

DOCUMENT RESUME

ED 416 865

IR 056 890

AUTHOR Stead, Sharon
 TITLE Lewistown City Library, Final Performance Report for Library Services and Construction Act (LSCA) Title VI, Library Literacy Program.
 INSTITUTION Lewistown City Library, MT.
 SPONS AGENCY Office of Educational Research and Improvement (ED), Washington, DC. Office of Library Programs.
 PUB DATE 1993-10-21
 NOTE 29p.; Two of the attachments referred to in the report (i.e., one of two press releases and a police department report) are missing from this copy.
 CONTRACT R167A20483
 PUB TYPE Reports - Descriptive (141)
 EDRS PRICE MF01/PC02 Plus Postage.
 DESCRIPTORS Adult Basic Education; *Adult Literacy; Computer Assisted Instruction; Expenditures; Federal Programs; Grants; Library Role; *Library Services; *Literacy Education; Public Libraries; Tutoring; Tutors; Volunteer Training; Volunteers
 IDENTIFIERS Library Services and Construction Act; Tutor Training; Volunteer Recruitment

ABSTRACT

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)

 * Reproductions supplied by EDRS are the best that can be made *
 * from the original document. *

**Lewistown City Library, Final Performance Report for
Library Services and Construction Act (LSCA) Title
VI,
Library Literacy Program**

BEST COPY AVAILABLE

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

- This document has been reproduced as received from the person or organization originating it.
- Minor changes have been made to improve reproduction quality.

- Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

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 #R167A20483
4. Awarded \$34,141.00
Spent \$34,141.00

BEST COPY AVAILABLE

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)

- | | |
|--|---|
| <input checked="" type="checkbox"/> Recruitment | <input type="checkbox"/> Collection Development |
| <input type="checkbox"/> Retention | <input checked="" type="checkbox"/> Tutoring |
| <input type="checkbox"/> Space Renovation | <input checked="" type="checkbox"/> Computer Assisted |
| <input checked="" type="checkbox"/> Coalition Building | <input type="checkbox"/> Other Technology |
| <input checked="" type="checkbox"/> Public Awareness | <input checked="" type="checkbox"/> Employment Oriented |
| <input checked="" type="checkbox"/> Training | <input type="checkbox"/> Intergenerational/Family |
| <input checked="" type="checkbox"/> Rural Oriented | <input type="checkbox"/> English as a Second Language (ESL) |
| <input checked="" type="checkbox"/> Basic Literacy | |
| <input type="checkbox"/> Other (describe) _____ | |

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

- | | |
|--|---|
| <input type="checkbox"/> Homeless | <input type="checkbox"/> Homebound |
| <input type="checkbox"/> Hearing Impaired | <input type="checkbox"/> Seniors/Older Citizens |
| <input type="checkbox"/> Visually Impaired | <input type="checkbox"/> Migrant Workers |
| <input type="checkbox"/> Learning Disabled | <input type="checkbox"/> Indian Tribes |
| <input type="checkbox"/> Mentally Disabled | <input type="checkbox"/> Intergenerational/Families |
| <input checked="" type="checkbox"/> Workforce/Workplace | <input type="checkbox"/> English as a Second Language |
| <input type="checkbox"/> Inmates of Correctional Institutions | |
| <input checked="" type="checkbox"/> Other (describe) <u>Hutterites</u> | |

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

- | | | |
|---|---|--|
| <input checked="" type="checkbox"/> Laubach | <input checked="" type="checkbox"/> LVA | <input type="checkbox"/> Michigan Method |
| <input type="checkbox"/> Orton-Gillingham | <input type="checkbox"/> Other (describe) | |

5. If this project involved tutoring, how was it provided? (check as many as applicable)

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? 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? 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.

<input checked="" type="checkbox"/> bibliography	<input type="checkbox"/> resource directory
<input type="checkbox"/> curriculum guide	<input type="checkbox"/> evaluation report
<input type="checkbox"/> training manual	<input type="checkbox"/> survey
<input type="checkbox"/> public relations audiovisual	<input type="checkbox"/> newsletter(s)
<input type="checkbox"/> training audiovisual	<input type="checkbox"/> other (describe)
<input checked="" type="checkbox"/> recruitment brochure	_____

BEST COPY AVAILABLE

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).]

BEST COPY AVAILABLE

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

ACCOUNT	ANNUAL BUDGETED	YEAR TO DATE EXPENDED
Salaries.....	\$9997.00	\$9997.00
Fringe Benefits	3010.00	1581.00
Travel	814.00	895.00
Supplies	6400.00	7908.00
Library Materials	10800.00	12719.00
Telephone.....	800.00	627.00
Audit	320.00	0.00
Printing	214.00	1000.00
Training	0.00	500.00
Room Dividers	0.00	500.00
Cash stolen.....	200.00	---
	<u>\$34,141.00</u>	<u>\$34,141.00</u>

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:

- a. An Alcoholics Anonymous book for a student in rehabilitation.
- b. A nursing text book used in the Montana nursing program for an adult who enrolled in the Fall of 1993.
- 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.

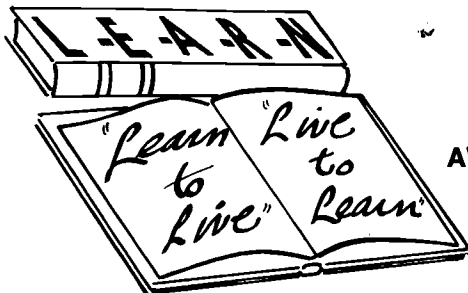
Many agencies and organizations have worked with this program to make it successful. Our Probation officer, Mike Otto, referred one student. Alcohol and Drug Rehabilitation program referred three adults who had trouble reading the AA Big Book. Dave Jorgensen, head of the Job Service, referred an adult who could not read an employment application. Randy Barta, from Snowy Mountain Industries, referred three students who were developmentally disabled. Pam Higgins 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 Billings. 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.



L-E-A-R-N

Let Every Adult Read Now

CATALOG OF BOOKS

AVAILABLE FOR LITERARY PROGRAM

Lewistown, Montana - Public Library

September 1993

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	Level 4
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

Just Like Everyone Else	Level 5
Survival Camp	Level 5
Maggie	Level 5
For Always	Level 6
Fifteen	Level 6
Oh Rick!	Level 5
A Second Look	Level 4
The Road to Love	Level 4
Kiss and Make Up	Level 5
Never Too Late	Level 5
Good-Bye and Hello	Level 6
A Love to Share	Level 5

RELIGION

Discovering the Biblical World	Level 5
--------------------------------	---------

SPORTS

Casey's Claw	Level 4
Willie's Choice	Level 4
Dirt Rider	Level 4
The Rivals	Level 4
Break Away	Level 5
Redmond's Shot	Level 6
The Comeback	Level 5
Turk	Level 5
Marathon	Level 4
Sure Thing	Level 5
The Kid With the Left Hook	Level 4
Markers	Level 6
Game Day	Level 5
Claire	Level 5
The Big Time	Level 5
The Glory Girl	Level 5
The Rookie	Level 4

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

The Deadly Cuckoo	Level 5
The Last Red Rose	Level 5
Against the Wall	Level 5
The Black Gold Conspiracy	Level 4

MYSTERIES

No Witnesses	Level 5
A Game For Fools	Level 5
The Diary	Level 5
The Caller	Level 5
The Face That Stopped Time	Level 4
Fireball	Level 4
A Guest From the Grave	Level 4
The Intruder	Level 4
The Seep	Level 3
Three Mile House	Level 3
Bill Waite's Will	Level 3
The Wet Good-Bye	Level 6
A Maze of Terror	Level 6
Sometimes Nightmares are Real	Level 6
The Dollhouse	Level 7
Snowbound	Level 7
Stormy Night Series	Levels 4 & 5
The Good Luck Smiling Cat	Level 6
Halloween Hunt	Level 6
The Masterpiece	Levels 5 & 6
Coming Home	Levels 5 & 6
Fast Forward	Levels 5 & 6
Mind Grabber	Level 5
Fun House	Level 5
The Lonely One	Level 5
Tomb of Horror	Level 5
The Bird	Level 5
Night Ride	Level 5
Line Bait	Level 4

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
On the Job	Level 5
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
Insure Yourself	Level 5
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
Nefertiti	Level 5
Mystery in Peru	Level 5
Bigfoot- Man or Myth?	Level 5
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 Dependnt	
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 Parents'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

REFERENCE

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!

Computers in the Frontier

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

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

"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."

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 Boggo 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."



U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement (OERI)
Educational Resources Information Center (ERIC)



NOTICE

REPRODUCTION BASIS

This document is covered by a signed "Reproduction Release (Blanket)" form (on file within the ERIC system), encompassing all or classes of documents from its source organization and, therefore, does not require a "Specific Document" Release form.

This document is Federally-funded, or carries its own permission to reproduce, or is otherwise in the public domain and, therefore, may be reproduced by ERIC without a signed Reproduction Release form (either "Specific Document" or "Blanket").