi-media components in their bibliographies and lesson plans.

The study seems to indicate that while the materials available for the slow learner are increasing, there are needs for programs which offer a multi-sensory approach, for up-to-date materials in some areas, and for more basic grammar programs in language arts.

¹Shehan, "English for Slow Learners," p.183.

APPENDIX

Gentlemen:

A survey of materials suitable for slow learners in language arts, social studies, home economics and industrial arts is the topic of my research paper. Special emphasis is being given to materials for junior high. The materials will be classified as to type, uses and publisher. The final listing could be made available to teachers in general.

This study is not only a research paper, but a project which has usefulness for all teachers who have contact with slow learning students. With increasing emphasis on providing a quality education for all children, this study should be useful to teachers and to you, as materials become known to teachers.

I would appreciate receiving copies of any materials you may publish, which would be geared to the needs of slow learners in the junior high school. Since my research paper is due in the early part of 1974, I would need this information and materials by December 1, 1973.

Thank you for your cooperation. I will be glad to send you a compilation when completed, if you desire.

Sincerely,

Shirley K. Jensen
2585 N. Cramer St. #307
Milwaukee, Wisconsin 53211

Miss Jensen is a candidate for the master's degree, Reading Specialist, at Cardinal Stritch College. I would appreciate any help you can give to her in this research.

Sister Marie Colette
Sister Marie Colette
Chairman, Reading Department

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