This final performance report for the Lewistown City Library L.E.A.R.N. (Let Every Adult Read Now!) literacy project begins with a section that provides quantitative data. The next section compares actual accomplishments to the following project goals for 1992-93: to serve a minimum of 25 adult literacy students within an 18-month period and to have at least 40 volunteer tutors. Proposed and actual expenditures are compared. Activities undertaken are described, including computers and software purchased and library materials acquired. The role of the library is discussed; the contributions of other organizations are summarized; and the impact of the project is considered. Attachments include a list of books available for the L.E.A.R.N. program and a press release. (MES)
Lewistown City Library, Final Performance Report for Library Services and Construction Act (LSCA) Title VI, Library Literacy Program
FINAL PERFORMANCE REPORT
FOR
LIBRARY SERVICES AND CONSTRUCTION ACT
TITLE VI
LIBRARY LITERACY PROGRAM
(CFDA No. 84.167)

DATE; OCTOBER 21, 1993

Part I: General Information

1. Lewistown City Library
   701 West Main Street
   Lewistown, Montana 59457

2. Sharon Stead, Director
   406-538-7849

3. Grant #R167A20463

4. Awarded $34,141.00
   Spent $34,141.00

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Part II: Quantitative Data

Provide the following information about this project by filling in the blanks or putting a checkmark next to the answer that best describes your project. If any of the questions are not relevant to this project, write N/A.

1. What is the size of the community served by this project?

- [ ] under 10,000
- [ ] between 10,000 - 25,000
- [ ] between 25,000 - 50,000
- [ ] between 50,000 - 100,000
- [ ] between 100,000 - 200,000
- [ ] over 200,000

2. What type of project was this? (Check as many as applicable)

- [ ] Recruitment
- [ ] Retention
- [ ] Collection Development
- [ ] Space Renovation
- [ ] Computer Assisted
- [ ] Coalition Building
- [ ] Employment Oriented
- [ ] Public Awareness
- [ ] Intergenerational/Family
- [ ] Training
- [ ] Other Technology
- [ ] Rural Oriented
- [ ] English as a Second Language (ESL)
- [ ] Basic Literacy
- [ ] Other (describe)

3. Did you target a particular population? (Check as many as applicable)

- [ ] Homeless
- [ ] Hearing Impaired
- [ ] Visually Impaired
- [ ] Learning Disabled
- [ ] Mentally Disabled
- [ ] Workforce/Workplace
- [ ] Inmates of Correctional Institutions
- [ ] Homebound
- [ ] Seniors/Older Citizens
- [ ] Migrant Workers
- [ ] Indian Tribes
- [ ] Intergenerational/Families
- [ ] English as a Second Language
- [ ] Other (describe)

4. If this project involved tutoring, what tutoring method was used?

- [ ] Laubach
- [ ] LVA
- [ ] Michigan Method
- [ ] Orton-Gillingham
- [ ] Other (describe)
5. If this project involved tutoring, how was it provided? (check as many as applicable)
   
   _x_ one-on-one tutoring   ___ small group instruction
   ___ classroom instruction

6.(a) If this project involved tutoring, was the learning progress of the adult literacy students quantitatively measured?   _x_ yes _ _ no

(If "yes", identify any tests, questionnaires, or standard methods used and summarize student results.)

According to the LVA READ TEST, our students averaged one grade level every ten hours on the computer and six hours of one-on-one tutoring. One developmentally disabled man went from 2.5 to 5.5 in 18 months of two one hour a week sessions with a tutor only. When the GED teacher and the literacy director compared the READ test scores to the TABE test scores, they were almost identical.

6.(b) If this project involved tutoring, were qualitative outcomes of student progress documented? _x_ yes _ _ no

(If "yes", briefly describe how progress was determined and summarize student results. You may attach samples of any documents used to record observations or demonstrate outcomes.)

By improving their self-esteem, the program is a huge success!! The students who are now in school or working full time are extremely satisfied. The developmentally disabled are proud that they can "work" a computer. One student stood up at a library board meeting in front of an audience of fifty people and told how proud he was of himself and his daughter (age 25) who have been in the program the past fourteen months. Everyone, to date, has been empowered.

7. During the course of this project were any of the following items produced? If so, attach a copy to each copy of the report.

   _x_ bibliography     ___ resource directory
   ___ curriculum guide  ___ evaluation report
   ___ training manual   ___ survey
   ___ public relations audiovisual ___ newsletter(s)
   ___ training audiovisual ___ other (describe)
   _x_ recruitment brochure

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8. During the course of this project:

How many adult learners were served? (i.e., individuals who made use of the library's literacy project services in some way) 48
Of those served, how many received direct tutoring service? 43
How many hours of direct tutoring service did they receive? 2593
How many new volunteer tutors were trained? 22
How many current volunteer tutors received additional training? 48
How many volunteer tutors (total) were involved? 48
How many non-tutor volunteers were recruited? NA
How many service hours were provided by non-tutors? 712
How many librarians were oriented to literacy methods, materials, and students? 4
How many trainers of tutors were trained? 2

Part III: Narrative Report

Provide a narrative report that includes the following information:

1. A comparison of actual accomplishments to the goals and objectives set forth in the approved application. Describe any major changes or revisions in the program with respect to approved activities, staffing, and budgeting, including unspent funds. Explain why established goals and objectives were not met, if applicable.

2. Provide a comparison between proposed and actual expenditures by budget category, i.e., personnel, travel, materials, etc.

3. Provide, as appropriate, specific details as to the activities undertaken – e.g., if library materials were acquired, describe the kinds of materials purchased; if a needs assessment was conducted, describe the results of the assessment; if training was provided, describe the training and include the dates and topics; if services were contracted out, describe the contractor's activities.

4. Describe the role the library has played in the accomplishment of the goals and objectives set forth in the approved grant, including whether the library was involved in the project's implementation or as a resource and site only.

5. Provide names of agencies and organizations recruited to volunteer their services for the literacy program or that were involved in the coordination and planning of the literacy program. Describe the nature of their role.
6. Provide the names and locations of libraries and other sites whose facilities were used for this project.

7. Describe the impact of the Federal project on the ongoing program of the grantee.

Note: Narrative reports are not expected to exceed 20 double-spaced typewritten pages.

[Further monies or other benefits may, but not necessarily, be withheld under these programs unless these reports are completed and filed as required by existing law and regulations (20 U.S.C. 351 et seq.; 34 CFR Parts 75 and 77).]
1. This was the second year for a literacy program in Lewistown, Montana. There are 4,340 square miles in Fergus County, an area served by the Lewistown library. This results in a population density of 2.8 people per square mile. In spite of this low population total, original goals were not only met, but exceeded. It was hoped to have a minimum of 25 individuals total within the last eighteen months and we have served a total of forty-eight as of October 1, 1993. Another goal was to have forty volunteer tutors and our program, L.E.A.R.N. (Let Every Adult Read Now!), has a total of forty-eight. Because of the newspaper and radio publicity, I believe most of the population within a fifty mile radius is aware of our program. L.E.A.R.N. also hosted a state-wide grant writing workshop here in July 1993 in which Barbara Humes, Grant Administrator, presided over. Ms. Humes also did an on-site monitoring of our program and gave us an excellent evaluation. Attached to this report are two national press releases concerning our program, a bibliography of books which we have purchased to date, and a copy from the police department concerning a robbery of the library.

2. CITY OF LEWISTOWN STATEMENT OF EXPENDITURES VS APPROPRIATIONS

<table>
<thead>
<tr>
<th>ACCOUNT</th>
<th>ANNUAL BUDGETED</th>
<th>YEAR TO DATE EXPENDED</th>
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<tr>
<td>Salaries..................</td>
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<td>Fringe Benefits...........</td>
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<td>Travel....................</td>
<td>814.00</td>
<td>895.00</td>
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<td>Supplies..................</td>
<td>6400.00</td>
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<td>Library Materials........</td>
<td>10800.00</td>
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<td>Telephone..................</td>
<td>800.00</td>
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<td>Audit.....................</td>
<td>320.00</td>
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<td>0.00</td>
<td>500.00</td>
</tr>
<tr>
<td>Cash stolen................</td>
<td>200.00</td>
<td>---</td>
</tr>
<tr>
<td><strong>Total</strong>..................</td>
<td><strong>$34,141.00</strong></td>
<td><strong>$34,141.00</strong></td>
</tr>
</tbody>
</table>

3. This year the program purchased two more computers which brought our total to three. We had purchased the Hartley Star Reading Program for Adults for reading levels one through the GED. We bought speed reading software for levels one through twelve along with a Josten's Skills for Living series. These seventeen
lessons help the student acquire the day-to-day skills and knowledge and are written on a fourth grade level for easy comprehension. The advertising lesson, for example, teaches the student to identify visual tactics and rhetorical ploys used in advertising; the following directions lesson allows the students to practice following directions to complete real-life tasks including riding subways, doing laundry, using pay phones, reading restaurant menus, using street signs, etc. We also bought a software program on personality profiles to help our students better understand themselves. We situated the computers in the main library, therefore eliminating the need for room dividers. The money for the room dividers, the auditing, and extra fringe benefits was put into the book shelving account. Over four hundred books were acquired covering many fields and written on many reading levels. These are now color-coded according to the Gunning Fog Index. A dictionary was purchased for each student’s home use and many special books were ordered for specific student’s needs. A few examples:


c. Drugs and The Family for a woman who has a chemically addicted child.

d. Elk Hunting for a student who loved hunting and was not aware that libraries had books he would like to read!

Also, many reference books were acquired and tutors and students spent at least one hour every month using this section for lesson plans. Our program subscribed to U.S.A. Today and the New York Times newspapers which is not only used frequently by the program participants but also the general public. Tape players are used by the students recording reading passages for their tutors and visa-versa. Various tactile methods were used, including snap-apart alphabet cylinders, games with dice (such as Boggle), and cross word puzzles. Work books ordered for specific students are utilized (such as How to Write an Essay or Grammar and Punctuation). Black line masters from the Star program gives us extensive vocabulary lists, word cards, progress charts, and writing activities. All tutors are trained using a combination of the LVA and Laumbach methods for nineteen hours. Each tutor is also individually trained on the computer for at least two hours and the program director spends an average of one hour a month reviewing the student’s progress, materials, and testing. Any student requiring help in math is referred to the GED/ABE program.

4. The Lewistown City Library is crucial as the site of the literacy program because it is an impartial source of information. An average of nine hundred persons a week makes it an ideal site for meeting. A school building as a site would be inappropriate as it has poor connotations for our students, who generally do not have fond memories of their previous scholastic exposure. The library serves primarily Fergus County as well as the current
population of Lewistown (6,025). Some residents in adjacent counties also utilize the facility. Lewistown is isolated geographically from Montana's urban centers. It is the eighth largest community in Montana and is located in the exact center of the state. The minority population is less than one percent and consists primarily of Native Americans. An important segment of the population not usually found in most areas of the country nor are they considered a "traditional minority", are the Hutterites. They are not specifically identified in any census figures. Their customs place them outside the mainstream of life, especially as regarding their education. There are approximately 30,000 Hutterites living in the state of Montana in colonies of 75-120 on approximately 5,000 acres per colony. There are eight such colonies in the vicinity of Lewistown. There are one room school houses on each colony where the children attend school until the age of fifteen. In addition to English, the Hutterites are fluent in German, which is their language of preference. Colonies are now letting their women participate in our literacy program as the library is considered "neutral". Our children's librarian is a trained tutor trainer and helps adults in our program to pick out children's books for their children. Having this important asset to our program allows the children of our students to pick out books and be read to by the children's librarian when their parents are being tattered. By bringing the children into an area with books that is familiar, their perception of a library becomes positive. Hopefully, the cycle of illiteracy will cease within these families. Our library has a large public meeting room which is utilized by many groups in the area. The library also houses our area's genealogy society which is open daily. In conclusion, the Lewistown City Library is an important base in Central Montana with many activities revolving about it, making it an ideal location for the literacy program.

5. Many agencies and organizations have worked with this program to make it successful. Our Probation officer, Mike Otto, referred one student. Alcohol and Drug Rehabilitation program referred three adults who had trouble reading the AA Big Book. Dave Jorgensen, head of the Job Service, referred an adult who could not read an employment application. Randy Barta, from Snowy Mountain Industries, referred three students who were developmentally disabled. Pam Higgens from H.R.D.C. has sent us three. As of this date, the majority of students enrolled in this program are still continuing their participation. One reason for the good performance is the continuing reinforcement of our efforts by other social service agencies. This year we did have one student enter nursing school in Helena, Montana and three enter vo-tech schools in Great Falls and Billing. Several are now working full time and several are attending GED classes.

6. No other libraries or other sites were used for this program.
7.
Our program has been "off the ground" for eighteen months, (January 1992). We have trained and matched over forty students and tutors during that time. Our L.E.A.R.N. Program is receiving great acceptance and recognition in our community because of the success our students have experienced and the personal fulfillment our tutors have had. The LSCA Title VI Library Literacy Grant Program has been critical to this community's library to continue to offer this educational opportunity. Without federal funds the grantee would be unable to purchase the resources and services required to maintain this literacy program.
THE ARTS

Architecture Level 6
Dance Level 6
Design Level 6
Literature Level 6
Movies Level 6
Music Level 6
Painting and Sculpture Level 6
Photography Level 6
Theater Level 6

BIOGRAPHY

The Boy Who Lived Level 4
Spotlight on Sports Stars Level 5
Tales of Pirates Level 3
Sitting Bull Level 4
Wisdomkeepers Level 5

FOLKLORE

Myths Levels 2 & 3
Fables Levels 2 & 3
Folk Tales Levels 2 & 3
Legends Levels 2 & 3
SCIENCE

Science Encyclopedia Set
Archaeology Levels 5 & 6
Astronomy Levels 5 & 6

HISTORY

World Book Encyclopedia Set 1993 Level 5
Montana Level 4
American Adventures Level 6
History of the United States Level 6
World History Level 5
World History and You Level 5
Settlers in America Level 5
The United States Level 7
Great Rescues Levels 2 to 4
Great Escapes Levels 2 to 4
Great Adventures Levels 2 to 4
Great Disasters Levels 2 to 4
Great Challenges Levels 2 to 4
Horses, Bats, and Christmas Levels 2 to 4
Portrait of the Soviet Union Level 5
People and Places Encyclopedia Level 5

ROMANCE

Chance of a Lifetime Level 6
Follow Your Dream Level 6
Love in Bloom Level 5
Nobody Knows But Me Level 4
Two Different Girls Level 4
The Girl in the Painting Level 5
A Part of the Dream Level 6
<table>
<thead>
<tr>
<th>Title</th>
<th>Level</th>
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<tbody>
<tr>
<td>Just Like Everyone Else</td>
<td>5</td>
</tr>
<tr>
<td>Survival Camp</td>
<td>5</td>
</tr>
<tr>
<td>Maggie</td>
<td>5</td>
</tr>
<tr>
<td>For Always</td>
<td>6</td>
</tr>
<tr>
<td>Fifteen</td>
<td>6</td>
</tr>
<tr>
<td>Oh Rick!</td>
<td>5</td>
</tr>
<tr>
<td>A Second Look</td>
<td>4</td>
</tr>
<tr>
<td>The Road to Love</td>
<td>4</td>
</tr>
<tr>
<td>Kiss and Make Up</td>
<td>5</td>
</tr>
<tr>
<td>Never Too Late</td>
<td>5</td>
</tr>
<tr>
<td>Good-Bye and Hello</td>
<td>6</td>
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<tr>
<td>A Love to Share</td>
<td>5</td>
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**RELIGION**

<table>
<thead>
<tr>
<th>Title</th>
<th>Level</th>
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</thead>
<tbody>
<tr>
<td>Discovering the Biblical World</td>
<td>5</td>
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**SPORTS**

<table>
<thead>
<tr>
<th>Title</th>
<th>Level</th>
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<tbody>
<tr>
<td>Casey’s Claw</td>
<td>4</td>
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<tr>
<td>Willie’s Choice</td>
<td>4</td>
</tr>
<tr>
<td>Dirt Rider</td>
<td>4</td>
</tr>
<tr>
<td>The Rivals</td>
<td>4</td>
</tr>
<tr>
<td>Break Away</td>
<td>5</td>
</tr>
<tr>
<td>Redmond’s Shot</td>
<td>6</td>
</tr>
<tr>
<td>The Comeback</td>
<td>5</td>
</tr>
<tr>
<td>Turk</td>
<td>5</td>
</tr>
<tr>
<td>Marathon</td>
<td>4</td>
</tr>
<tr>
<td>Sure Thing</td>
<td>5</td>
</tr>
<tr>
<td>The Kid With the Left Hook</td>
<td>4</td>
</tr>
<tr>
<td>Markers</td>
<td>6</td>
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<tr>
<td>Game Day</td>
<td>5</td>
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<tr>
<td>Claire</td>
<td>5</td>
</tr>
<tr>
<td>The Big Time</td>
<td>5</td>
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<tr>
<td>The Glory Girl</td>
<td>5</td>
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<tr>
<td>The Rookie</td>
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</table>
The Rookie Level 4
The Hitter Level 5
The Mudder Level 6
The Sixth Man Level 6
Foul Play Level 5
Catch the Sun Level 5
Fear on Ice Level 4
Race to Win Level 3
Play Off Level 3
Stroke of Luck Level 3
Strike Two Level 4
The Lost One Level 3
A Game of Revenge Level 6
Winners and Losers Level 4

GENERAL FICTION

Carlotta’s House Level 5
Chicken by Chi Level 4
Climbing the Wall Level 3
The Door is Open Level 3
Flight to Fear Level 3
Johnny Tall Dog Level 4
Just For Today Level 3
The Life of Lucy Fern Level 4
A Long Road Level 4
Mollie’s Year Level 2
A Place for Everyone Level 4
Play Money Level 3
Better Off Without Me Level 3
Bride in Pink Level 3
Happy Hour Level 4
A New Life Level 2
That Man Level 4
Take Away Three Level 3
Tiger, Lion, Hawk Level 4
No Hunting  Level 3
What are Friends For?  Level 2
Hush Little Baby  Level 2
Navajo Victory  Level 5
Great Mysteries  Levels 3 to 5
Pat King's Family  Level 2
Colony of Fear  Level 5
The Debt  Level 4
Fortune in Men's Eyes  Level 5
The Journey Home  Level 5
A Matter of Pride  Level 5
A Splendid Little War  Level 4
A Test of Loyalty  Level 5
Two Kinds of Patriots  Level 5
Tomorrow's Child  Level 5
Under Western Skies  Level 4
Combat Zone  Level 6
Changing Times  Level 6

SPY

The Puppeteer  Level 5
Death in any Language  Level 4
The Trap  Level 4
Pension Plan  Level 5
Flight of the Sparrow  Levels 4 to 6
Double Exposure  Levels 4 to 6
The Cobra  Levels 4 to 6
Claw the Cold, Cold Earth  Levels 4 to 6
Till Death Do Us Part  Levels 4 to 6
The Silver Spy  Level 4
A Dangerous Game  Level 4
The Last Hand  Level 4
The Man Who Cried Wolf  Level 6
Dangerous Waters  Level 6
The Legend  Level 5
<table>
<thead>
<tr>
<th>Title</th>
<th>Level</th>
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<tbody>
<tr>
<td>The Deadly Cuckoo</td>
<td>5</td>
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<tr>
<td>The Last Red Rose</td>
<td>5</td>
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<tr>
<td>Against the Wall</td>
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<tr>
<td>The Black Gold Conspiracy</td>
<td>4</td>
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<tr>
<td>No Witnesses</td>
<td>5</td>
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<tr>
<td>A Game For Fools</td>
<td>5</td>
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<tr>
<td>The Diary</td>
<td>5</td>
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<tr>
<td>The Caller</td>
<td>5</td>
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<tr>
<td>The Face That Stopped Time</td>
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<tr>
<td>Fireball</td>
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<tr>
<td>A Guest From the Grave</td>
<td>4</td>
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<tr>
<td>The Intruder</td>
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<tr>
<td>The Seep</td>
<td>3</td>
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<tr>
<td>Three Mile House</td>
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<td>Bill Waite’s Will</td>
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<tr>
<td>The Wet Good-Bye</td>
<td>6</td>
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<tr>
<td>A Maze of Terror</td>
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<tr>
<td>Sometimes Nightmares are Real</td>
<td>6</td>
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<tr>
<td>The Dollhouse</td>
<td>7</td>
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<tr>
<td>Snowbound</td>
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<tr>
<td>Stormy Night Series</td>
<td>Levels 4 &amp; 5</td>
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<tr>
<td>The Good Luck Smiling Cat</td>
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<td>Halloween Hunt</td>
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<td>The Masterpiece</td>
<td>Levels 5 &amp; 6</td>
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<td>Coming Home</td>
<td>Levels 5 &amp; 6</td>
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<td>Fast Forward</td>
<td>Levels 5 &amp; 6</td>
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<td>Mind Grabber</td>
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<td>Fun House</td>
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<td>The Lonely One</td>
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<tr>
<td>Tomb of Horror</td>
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<td>The Bird</td>
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<td>Night Ride</td>
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<td>Line Bait</td>
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The Disappearing Man Level 5
Night Games Level 6
No Power on Earth Level 6
The Return Level 6
Dawson's City Level 6
Vanished Level 6
The Night Marchers Level 6
Family Reunion Level 6
Shootout at Joe's Level 6
The Devlin Affair Level 5
Voices in the Night Level 5
Death at the Border Level 5
The Last Train Level 5
Brannigan's Folly Level 5
Mad Enough to Kill Level 4
The Actress Level 4
The Sleepers Level 4
Janie Level 4
Beginner's Luck Level 4
Dressed Up for Murder Level 5
No Loose Ends Level 5
The Kid Who Sold Money Level 5
Small Town Beat Level 5
The Lottery Winner Level 4
The Blind Alley Level 6
A Deadly Game Level 5
ZB4 Level 4
The Ear Level 4
'57 T-Bird Level 5
Homecoming Level 6
No Rent to Pay Level 6
The Actor Level 5
The Playmate Level 3
Lost and Found Level 4
Adios, Mr. Cox Level 5
The Man Who Couldn't Come Clean Level 6
The Joker Level 6
Better Than New  Level 6
Man in the Cage  Level 5
Balloon Spies  Level 4
Dream Pirate  Level 3
Death Angel  Level 5
Golden God  Level 6
Dreams  Level 4
The Last Stop  Level 5
The Arsonist  Level 4
The Specialist  Level 5
Friday Afternoon  Level 6
The Birthday Present  Level 6
Someone at the Door  Level 5
A Time To Remember  Level 6
The Hitchhiker  Level 4
A Matter of Time  Level 4
The Everett Eyes  Level 5
Princess  Level 6
Chon  Level 6
The Look-alike  Level 5
The Blue Club  Level 4
The Costume Party  Level 6
Flight 901  Level 5
Strange Encounters  Level 5
Cloak and Dagger  Level 5
Chamber of Horrors  Level 6

GOVERNMENT

Government Today  Level 7
Civil Justice  Level 7
Criminal Justice  Level 7
The Law and You  Level 4
Crime-Law  Level 6
FAMILY READING

Favorite Childhood Tales Level 3
The Long and Short of Mother Goose Levels 2&3

THE UNUSUAL AND UNEXPLAINED

Great Firsts Levels 2 to 4
Great Heroes Levels 2 to 4
Great Rescues Levels 2 to 4
Great Disasters Levels 2 to 4
Great Escapes Levels 2 to 4
Great Unsolved Mysteries Levels 2 to 4
Great Challenges Levels 2 to 4

WRITING AND COMPOSITION

Forms
I Wish I Could Write
Everyday Reading and Writing
Book of Forms
Edge on English
Writing to Others
Filling out Forms
Grammar Write Away
Forms and Applications
Gateway to Correct Spelling
Read On! Basic Composition
Comprehension Skills-Facts (4 vol.)
Comprehension Skills-Main Idea (4 vol.)
Comprehension Skills-Sequence (4 vol.)
Comprehension Skills-Context (4 vol.)
Comprehension Skills-Conclusion (4 vol.)
Comprehension Skills-Inference (4 vol.)
Cursive Writing
How to Write An Essay
How to Write a Paragraph
Directing Language Skills
Vocabulary Workbook
The Writing Test
100 Passages
Writing It Down

SURVIVAL

Trapped in Devil’s Hole Level 6
Frozen Terror Level 5

PARENTING

When a Baby is New Level 2
As a Child Grows Level 5
Taking a Look at Discipline Level 7

JOBS AND CAREERS

Occupations Level 4
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A Realistic Job Search Level 7
Finding a Job Level 5
Job Interviews Level 5
Keeping a Job Level 6

MATHEMATICS

Checking Account Level 3
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Budgeting Level 5
The Blind Guards of Easter Island  Level 5
Secret's of Tut's Tomb  Level 5
The Mystery of Stonehedge  Level 5
Terror in the Tropic's  Level 5
Killer Bees  Level 5
The Deadly Diamonds  Level 5
Monsters at Loch Ness  Level 5
Creatures of Mystery  Level 5
Strange Stories of Life  Level 5
Atlantis: The Missing Continent  Level 5
The Bermuda Triangle  Level 5
The Abominable Snowman  Level 5
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Mystery in Peru  Level 5
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Mysteries of the Mind  Level 5
Mysterious Detectives-Psychics  Level 5
Whatever Happened to Amelia Earhart?  Level 5
Quake 8.1  Level 5
Destruction at Dawn  Level 5
Braving a Blizzard  Level 5
Idaho Inferno  Level 5
Twister!  Level 5

CONSUMER INFORMATION

Car Care  Level 4
Buying a House- Buying a Mobile Home  Level 6
A Guide to Insurance  Level 5
Maintaining Your Car  Level 5

CURRENT EVENTS
Superstars in Movies and T.V. Levels 4 to 6
Superstars in Sports Levels 4 to 6
Superstars in Courage and Daring Levels 4 to 6
U.S.A. Today Newspaper
New York Times Newspaper

GEOGRAPHY
Maps, Globes and Graphs Levels 4 to 6
The Intermediate World Atlas Levels 7 & 8
Our United States Level 5
World Geography Levels 5 to 7
Discovering the World Atlas Level 6

PSYCHOLOGY
The Twelve Steps of Overeaters Anonymous
The Compulsive Overeater
Help for the Adult Child who is Also Food Addicted
Help for the Adult Child who is Also Chemically Dependsnt
Help for the Adult Child who is Also Sexually Abused
Help for the Adult Child who is Also Gay or Lesbian
Of Course You’re Angry
A Parent’s Survival Guide- How to Cope When Your Kid Is Using Drugs
Narcotics Anonymous
Boundaries for Codependents
Women in Relapse
Killing Ourselves With Kindness: Consequences of Eating Disorders
The Dry Drunk Syndrome
Shame
The Red Road
Willpower’s Not Enough
The Addictive Personality
Adult Children of Alcoholics
Women With Secrets
Perfectionism
Feeding an Empty Heart
I Can't be Addicted Because...
Alcoholism: Denial
Cocaine and the Family
The Ice Storm
The Crystal Set
Cocaine
The Big AA Book
Healing the Child Within
The Family
It Will Never Happen To Me!
Depression
Anxiety
Anger
Day by Day Meditation
12 Steps of AA Revised for Level 6 Reading
Drinking, Driving and Drugs
Depression and Drugs
Substance Abuse- Prevention and Treatment
Celebrity Drug Use
Drugs and Sports
Drugs and the Family
Getting Help
Alcohol: Teenage Drinking
Alcohol and Alcoholism
Victims No Longer
The Addictive Personality
Alzheimer's Disease
Child Abuse
Healing Way- Adult Recovery from Childhood Sexual Abuse
Sex, Lies and Forgiveness
Life Beyond Addiction
You Can Be Free - Handbook for Abused Women
Healing the Shame
Homecoming
Understanding Thoughts and Feelings
Who Can You Trust?
Enabling
Letting Go of the Need to Control
Emotions
Healing from Childhood Abuse
Back from Betrayal-Recovering From His Affairs
Beyond Codependency
Broken Boys, Mending Men
Children of Divorce Cocaine
Control Freaks
Courage to Grieve
Discovering Personal Resources
Dreams and the Search for Meaning
Eating Disorders
Empty Cradle-Broken Heart
Enigma of Suicide
How to Have Confidence and Power in Yourself
How to Make Good Choices
I Can’t Stop Crying
Learning to Love Yourself
Lonely All the Time
Losing Sleep
Personal Goals
Positive Thinking
Questions and Answers on Death and Dying
Self-Confidence
Self-Expression and Communication
Suddenly Single
Surviving the Breakup
Symptoms of Depression
Tough Love
Using Drugs
When Anger Hits Home
When Money is the Drug
You Just Don’t Understand
You and Your Aging Parent
Your Own Space
Second Opinion
How to Have Confidence and Power
Hypochondria
Please Understand Me
Aching For Love
Courage to Go On
Healing the Child Within
Women With Secrets
Choosing Happiness
Keep It Simple
Anorexia Nervosa

VIDEOS

Roles by Claudia Black
Recovery by Claudia Black
Believing in Yourself by Earnie Larsen
Inside the Addictive Personality by Craig Nakken
Nature of Drug Dependency by Hazelden
Men’s Work by Paul Kivel
The Art of Living With Change by Earnie Larsen
Soft if the Heart of a Child by Hazelden
The Secret to a Satisfied Life by Earnie Larsen
Yeah, but...by Claudia Black
Shame by Claudia Black
The Twenty Questions by George Kennedy
Children of Denial by Claudia Black
Child’s View by Claudia Black
Family Matters by Hazelden
Friday Night: Five by Gerald Rodgers

REFERENCE
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Cassells French/ English Dictionary
Cassells German/ English Dictionary
Cassells Spanish/English Dictionary
Norwegian/English Dictionary
Dictionary of Educational Terminology
Using Readability
American Medical Association Family Medical Guide
Better Homes and Gardens New Family Medical Guide
Geriatric Nursing Care Plans
Arthritis and Common Sense
Heart Talk- Understanding Cardiovascular Diseases
Sleep Disorders
Current Pediatric Diagnosis and Treatment
PDR Guide to Drug Interactions, Side Effects and
Indications
Coping With Lupus
Atlas of Human Anatomy
Diagnosis- Cancer
Medical Terminologies
Current Obstetric and Gynecologic Diagnosis and Treatment
Final Choices: To Live or to Die in an Age of Medical
Technology
American Medical Association Encyclopedia of Medicine
Clinical Manual of Psychiatric Nursing
Taber's Cyclopedic Medical Dictionary
The Essential Guide to Psychiatric Drugs
Current Medical Diagnosis and Treatment
Diabetes: the Facts
The Grants Register
American Poets
American Novelists
Glossary of Semeiotics
Machinery's Handbook
How to Say It!
Sharon Stead has the unusual job of blending centuries-old customs and traditions with today's technology.

As literacy director for Central Montana and a dealer who specializes in Hartley Courseware/Jostens software, she has been bringing the latest educational software to a group of people who normally shy away from technology—the Hutterites, a religious group with approximately 15,000 members in Montana and more in neighboring states and Canada. The Hutterites, a German-speaking Anabaptist sect, live on communal farms called Bruderhofs and stress the common ownership of goods.

"After two months, my students were doing so well, I thought I had made mistakes in testing."

Their name comes from an early leader, Jacob Hutter, who led the group from 1533 to 1536. Originally centered in Moravia and Slovakia, religious persecution took them to the Ukraine and finally to America, where they established a colony in the South Dakota Territory in 1877. During World War I, local opinion against their German-speaking, pacifist ways was strong enough to force them to move to parts of Canada. By 1935, colonies began to filter back, settling in Montana and the Dakotas.

Like the Hutterites, Sharon herself was reluctant to introduce new technology into her life, but her literacy board of directors insisted that she purchase a computer to help her adult students. "I knew nothing about computers and had never turned one on," she says. "But then I happened to look at Hartley's Project STAR software and finally agreed to get a computer. I ordered the whole STAR series and, within a month, I bought two more computers! After two months, my students were doing so well, I thought I had made mistakes in testing."

Sharon was so impressed, she started telling everyone who would listen—and that's how she first came into contact with the Hutterites. "One of my students had a sister who had a developmentally disabled daughter," she recalls. "They were Hutterites. They weren't used to telephones and they certainly didn't have technology in their one-room schoolhouse. In fact, the only technology they endorsed was in their state-of-the-art farm equipment. Even so, this student felt the computer programs we were using could help her niece."

The sister came to view the program and convinced John Stahl, the leader of her colony, to accept a computer in their small schoolhouse. It wasn't long before the word spread and, though the group's elders were not in favor of computers in general, they agreed that the schoolroom was an appropriate place for one. "I told them, 'Look, you don't want your children to leave the colony, yet some are slow learners, some are fast learners and, even though formal schooling stops at age 16 in the colony, some adults would like to gain more education and their GEDs,' " Sharon says.

"Computers give the one-room school teacher a valuable assistant. Slow students catch up, fast students are continually challenged and adults who need reading help can use the computer to study for correspondence courses. Computers can help the Hutterites compete in today's economy and world. The technology is in their control—they can use it when they want and turn it off when they want. They can keep what they have, but enhance it."

Sharon says the experience has taught her a great deal about the cultural beliefs of the Hutterites. "They are totally self-sufficient and very family-oriented," she explains. "Each
The colony is spread over 5,000 acres. When the colony reaches 120 people, a second one will break off from the first, so they won’t be in a situation with too many people and not enough work. They elect a second leader and everyone gets to decide if they want to stay with the old leader or live with the new. On moving day, a child reaches into a hat and that’s how they decide which of the two leaders will stay and which will go with the new colony. Each person then follows his or her selected leader. They are so productive in agriculture, they sell their surplus and use the money to fund the new colony.

“Children attend one-room schoolhouses until age 16 and then start an apprenticeship,” she says. “Baptism occurs at around age 21. There is no such thing as divorce and crime is virtually nonexistent. Everyone eats together in one large room, and each individual has a significant, special role to play in the community. They retain old European dress and forbid radio and television in their colonies.”

The isolation of these communities really hit home one day when Shirley Isabelle, Hill County Superintendent of Schools, invited Sharon and Hartley consultant Rosie Bogo to speak to a group of educators about the company’s software. They traveled to Havre, Montana, and then another thirty miles north to reach the one-room schoolhouse where Rosie was to speak. “It was out in the middle of nowhere,” Sharon says. “One of the Hutterites who came to our workshop told us they brought sheep in to eat the grass so the children would have a playground. The only problem was the sheep couldn’t eat the grass under the merry-go-round and rattlesnakes were finding the long, shaded grass there to be a perfect hiding spot. So the children weren’t able to use the merry-go-round until winter!”

Riding horses to school each day is common, both for students and the teacher. Sharon adds that teachers are recruited from outside the Hutterite communities and are limited to two-year terms. “Often, it’s young college graduates who come for a two-year term,” she explains. “That’s another reason why Hartley programs can be so beneficial. Each child using BRICK BY BRICK® or STAR has consistency, no matter what teacher comes and goes. The programs also appeal to the diversified age group in these schoolhouses.”

Sharon estimates there are about 300 such schools in Montana, a fact that comes as a surprise to many. “Most [sales] people think of huge school systems, like Chicago or other big cities,” she says. “If they would look at the little places no one thinks about, they could make a big impact on the children and these communities.”

“Computers give the one-room school teacher a valuable assistant. Slow students catch up, fast students are continually challenged and adults who need reading help can use the computer to study for correspondence courses.”
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