

Project READ

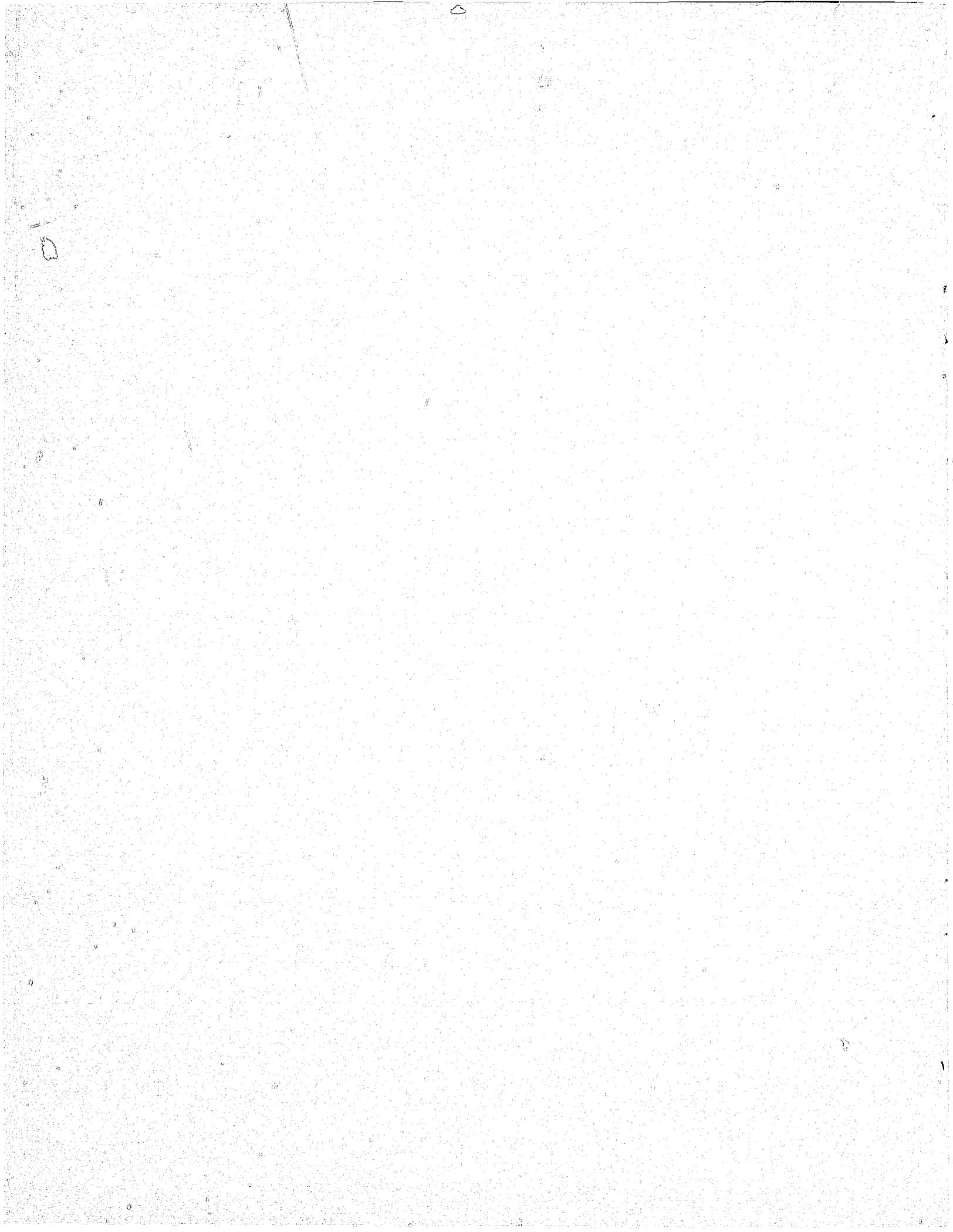
American Correctional Association

ANNUAL REPORT
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ACQUISITIONS



**AMERICAN CORRECTIONAL ASSOCIATION
PROJECT READ**

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PREFACE

The contents herein describe the first year efforts of a project whose main objective was to make better readers of youngsters incarcerated in our nation's training schools. Training schools house youngsters between 8 and 24 years of age, who have been adjudicated by a judge or agency for committing an offense. Few youngsters are "locked up" for more than a year; some for committing nothing more serious than habitual "hooky" playing, others for murder and rape. While most of these youngsters (under age 16) are enrolled in an educational program while they are serving time, most of them suffer the same disability—an inability to READ.

Many incarcerated youngsters never learned to read, some were never taught. While some can read, many will not because they don't like what's available to read. Most of these youngsters (60%) are functionally illiterate. They are unable to fill out job applications; follow directions on food packages; read labels on their clothing, packages, containers and medicine bottles; read emergency signs such as DANGER, EXIT, POISON; read road signs, newspapers, magazines, and telephone books. Basically, they are reading below a fifth grade level or the level necessary to survive in a literate society.

To make survival in a literate society possible for the thousands of incarcerated young people throughout the nation, a program of national scope was designed. Known as Project READ (Reading Efficiency and Delinquency), the program was based on two important facts: 1) A fairly accurate survey of correctional institutions during 1974 assessed the reading abilities of juveniles at grade 4.5.¹ More than one-third of the incarcerated juvenile population was functionally illiterate; 2) A reading motivation program used in a small number of juvenile institutions had proven effective.² This program, known as *Hooked on Books* (Berkley Publishing Corporation, 1966), was introduced by Dr. Dan Fader, University of Michigan, and became the inspiration for a major portion of Project READ.

The Director and staff of Project READ wish to thank Dr. Dan Fader for his inspiration and contributions, along with Judge Sylvia Bacon of the D.C. Superior Court for her support of improved literacy programs for juveniles. Also, to Jerry and Ivan Ludington, Sr., for their book distribution contributions, and to the National Home Library Foundation for their substantial financial contribution for paperback books. Most of all, our sincerest appreciation to our funding agency—The National Institute for Juvenile Justice and Delinquency Prevention—who believed in what we wanted to do.

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The Project READ staff extends their gratitude to the following consultants:

Dr. Charles E. Johnson, Associate Professor of Measurement and Statistics, College of Education, University of Maryland, who served as statistical consultant to the Project. All data was programmed by Dr. Johnson at the University of Maryland Computer Science Center.

Dr. Robert M. Wilson, Director of the Reading Center, University of Maryland, was helpful in setting up the initial data-retrieval system, and in analyzing the data on phonics ability.

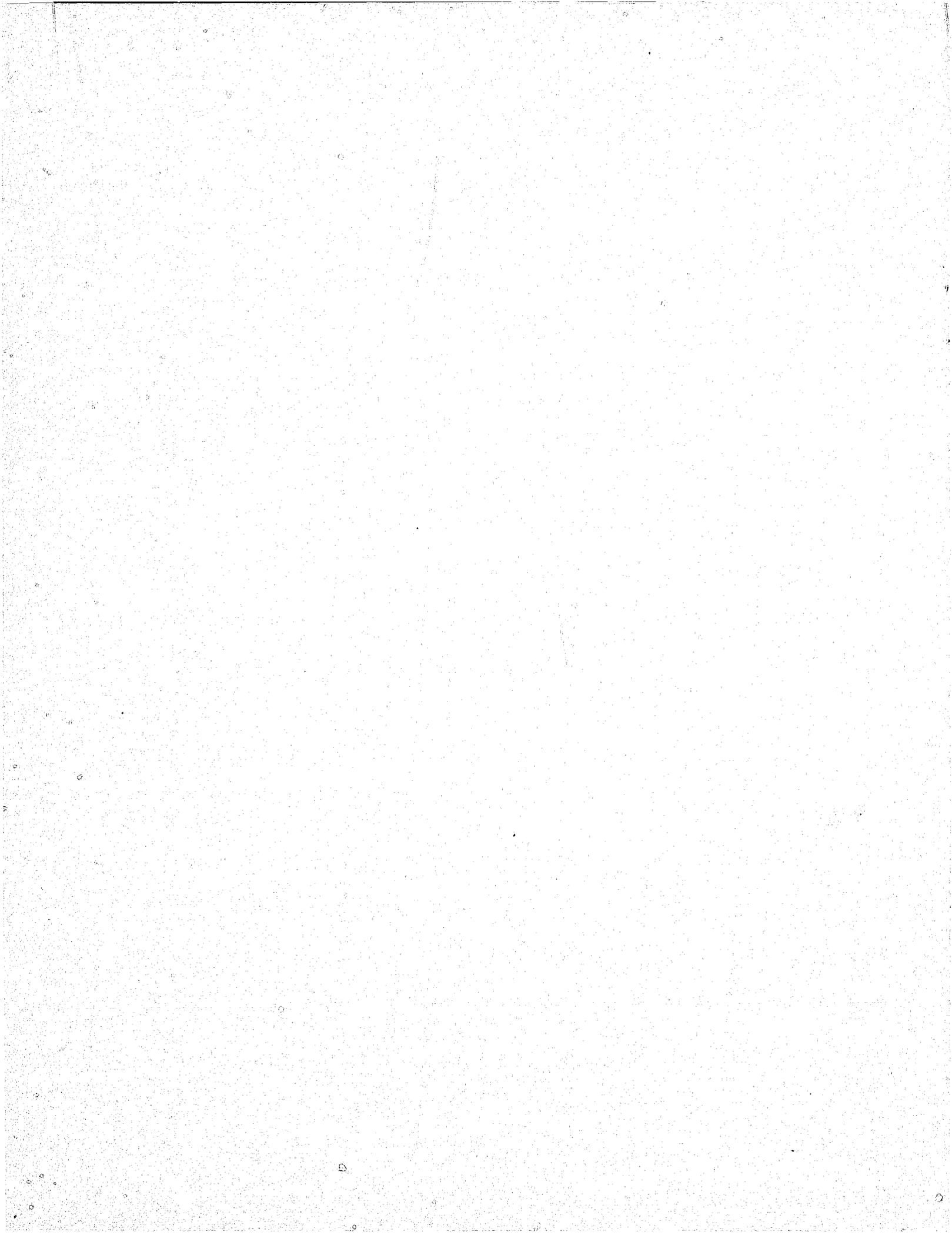
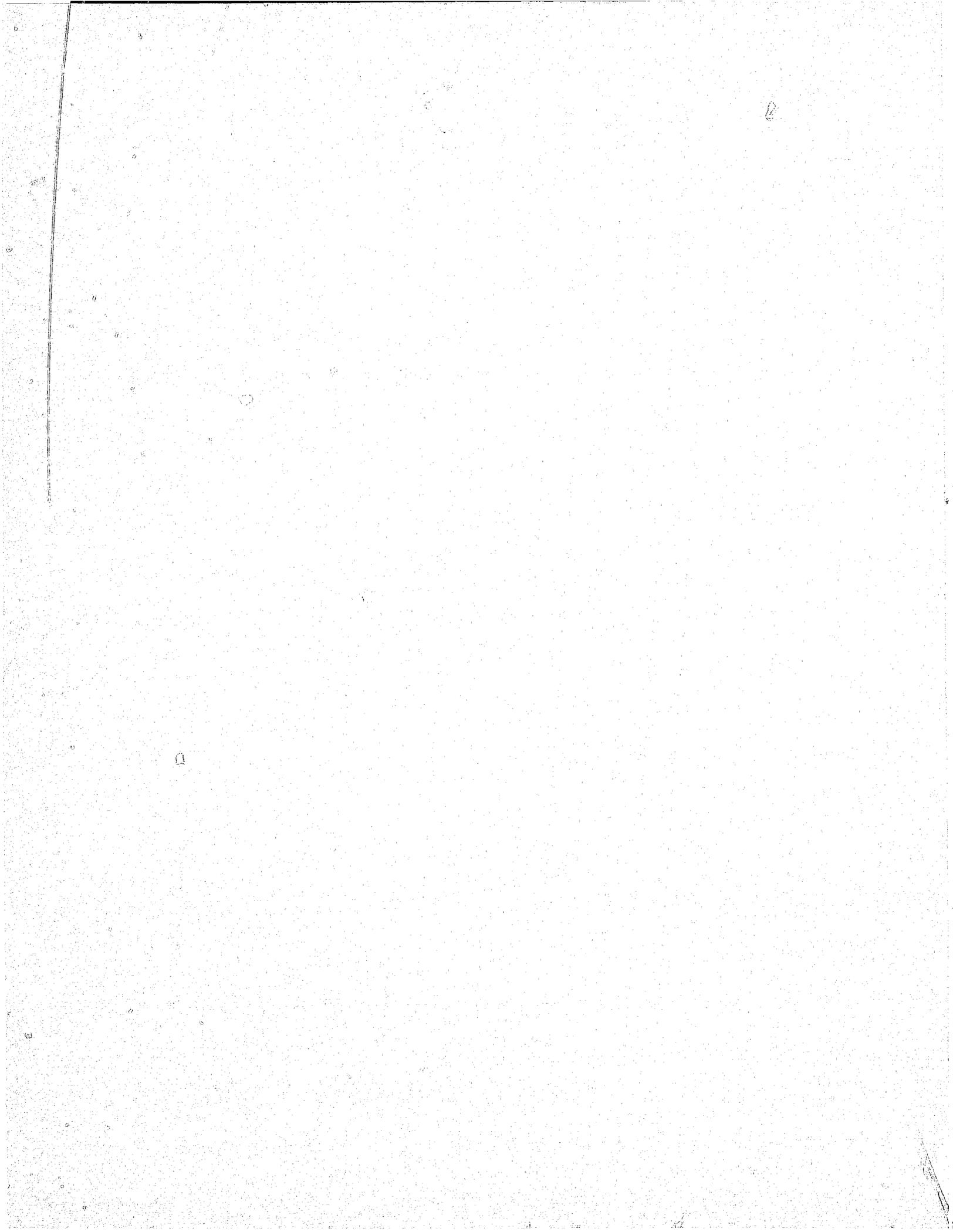


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OBJECTIVES

Funded February 15, 1976 by the National Institute for Juvenile Justice and Delinquency Prevention office of the Law Enforcement Assistance Administration, Project READ was designed to improve literacy among the nation's incarcerated juvenile population. Major objectives of the program included:

1. Training teachers in juvenile training schools in diagnosis and remediation of reading difficulties, including the establishment of functional reading programs.
2. Providing free reading material for the young people incarcerated in these training schools. This material was in the form of paperback books selected from an extensive bibliography compiled by the Project.

SELECTION OF THE POPULATION

All Commissioners of Corrections and/or their Juvenile Division Directors were informed in writing of the nature of Project READ. Subsequently, a letter of announcement was sent to all Superintendents of Juvenile Training Schools. Approximately 180 invitations to apply for participation in Project READ were sent. Over 200 applications were received by the Project with 165 schools selected for participation. Each selected school submitted the name of one teacher who would represent the school at a training workshop. In order for a school to receive any benefits from the Project, its teacher representative had to attend a training workshop. A list of these teacher representatives and the participating schools appears in the Appendix.

TRAINING

Training Workshops—Sites

Six initial training workshops were held for 187 teachers throughout the nation. These workshops were held in Philadelphia, Pennsylvania on May 5 and 6; Sacramento, California on May 19 and 20; Columbus, Ohio on May 26 and 27; Tampa, Florida on June 2 and 3; Chicago, Illinois on June 9 and 10; and Denver, Colorado on June 16 and 17, 1976.

These six regional workshops provided training for teachers in 165 schools from 49 states and the District of Columbia.

Region I

Training was provided for 34 teachers representing 30 training schools from the following states: Connecticut, Delaware, District of Columbia, Maine, Maryland, New Hampshire, New Jersey, New York, Pennsylvania, Rhode Island, Vermont, and Virginia.

Region II

Training was provided for 33 teachers representing 31 training schools from the following states: Alaska, California, Hawaii, Oregon, and Washington.

Region III

Training was provided for 33 teachers representing 30 training schools from the following states: Indiana, Kentucky, Michigan, Ohio, Tennessee, and West Virginia.

Region IV

Training was provided for 25 teachers representing 23 training schools from the following states: Alabama, Arkansas, Florida, Georgia, Louisiana, Mississippi, North Carolina, and South Carolina.

Region V

Training was provided for 26 teachers representing 21 training schools from the following states: Illinois, Iowa, Minnesota, Missouri, and Wisconsin.

Region VI

Training was provided for 36 teachers representing 30 training schools from the following states: Arizona, Colorado, Idaho, Kansas, Montana, Nebraska, Nevada, New Mexico, North Dakota, Oklahoma, South Dakota, Texas, Utah, and Wyoming.

Training Workshops—Content

For a full two days, teachers received training in diagnosis and remediation of reading difficulties. The depth to which content was emphasized was determined by a pre-test instrument given to all teachers at the start of a workshop. A copy of this test is included in the Appendix of this publication.

Diagnosis

A series of tests relatively easy to administer and interpret were introduced to the teachers. For a measure of student potential, the Peabody Picture Vocabulary Test was selected. For reading ability, the Botel Inventory was used, and for self-concept assessment, the Piers-Harris Self-Concept Scale was used. A description of these tests appears in the Appendix. Each teacher received complimentary copies of all instruments, and was instructed to use the instruments with her students. Additionally, a simple graphic device for summarizing a student's abilities was introduced.

Remediation

The *Language Experience Approach* to teaching reading was introduced as a means for non-readers to get speech into print.

The philosophy behind the Language Experience Approach (LEA) is that a beginning reader can probably read his own "language" better than someone else's language. Utilizing a structured series of steps to get a learner's speech into print, the LEA builds on a student's strengths by using only the words a student has in his spoken vocabulary. Words that are not in a student's spoken vocabulary are not presented in written form until he can read the words that *are* in his spoken vocabulary.

Functional reading packets and games were displayed and utilized by teachers. Reading skills were reinforced by using functional items such as food packages and directions, road signs, job applications, newspapers, magazines, T.V. guides, telephone books, labels from medicine bottles, containers, and clothing, as well as thru games and music.

Heavy emphasis was placed on the motivational impact of the material used in teaching. A philosophy of teaching to a student's strengths was established, as well as providing concrete means of success for achievement.

Sustained silent reading was introduced as a means for allowing students to "practice" reading in class each day. Teachers were instructed to take a least ten minutes each day to allow students to read from paperbacks, magazines, newspapers, posters, or any other reading material available in the classroom. Students could select what they wanted to read, read at their own rates of speed, and not be questioned on the content of what they read. During this ten minute period, *everyone* read; teachers, aids, supervisors, principal, secretary, superintendent, etc. Students were given a model by authority figures—reading was important enough that *everyone* took time out to read each day.

The Paperback Book Component

As a motivational technique to get reluctant readers reading, the *Hooked On Books* philosophy was introduced, and a copy of the second edition of *Hooked on Books* was given to each teacher. If students can select their own books, rather than being told what to read, chances are they will find the reading of that self-selected book easier and more enjoyable. Censorship cannot exist under this philosophy, thus an extensive effort was made to include as many different types of books as possible. The final bibliography of paperback books was derived from the experiences of Dan Fader as indicated in *Hooked On Books*, Virgil Gulker in his *Books Behind Bars*,

James Duggins and Tom Finn who run a "Hooked On Books" program in the San Francisco Public Schools, M. Jerry Weiss, a noted authority and educational editor of paperback books, and the students and teachers within the institutions. Publishers of educational paperbacks and Sandra Topolski, Educational Director of Ludington News Company in Detroit, Michigan were extremely helpful in selecting and organizing the books that appear in the bibliography in the Appendix of this publication.

Summary of Initial Training Workshops

Each teacher representative left a workshop with diagnostic material, resources, and new teaching techniques to use with her students. A strictly enforced stipulation was that each teacher, upon returning to her respective institution, test a given number of students. The results of this testing had to be returned to the Project office before a school entered the paperback book component. The data collection chart is contained in the Appendix. It is essential to note that no school received any paperback books until the test data was accepted by the Project Director. While 165 schools had teacher representatives trained, 148 schools proceeded into the paperback book component.

Follow-Up Workshops

Once a school entered the paperback book component, it became eligible for follow-up training. While time and travel money greatly influenced the number of follow-up workshops conducted, forty-three schools received such assistance. Most follow-up workshops were day long demonstrations of how to make teacher-made material that would reinforce reading skills. At least three quarters of each workshop was devoted to actual "hands-on" activities where teachers compiled functional reading packets. A major stipulation for teachers attending these workshops was that they leave the workshop with a minimum of three new activities to use in their classrooms the following day. Many teachers were able to construct ten activities ranging from games that reinforced phonics skills to packets teaching the user how to use a telephone book, cook a packaged dinner, frost a friend's hair, or read a newspaper feature story. Many times, the total faculty of a school participated in a workshop to incorporate functional reading into the school program. All follow-up workshops were conducted by the Project Director. The following schools received follow-up assistance:

State—School

- AL — Roebuck Youth Center
- AL — Chalkville Youth Center
- CA — Afflerbaugh Paige School
- CA — O. H. Close School
- CA — David Gonzales Camp School
- CA — Karl Holton School
- CA — Kilpatrick Miller School
- CA — Las Palmas School for Girls
- CA — Los Robles School
- CA — Munz Mendenhall School
- CA — DeWitt Nelson School
- CA — Northern Reception Center
- CA — Glenn Rocky School
- CO — Montview School
- DC — Cedar Knoll School
- DC — Maple Glen School
- GA — Youth Center at Macon
- IL — Central Correctional Region/VAST
- IL — Chicago Program Center
- IL — IYC/Dixon Springs
- IL — IYC/DuPage
- IL — IYC/Geneva
- IL — IYC/Hanna City
- IL — IYC/Joliet
- IL — IYC/Pere Marquette
- IL — IYC/St. Charles
- IL — IYC/Valley View
- IL — Northern Correctional Region/Conquest
- IL — Southern Correctional Region/Choice
- IN — Indiana Boys School
- IN — Indiana Girls School
- KS — Larned State Hospital
- KS — Osawatomie State Hospital
- KS — Youth Center at Atchison
- KS — Youth Center at Beloit
- KS — Youth Center at Topeka
- TX — Brownwood State Home
- TX — Crockett School
- TX — Gainesville School
- TX — Giddings School
- TX — Harris County Youth Center
- WV — Industrial School for Boys
- WV — Industrial School for Girls

DESCRIPTION OF THE 148 SCHOOLS

Representing the total school/institution population of Project READ are 148 schools from 47 states and the District of Columbia. Fifty percent or 74 of these schools have all male populations, 12% or 18 are all female, and 38% or 55 schools are co-educational.

These schools house young people between the ages of 6 and 25. The average length of stay is 7½ months. While the pupil capacity of these institutions is from 10 to 1100, the average number of students per school is 176.

Every school has a combination of academic and vocational teachers. The average number of academic teachers is 11, and the average number of vocational teachers is four. *The national student-teacher ratio is 9 to 1.*

Libraries

Ninety percent of all 148 schools have libraries for student use. Fourteen schools do not have a library. Of the 134 schools that have a library, 32 do not have a librarian. Of the 99 schools with a librarian, 75 are full-time and 24 are part-time librarians. There is also evidence indicating that at least ten of the schools, having a library but no librarian, do not use the library. The average school library is open for six hours a day. The average number of books per school is 3,230.

Magazines

An average of 26 magazines per school is provided for student use. Only one school has no magazines available. The sources of these magazines follow:

SOURCE	PERCENT OF SCHOOLS
Subscriptions and donations	51%
Subscriptions only	32%
Combined subscriptions, donations & others*	7.5%
Donations only	5.5%
Donations and others	1.4%

*Other sources of magazines include unclaimed magazines from the post office, teacher's and/or student's personal subscriptions, and old copies from newsstands.

Magazines are available for student use in the following places within the institutions:

PLACE OF USE	NUMBER OF SCHOOLS	PERCENT OF SCHOOLS
library, classroom, residences	66	46%
library and classroom	25	17%
library only	18	12%
classroom and residences	15	10%
library and residences	11	8%
residences only	2	1%

Newspapers

Eighty-seven percent of the 148 schools have newspapers available for student use. Nineteen schools have no newspapers available. The average school has 19 newspapers available for students. It is important to note that the 19 could be all the same copies of one paper. The same is true of magazines. It was not possible to assess the actual types of newspapers and magazines pro-

vided as they are not constant. Newspapers are available for students in the following places within the institution:

PLACE OF USE	NUMBER OF SCHOOLS	PERCENT OF SCHOOLS
library, classroom, residences	37	29%
library and classroom	28	22%
library and residences	12	10%
classroom and residences	8	6%
library only	22	17%
classroom only	13	10%
residences only	7	6%

Paperback Books

Prior to their involvement in Project READ, five schools never used paperback books. Of the 143 schools that did use paperbacks prior to their involvement in the Project, 12 schools used them only for required reading. Eighty-six schools used paperbacks for recreational reading, and 41 schools used paperbacks for a combination of recreational and required reading. At least 42 of the 143 schools used their paperbacks in the school library. It was not possible to accurately assess the type and number of paperbacks used prior to a school's involvement in Project READ.

TESTING OF THE STUDENT POPULATION

As indicated previously, each teacher representative was asked to test a percentage of her population. Schools with less than 50 students had to test a minimum of ten; between 50 and 100, a minimum of 20; between 101 and 250, a minimum of 30; and over 251 students, a minimum of 40.

Teachers could select any student for testing. Most tested new students as they entered the institution; others tested students from whom they wanted more diagnostic information. Some teachers used their specific classroom populations, while others sought out students from other teachers who wanted diagnostic information from their students. Ten schools found the

diagnostic information to be so effective that they incorporated this testing into their total school plan.

Two distinct testing periods were established. One, the pre-testing, took place between May and June of 1976, prior to any treatment. The second testing period, the post-testing, took place no less than eight weeks after treatment began, and not later than December, 1976. Results of these two testing periods follow.

Treatment: Techniques Used Between Pre and Post-Testing

The techniques presented during teacher training workshops were used with students after the pre-testing. A summary of those components follow:

1. Allowing for sustained silent reading periods.
2. Designing and utilizing functional reading packets.
3. Using the Language Experience Approach.
4. Teaching to strengths.³
5. Using paperback books in the classroom.

It is essential to note that the first four components were *not controlled*. Some schools used these techniques almost exclusively to teach reading, while others merely touched on them. The fifth component, paperback books, is the only constant variable. Every school used paperbacks in their classroom reading/language arts programs. The extent to which these paperbacks were utilized varies from school to school.

It is essential to understand that Project READ is a training program—not a research program. This first year effort focused on alternate methods of teaching reading. While the data collected is both magnanimous and impressive, it is secondary to the efforts of the Project. The data that follow should be viewed as informative and descriptive—not as empirical.

PRE-TEST DATA ANALYSIS

A total of 4,330 students from 148 institutions in 47 states and the District of Columbia represent the pre-testing population. The following national averages resulted:

VARIABLE	MEAN	MINI-MUM	MAXI-MUM
Chronological Age	15-11	8-11	24-2
Grade	9	3	16
Mental Age	11-9	3	18+
Reading Decoding	4	non-reader	12
Reading Comprehension	4	non-reader	12
Phonics—Consonants	16 of 18	0	18
Phonics—Blends	12 of 19	0	19
Phonics—Rhyming	6 of 8	0	8
Self-Concept	50	2	80
I am a good reader:			
yes	— 2,182 or 51%		
no	— 2,059 or 49%		
I like paperbacks:			
a lot	— 1,447 or 34%		
a little	— 1,766 or 42%		
not at all	— 1,031 or 24%		

Chronological Age (CA)

The average CA is 15 years, 11 months, with ranges from 8 years, 11 months to 24 years, 2 months.

Grade in School

Of the 4,330 students tested, 2,092 are in non-graded situations. Of the 2,238 students assigned to a grade level, the average grade is ninth. The range of grade levels is from third grade to grade 16.

Mental Age (MA)

Student potential, as indicated by the *Peabody Picture Vocabulary Test* is equivalent to sixth grade. The average mental age score is 11 years, 9 months. A grade equivalent is arrived at by subtracting five (the age most children begin school) from the MA. It is necessary to indicate that while this test correlates very highly with a Weschler and/or Stanford-Binet, and is one of the few tests of its kind not requiring reading, it has culture biases. With approximately 50% of the population comprised from minority groups, this average MA of 11-9 could be slightly lower than actual as a result of the culture bias. It should be noted that 57% of all students taking the Peabody scored lower than 11-9. The ranges of mental age are from 3-0 to 18+.

Reading-Decoding

According to the Botel Word Recognition Test and the University of Maryland upper level reading lists, the average ability to decode words is 4th grade level. The range on these tests is from total non-reader to 12th grade level. A frequency distribution of reading decoding levels follows:

Pre-Test Reading Decoding Scores for 4,259 Students

READING LEVEL	NUMBER OF STUDENTS	PERCENTAGE OF STUDENTS SCORING AT THAT LEVEL
non-reader	59	1.4%
pre-primer	147	3.5%
primer	112	2.6%
grade 1	192	4.5%
grade 2-1	225	5.3%
grade 2-2	142	3.3%
grade 3-1	424	10%
grade 3-2	376	8.8%
grade 4	505	11.9%
grade 5	382	9%
grade 6	249	5.8%
grades 7-8	326	7.7%
grades 9-12	1,120	26.3%

Reading-Comprehension

According to the Botel Word Opposites Test, the average ability to comprehend the written word is 4th grade level. The range on this test is from non-reader to 12th grade. A frequency distribution of reading comprehension levels follows:

Pre-Test Reading Comprehension Scores for 4,169 Students

READING LEVEL	NUMBER OF STUDENTS	PERCENTAGE OF STUDENTS SCORING AT THAT LEVEL
non-reader	160	3.8%
grade 1	211	5.1%
grade 2-1	171	4.1%
grade 2-2	284	6.8%
grade 3-1	315	7.6%
grade 3-2	259	6.2%
grade 4	376	9%
grade 5	772	18.5%
grade 6	601	14.4%
grades 7-8	649	15.6%
grades 9-12	371	8.9%

Reading-Phonics

Students scoring at or below the fourth grade level on the Botel Word Recognition Test were administered three sections of the Phonics Test; consonants, blends, and rhyming words. The average score on the consonants section was 16 out of a possible 18. On the blends section, the average score was 12 out of a possible 19; and, on

the rhyming words section, the average score was 6 out of a possible 8.

These scores suggest a correlation between reading level and phonics ability. Thus, the graph below was designed to indicate the percentage of consonants, blends, and rhyming words known by students at each level of reading from non-reader thru grade four. The graph indicates

that the more phonics a student knows, the higher his reading level. This is more apparent for the area of blends than for rhyming words or consonants.

The following chart also indicates the increase in reading level as phonics ability increases. These figures represent a total population of 1,385 students who scored at or below the fourth grade level on the Botel Word Opposites Test.

BOTEL WORD OPPOSITES GRADE LEVEL	CONSONANT KNOWLEDGE (MAX = 18)		BLENDS KNOWLEDGE (MAX = 19)		RHYMING WORD KNOWLEDGE (MAX = 8)	
	Percent	Mean	Percent	Mean	Percent	Mean
non-reader	69.3%	12.5	25.1%	4.8	47.8%	3.8
1	78.9%	14.2	34.3%	6.5	62.6%	5.0
2-1	82.2%	14.8	44.7%	8.5	78.0%	6.2
2-2	88.4%	15.9	52.5%	9.9	84.5%	6.8
3-1	89.3%	16.1	62.1%	11.8	86.4%	6.9
3-2	90.7%	16.3	64.9%	12.3	88.0%	7.0
4	92.7%	16.7	71.7%	13.6	90.2%	7.2

Self-Concept

According to the Piers-Harris Self-Concept Scale, an acceptable score is between 46 and 60. The average score on the pre-test was 50, which would indicate an acceptable self-concept. Of the 4,241 students taking the test, 41% had acceptable self-concepts; 34% had scores that were below the acceptable range; and 25% scored above (evidence of "faking" answers) the acceptable range.

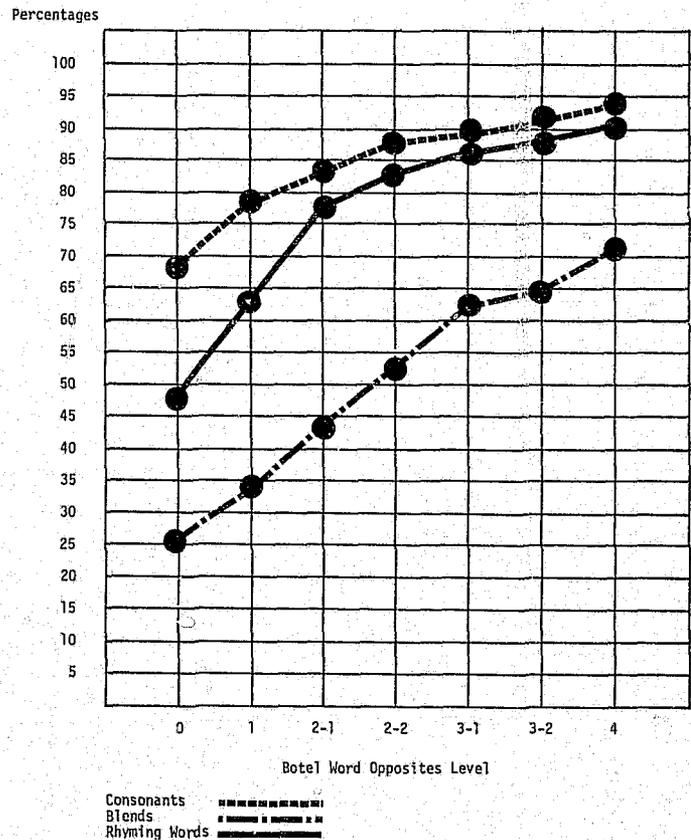
One of the 80 statements in the Piers-Harris was analyzed separately. Statement number 70 reads: "I am a good reader." Approximately 51% or 2,182 students answered yes to this statement. The remaining 49%, or 2,059 students, answered no. While these figures are not consistent with the percentage of functional illiterates (60%) among this population, the perceptions of the students responding to the statement are true. The word "good" in "I am a good reader" is relative. While a student may be reading at a second grade level, he may perceive himself to be a "good" reader.

Response to Paperback Popularity

Most of the schools using paperbacks prior to their involvement in Project READ were using them as part of an academic program, as well as for reading enjoyment. Each student was asked to respond to the statement . . . I like paperback books . . . a lot . . . a little . . . not at all. Following are the results of that statement:

1. Thirty-four percent, or 1,447 students said they liked paperbacks "a lot."
2. Forty-two percent, or 1,766 students responded "a little."
3. Twenty-four percent, or 1,031 students said they did not like paperbacks at all.

Phonics Ability Compared To Reading Level



Explanation of Graph Depicting the Average Student Tested

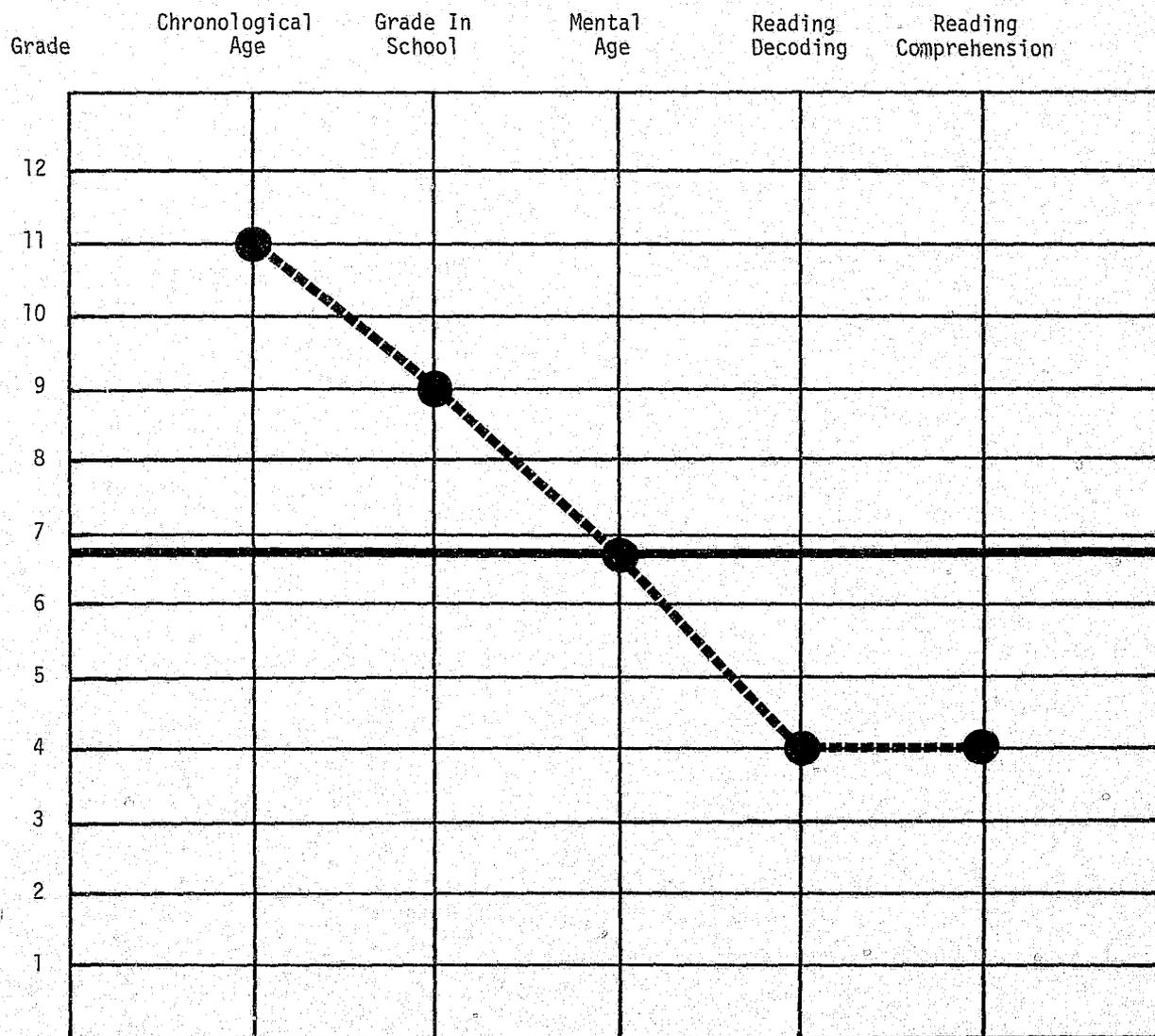
Of the 4,330 students selected for testing by their teachers, the average student is 16 years old, in the ninth grade, reading at the fourth grade level, with the ability to perform at the upper half of sixth grade. For a quick assessment of the average student, a graph converting all scores into grade level equivalents was prepared. Grade level equivalents of chronological age and mental age are arrived at by subtracting five from each figure. Five is the age most youngsters enter school; thus, a student with a mental age of 16

would have the ability to perform at 16 minus 5, or grade 11.

A horizontal line is drawn thru the point at which the mental age is plotted. This line then represents the student's potential, at the time of testing.

Thus, the average student is reading almost three years below his potential, and five years below his grade level. He is approximately seven years behind his sixteen year old peers of average mental ability.

Composite of the Average Student of 4,330 Students Pre-Tested



Regional Averages from Pre-Testing

As teachers were trained in six, separate regional workshops, student data was categorized

similarly. The following charts indicate the mean, minimum, and maximum scores for students within each region.

Regional Averages from Pre-Testing

	Region I			Region II			Region III		
	Mean	Min.	Max.	Mean	Min.	Max.	Mean	Min.	Max.
Chronological Age	15-6	8-11	19-4	16-9	9-0	24-2	15-11	11-0	20-0
Grade	8.96	4.0	12.0	9.95	3	16	8.6	3	12
Mental Age	11-4	3	18-0	12-5	5-2	18-0	11-9	4-7	18-0
Reading Decoding	3 ²	non reader	9-12	4	non reader	9-12	4	non reader	9-12
Reading Comprehension	4	non reader	9-12	4	non reader	9-12	4	non reader	9-12
Phonics—Consonants	16	0	18	16	4	18	16.5	0	18
—Blends	10	0	19	12	0	19	10	0	19
—Rhyming Words	7	0	8	7	0	8	7	0	8
Self-Concept	52	10	79	51	2	80	50	12	80
I am a good reader	Yes		No	Yes		No	Yes		No
	59%		41%	51%		49%	49%		51%
I like paperbacks	a lot	a little	not at all	a lot	a little	not at all	a lot	a little	not at all
	30%	43%	27%	36%	39%	25%	36%	40%	24%

Region IV			Region V			Region VI		
Mean	Min.	Max.	Mean	Min.	Max.	Mean	Min.	Max.
15-3	10-4	19-4	16-0	10-6	20-1	16-0	10-6	21-9
8.15	4	12	8.3	4	11	9.25	3	13
10-5	4-11	18-0	12-4	5-6	18-0	12-6	4-11	18-0
3 ²	non reader	9-12	5	PP	9-12	5	non reader	9-12
3 ²	non reader	9-12	5	non reader	9-12	5	non reader	9-12
14	0	18	16.5	0	18	16.6	0	18
8	0	19	11.9	0	19	12	0	19
6	0	8	7	0	8	7	0	8
50	14	79	52	9	80	50	11	78
Yes		No	Yes		No	Yes		No
47%		53%	54%		46%	51%		49%
a lot	a little	not at all	a lot	a little	not at all	a lot	a little	not at all
32%	43%	26%	34%	43%	24%	35%	42%	22%

Correlations of All Variables from Pre-Test Data

Since 4,330 students comprised the pre-test sample, correlations among variables were run on this pre-test group. With such a large population, almost all correlations are significant, however, those variables being most significant (above .400) are reported herein:

- A. Mental age correlates highly with:
 1. Reading decoding (.490)
 2. Reading comprehension (.547)
 3. Phonics-blends (.427)
- B. Reading decoding correlates highly with:
 1. Reading comprehension (.795)
 2. Phonics-blends (.709)
 3. Phonics-consonants (.508)
 4. Phonics-rhyming words (.502)
- C. Chronological age correlates highly with grade level (.608)

- D. Phonics-blends correlates highly with rhyming words (.520)
- E. Reading comprehension correlates highly with:
 1. Phonics-blends (.617)
 2. Phonics-rhyming words (.451)
- F. Phonics-consonants correlates highly with:
 1. Phonics-blends (.585)
 2. Phonics-rhyming words (.499)

The most significant correlations are between reading decoding and reading comprehension and reading decoding and phonics-blends. As indicated by the pre-test data, the national averages for both decoding and comprehension are fourth grade level. The chart below indicates correlations among all variables.

Correlations Among All Variables From Pre-Test Data
n=4330

Variables	1	2	3	4	5	6	7	8	9	10	11
Chronological Age 1		.608	.221	.144	.171	.085	.082	.066	.106	-.025	.069
Grade in School 2			.314	.228	.249	.167	.180	.105	.122	.082	.130
Mental Age 3				.490	.547	.311	.427	.281	.056	.214	.246
Reading-Decoding 4					.795	.508	.709	.502	.128	.383	.333
Reading-Comprehension 5						.437	.617	.451	.144	.320	.324
Phonics-Consonants 6							.585	.499	.112	.184	.215
Phonics-Blends 7								.520	.089	.286	.247
Phonics-Rhyming Words 8									.088	.185	.181
Self-Concept 9										.296	.158
I am a good reader 10											.315
Paperback Enjoyment 11											

POST-TEST DATA ANALYSIS

Students housed in training schools enter and are released on a continuous basis. Many of the students pre-tested for the Project were released prior to post-testing. A total of 2,463 of the original group of 4,330 remained for post-testing. The analysis of data for these 2,463 students follows:

National Averages from Post-Testing			
VARIABLE	MEAN	MINI-MUM	MAXI-MUM
Chronological Age	16-2	9-4	22-2
Grade	9.3	3	14
Mental Age	12-5	3-10	18+
Reading Decoding	5	non-reader	12
Reading Comprehension	5	non-reader	12
Phonics—Consonants	17 of 18	0	18
Phonics—Blends	14 of 19	0	19
Phonics—Rhyming Words	7 of 8	0	8
Self-Concept	55	8	80
I am a good reader:			
yes	— 1,503 or 63%		
no	— 882 or 37%		
I like paperbacks:			
a lot	— 1,119 or 46%		
a little	— 994 or 41%		
not at all	— 310 or 13%		

Chronological Age

The average CA is 16 years, 2 months with the youngest student 9 years, 4 months and the oldest 22 years, 2 months.

Grade

The grade range for students at the time of post-testing was from grade 3 to grade 14. The average grade is 9.3.

Mental Age

The average MA is 12 years, 5 months, with ranges from 3 years, 10 months to 18+. A grade level equivalent for the average mental age is 7-5, indicating that the average student has the potential to do work half way through the seventh grade. Of all 2,463 students post-tested, 55% had mental ages below 12-5.

Reading-Decoding

The average reading level for decoding is 5th grade with ranges from non-reader thru twelfth grade. A frequency distribution of reading-decoding scores follows: (N = 2386)

READING LEVEL	NUMBER OF STUDENTS	PERCENT
Non-reader	24	1%
Pre-primer	43	1.8%
Primer	61	2.6%
Grade 1	72	3%
Grade 2-1	107	4.5%
Grade 2-2	76	3.2%
Grade 3-1	192	8%
Grade 3-2	195	8.2%
Grade 4	241	10.1%
Grade 5	191	8%
Grade 6	159	6.7%
Grades 7-8	220	9.2%
Grades 9-12	805	33.7%

Reading-Comprehension

The average reading level for comprehension is 5th grade with ranges from non-reader thru 12th grade. A frequency distribution of reading-comprehension scores follows: (N = 2372)

READING LEVEL	NUMBER OF STUDENTS	PERCENT
Non-reader	26	1.1%
Grade 1	70	2.9%
Grade 2-1	92	3.9%
Grade 2-2	114	4.8%
Grade 3-1	138	5.8%
Grade 3-2	156	6.6%
Grade 4	269	11.3%
Grade 5	361	15.2%
Grade 6	438	18.5%
Grades 7-8	433	18.3%
Grades 9-12	273	11.5%

Phonics-Consonants

The average student of 1,313 taking this test knew 17 of a possible 18 consonants. Only 52% of the 1,313 knew all 18 consonants.

Phonics-Blends

The average student of 1,313 taking this test knew 14 of a possible 19 blends. Only 31% of the 1,313 knew all 19 blends.

Phonics-Rhyming Words

Of the 1,312 students tested, the average score was seven right out of eight. Seventy-nine percent of the 1,312 students knew all eight rhyming pairs.

Self-Concept

The average student scored at 55 which is well within the 46-60 acceptable range. Only 25% of the 2,370 students scored *below* the acceptable range. Sixty-two percent scored within the acceptable range, and 13% scored above the acceptable range, indicating their scores are probably "faked."

I Am A Good Reader

This statement is item #70 in the self-concept scale. 1,503 students said they were good readers, and 882 said they were not.

Paperback Enjoyment

Students were asked to respond to the statement "I like to read paperbacks". . . a lot . . . a little . . . or not at all. Forty-six percent indicated "a lot," 41% said "a little," and only 13% said "not at all."

Summary of Post-Test Data

At the time of post-testing, the average student was reading approximately 2½ years below his potential; four years below his grade level; and six years below his chronological age peers of average intelligence.

PRE-POST TEST GAINS

Gains scores are computed on the 2,463 students who received both pre and post-tests. For a more accurate picture of what the pre-test national averages are for this smaller group, the following chart is provided.

Pre-Test National Averages of 2,463 Students Who Were Post-Tested			
VARIABLE	MEAN	MINI-MUM	MAXI-MUM
Chronological Age	15-10	8-11	24-2
Grade	9.1	3	13
Mental Age	11-10	3-8	18+
Reading Decoding	4	non-reader	12
Reading Comprehension	4	non-reader	8
Phonics-Consonants	16 of 18	0	18
Phonics-Blends	10 of 19	0	19
Phonics-Rhyming Words	7 of 8	0	8
Self-Concept	50	2	80
I am a good reader:			
yes	— 1,246 or 51%		
no	— 1,182 or 49%		
I like paperbacks:			
a lot	— 825 or 34%		
a little	— 995 or 41%		
not at all	— 603 or 25%		

Difference Scores for Each Variable

Chronological Age

Four months was the average time between pre and post-testing.

Grade

Grade in school remained constant.

Mental Age

A gain of seven months is seen from pre to post-testing. The significance of this increase must be measured against past rate of growth. Since the average chronological age of students was 15-10 and the average mental age was 11-10 on pre-test, there is a four year lag in growth. It has taken these students 1½ years to grow one year in grade level achievement. Therefore, over a period of four months, these students would be expected to gain only three months in mental age. Instead, they gained seven months or, more than doubled their previous rate of growth.

Reading-Decoding

An average gain of one year was made. Of a possible 240 words, the average number right on the pre-test was 153 words. On the post-test, the average number right was 166 words. The average gain was 13 new words.

Reading-Comprehension

An average gain of one year was made. Of a possible 100 words, the average number right on the pre-test was 59. On the post-test, the average number right was 65 words. The average gain was 6 new words.

Phonics-Consonants

Of a possible 18 correct, the post-test average indicated a gain of 1, or from 16 to 17. Of the total pre-test group, 44% of the students knew all 18 consonants. By post-testing time, 52% of the students knew all 18 consonants.

Phonics-Blends

On the pre-test, only 21% of the students knew all 19 blends. By post-testing time, 31% of this same group knew all 19 blends. The average gain was 4, or from 10 to 14 blends.

Phonics-Rhyming Words

While there was no gain in the number of rhyming words learned from pre to post-testing, it should be noted that at the time of pre-testing, only 68% of the students knew all 8 rhyming words. At post-testing, 79% of this same group knew all 8 words.

Self-Concept

While the average score stayed within the acceptable range at the time of post-testing, it still increased by 5 points. The more significant changes were in the size of the group scoring within the acceptable range. At the time of post-testing, 19% more or 62% fell into the acceptable range. This is a move up of 11% from the below acceptable range. Only 13% of the students scored above the acceptable range, or in the "faking" range at the time of post-testing.

PRE-POST DIFFERENCES ON SELF-CONCEPT

RANGE	PRE	POST	DIFFERENCE
Below Acceptable	36%	25%	11% decrease
Acceptable	43%	62%	19% increase
Above or Faking	21%	13%	8% decrease

I Am A Good Reader

At the time of post-testing, 12% more of the students answered yes to this statement than at the time of pre-testing.

I Like Paperbacks

Twelve percent more students liked paperbacks "a lot" at the time of post-testing than at the time of pre-testing.

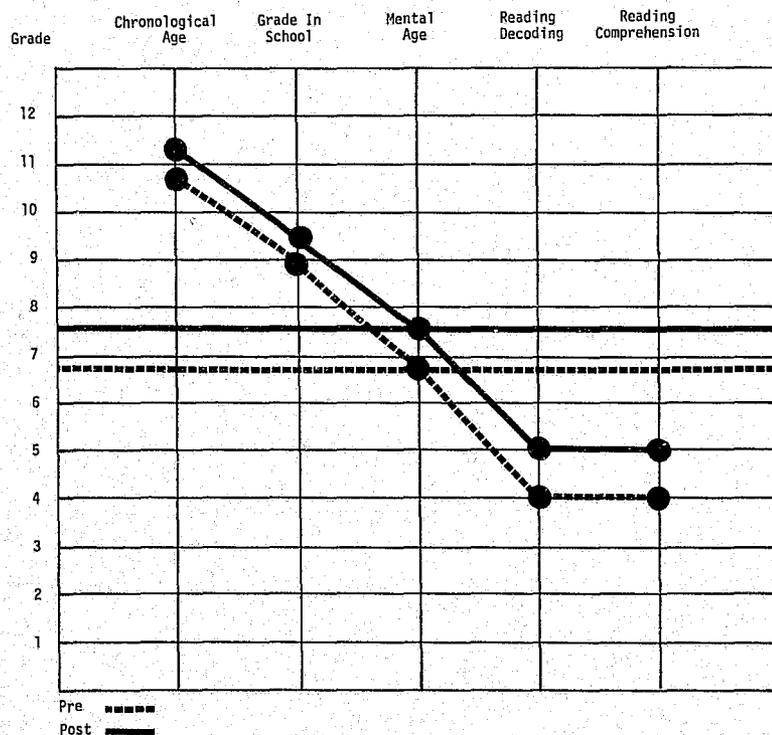
Summary of the Testing Component

Considering that Project READ is a training effort, not a research one, the data presented herein are noteworthy. While there were few controls placed on the treatment (teaching techniques used between pre and post-testing) between pre and post-testing, there were significant increases in scores. With an average of four months between testing periods, a group of over 2,400 juveniles increased their reading abilities, mental ages, self-concept, and more importantly, their desire to read. Results of these findings are evidence that juvenile offenders can be motivated to want to learn to read, and that improved teaching techniques can make a difference.

Implications from these data for further work in the area of improved literacy programs for juvenile offenders might be:

1. Providing in-service programs for teachers on how to improve the literacy levels of juvenile offenders.
2. Providing paperback books and functional reading programs in all areas of the school curriculum, including vocational studies and fine arts.
3. Increasing the number of titles of paperback books per student.
4. Designing reinforcement games and activities that focus on consonants and consonant blends.
5. Providing for sustained silent reading periods every day and on a school-wide basis.

Pre-Post Scores on 2,463 Students



PAPERBACK BOOK DATA

As described on page 2, the paperback book component of Project READ was designed to place uncensored, self-selected books of varying degrees of reading difficulty in the hands of juvenile offenders. No controls were enforced on placement of these books within the institution, although it was strongly recommended that they not be catalogued in the library. In some institutions, the entire school population had access to the books, in others, accessibility was limited to those students who participated in the testing program.

The major objective of the paperback book component was to make reading a reality—a pleasurable experience—and, an experience that could be associated with success. Each student selected two paperback books that remained in his possession until he wanted a third. At that point in time, he had to “trade in” one of the two original books. This trade system kept books circulating freely, yet, allowed a student to feel he had possession of something he really wanted. No penalties were placed on students who traded in books without completing them, for quite often the selection was made on impulse or attractiveness of the front cover. Many schools permitted the paperbacks to travel with the students—to dorms, dining areas, etc. A tour of an institution receiving books from Project READ might reveal paperbacks on beds, kitchen countertops, interfaith centers, in gymnasiums, recreation rooms, and infirmaries, as well as the back pocket of jeans. For some students, having a paperback book to call his own was a “first.” Surprisingly, few books were lost with the students themselves initiating book collection devices. Upon their release from an institution, many young people got to take their favorite book(s) home.

Book Distribution

Paperback book order forms were sent to each teacher representative, along with two identical copies of the bibliography. One copy was for students, the other for the teacher. Once both students and teacher came to a joint decision on which books would be ordered, the form was completed, and returned to the Project office. Before an order was filled and shipped to a school by the Ludington News Company, a Project READ staff member checked the order for accuracy and to record the types of books ordered. One major stipulation was placed on ordering: No more than five copies of any one title could be ordered, with the exception being dictionaries. The reason for this stipulation was to allow as many titles as possible to circulate among the students. Since there were two separate ordering periods, approximately three

months apart, a title that was really popular could be re-ordered. During the second ordering period, new titles were added to the bibliography as a result of student requests.

Allocation of Paperback Monies

To provide for as many titles per student as funding would allow, the following system was designed. The 148 schools were divided into three categories based on their populations. Schools in Category A having populations between 8 and 45 students were allocated \$200 each. Category B schools having populations ranging from 46 to 230 students received \$330 each. Schools with populations ranging from 231 to 850 students fell into Category C, and received between \$350 to \$1,400 each. Slightly more than half the money was allocated for the first book order, and the remaining money for the second order.

Total student population represented by these 148 schools is approximately 20,676. With \$53,000 allocated for paperback books, a grand total of 60,286 books was distributed, an average of three (3) books per student.

Best Sellers

A list of the 50 titles most frequently selected by the students in the 148 institutions follows. This list represents books made popular through television and movies, as well as books relatively unknown to the general public. More importantly, the list represents reading difficulties ranging from very low level to very high level. The selections herein are proof that poor readers *can* and *will* read books that are far above their “tested abilities” *when they are motivated* to do so. These students were indeed motivated.

TOP 50 BOOK LIST

1. Go Ask Alice	Avon
2. Soul Brothers and Sister Lou	Avon
3. Brian's Song	Bantam
4. Runaway's Diary	Archway
5. Sarah T: Portrait of a Teenage Alcoholic	Ballantine
6. Guinness Book of World Records	Bantam
7. Jaws	Bantam
8. Cool Cat	Dell
9. Ripley's Believe It or Not	Pocket
10. Teacup Full of Roses	Avon
11. Legend of Bruce Lee	Archway
12. Run Softly, Go Fast	Bantam
13. A Hero Ain't Nothin' But A Sandwich	Avon
14. Love and Sex in Plain Language	Bantam
15. Big Foot	Bantam
16. Harlem Summer	Berkley
17. The Godfather	Fawcett
18. Planet of the Apes	NAL

19. Guinness Sports Record Book	Bantam
20. Sex: Telling It Straight	Bantam
21. Nobody Waved Goodbye	Bantam
22. In Prison	NAL
23. The Outsiders	Dell
24. Ali	Tempo
25. The Devil's Shadow	Archway
26. Durango Street	Dell
27. It Pays to Increase Your Word Power	Bantam
28. Mom, the Wolfman and Me	Avon
29. When the Legends Die	Bantam
30. Count Me Gone	Archway
31. One Flew Over the Cuckoo's Nest	NAL
32. Manchild in the Promised Land	NAL
33. Don't Look and It Won't Hurt	Avon
34. Escape to Witch Mountain	Archway
35. Adventures of the Negro Cowboys	Bantam
36. Complete Book of Self-Defense	Bantam
37. Pictures for Writing	Bantam
38. Tuned Out	Dell
39. Black Boy	Harper/Row
40. Tomboy	Bantam
41. Alive: The Story of the Andes Survivors	Avon
42. I Never Loved Your Mind	Bantam
43. That Was Then, This Is Now	Dell
44. My Darling, My Hamburger	Bantam
45. Serpico	Bantam
46. Freedom Road	Bantam
47. Hot Rod	Bantam
48. Ten Short Plays	Dell
49. Ode to Billy Joe	Dell
50. Thorndike-Barnhardt Dictionary	Bantam

Favorite Categories

High interest, low reading level books, depicting adolescent problems were selected most frequently. Bibliographies of modern day heroes and heroines were selected as well as books on self-improvement. It is interesting to note that 745 dictionaries were purchased for personal usage. While television and motion pictures have been blamed by many authorities for the decline of reading in American families, they have apparently introduced a number of reading topics to the juvenile offender population. Among these topics are the serialized books based on *James Bond*, the *Six Million Dollar Man*, and *Alfred Hitchcock*. Many single titles were read after a television production of the same had been aired.

For many students selecting a paperback book was a new and difficult experience the first few times. Until students read, or learned from others about new titles, they were lost in the selection process. Hopefully, the top 50 list of books included herein will provide a beginning for students who ask for help in selecting titles.

COORDINATION AND COOPERATION

Members of the Project READ staff have served as speakers and/or participants in conferences and programs throughout the year. These efforts have helped to strengthen the cause for improved literacy programs in correctional institutions. Following are some of these efforts:

- Speaking to "Alternatives to Public School Teaching" at Western Maryland College and the University of Maryland.
- Conducting workshops on "Motivating the Reluctant Reader" at Jersey City State College, the University of Southern Mississippi, Western Maryland College, and the International Reading Association's National Conference.
- Presenting a description of educational programs available in juvenile correctional institutions to: the Maryland Higher Education Reading Association and the Georgetown Visitation Preparatory School.
- Serving on the Board of Directors of: The Education Commission of the States Corrections Project and the College Reading Association.
- Presenting the objectives and findings of Project READ to: The Educational Paperback Association and the American Association of Publishers.

Additional Services

The Project staff provided two distinct services to participating schools. *Read Resources*, a newsletter provided teachers with sample teaching lessons, free and/or inexpensive teaching aids, and noteworthy articles. Additionally, a "hot-line" from teacher representatives to the Project office allowed designated teachers to call collect for diagnostic information, help with remediation and assistance in preparation of paperback book orders. Over 100 such calls were taken each month. A poster depicting functional reading items was designed and distributed by the Project. Each student who participated in the testing program received a poster for his efforts.

Project Support

A number of organizations have contributed to the support and causes of Project READ.

1. The National Home Library Foundation contributed \$5,000 for the purchase of paperback books.
2. The New American Library Publishing Company contributed all paperback books that were exhibited by them at various conferences throughout the country. As a result, thousands of additional paperbacks

were available in the schools served by Project READ

3. All books that were purchased by the Project were distributed free by the Ludington News Company of Detroit, Michigan. Over 60,000 paperback books were delivered free as far as Alaska and Hawaii.
4. The National Right To Read office of the Department of Health, Education, and Welfare awarded Project READ a Certificate of Recognition for "outstanding contributions to the development of literacy in the United States."

SUMMARY

Project READ has achieved its first year objectives of training teachers in juvenile training schools in the area of reading diagnosis and remediation, and in providing free paperback books to the young people incarcerated in these training schools. A total of 148 training schools representing 47 states and the District of Columbia received assistance from the Project. More

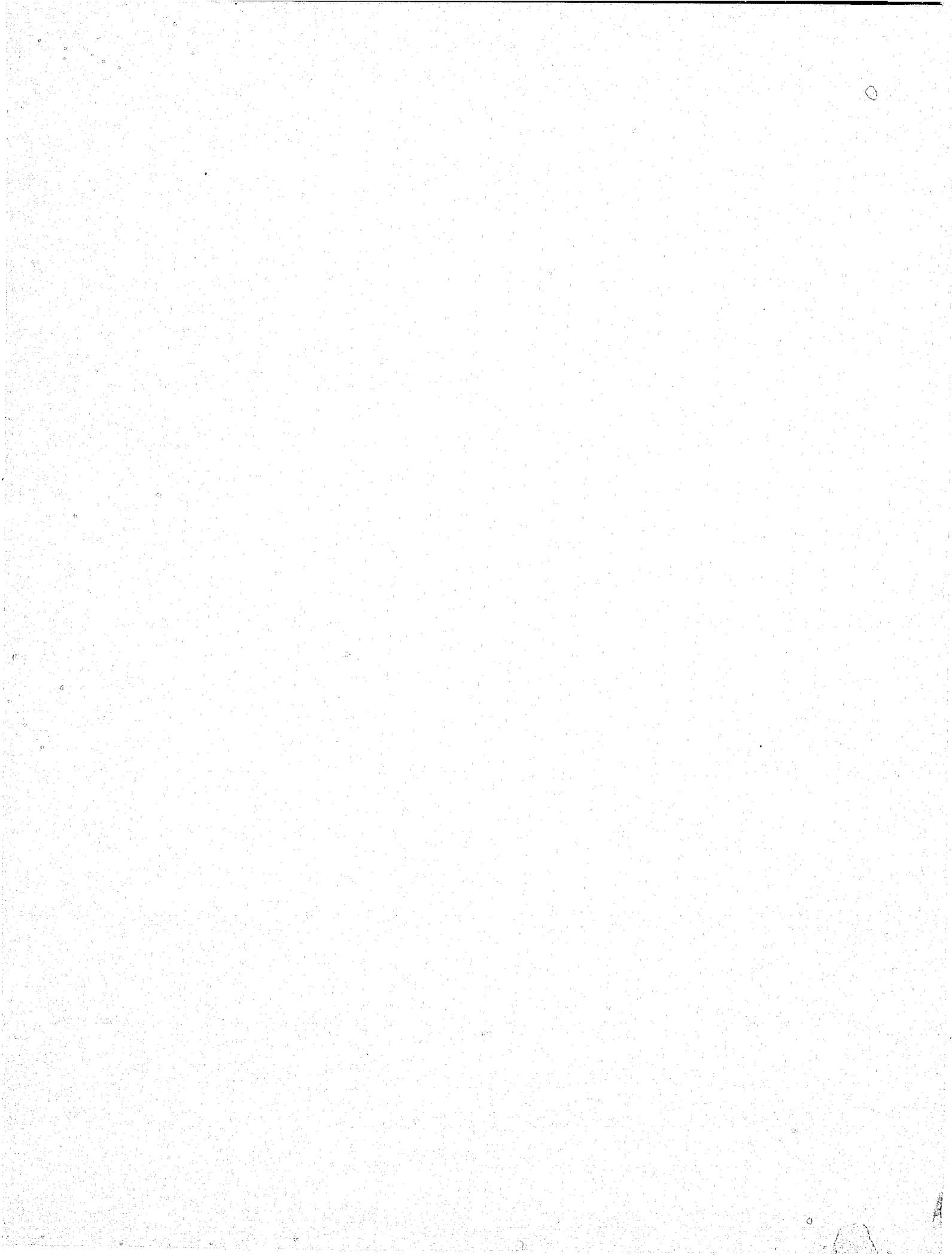
than 60,000 paperback books were distributed among the student population. A diagnostic program permitted teachers to assess the strengths and weaknesses of their students. Teaching techniques including the Language Experience Approach to reading, designing functional reading packets, teaching to strengths, and sustained silent reading were used to help improve the literacy levels of incarcerated juveniles. In a four-month period, an average reading gain of one year was seen; along with a seven-month gain in mental age, as well as an improvement in self-concept and in reading enjoyment. Results of these findings indicate that juvenile offenders can be motivated to want to learn to read; can improve their reading ability; and that improved teaching techniques can make a difference.

FOOTNOTES

¹Clearinghouse for Offender Literacy, Final Report 1974-75, American Bar Association, Washington, D.C.

²*Hooked on Books*, Daniel Fader, Berkley Publishing Corporation, New York, 1966.

³*Focusing on the Strengths of Children*, Linda Gambrell and Robert M. Wilson, Fearon Publishers, California, 1974.



APPENDICES

Diagnostic Test Descriptions

Peabody Picture Vocabulary Test, American Guidance Service, Inc., Publisher's Building, Circle Pines, Minnesota 55014.

The PPVT is designed to provide an estimate of a student's verbal intelligence through measuring his hearing vocabulary. No reading is required of the examinee, and the test can be given to anyone between 2 and 18 years who is able to hear words, see drawings, and can indicate a "yes" or "no" answer. While the test takes only ten to fifteen minutes to administer, the scoring is completely objective, and pre-post forms are available. The scores yield both a mental age level and Intelligence Quotient. With the mental age score converted to a grade level, a learning potential for verbal intelligence can be arrived at.

Piers Harris Self-Concept Scale, Counselor Recordings and Tests, Box 6184, Acklen Station, Nashville, Tennessee 37212.

This scale has 80 statements to be answered with a yes or no. It is a self-report instrument which can be read by the student or by the teacher to the student. The scale contains six factors including Behavior, Intellectual and School Status, Physical Appearance and Attributes, Anxiety, Popularity and Happiness, and Satisfaction.

Botel Reading Inventory, Follett Publishing Company, 1010 West Washington Boulevard, Chicago, Illinois 60607.

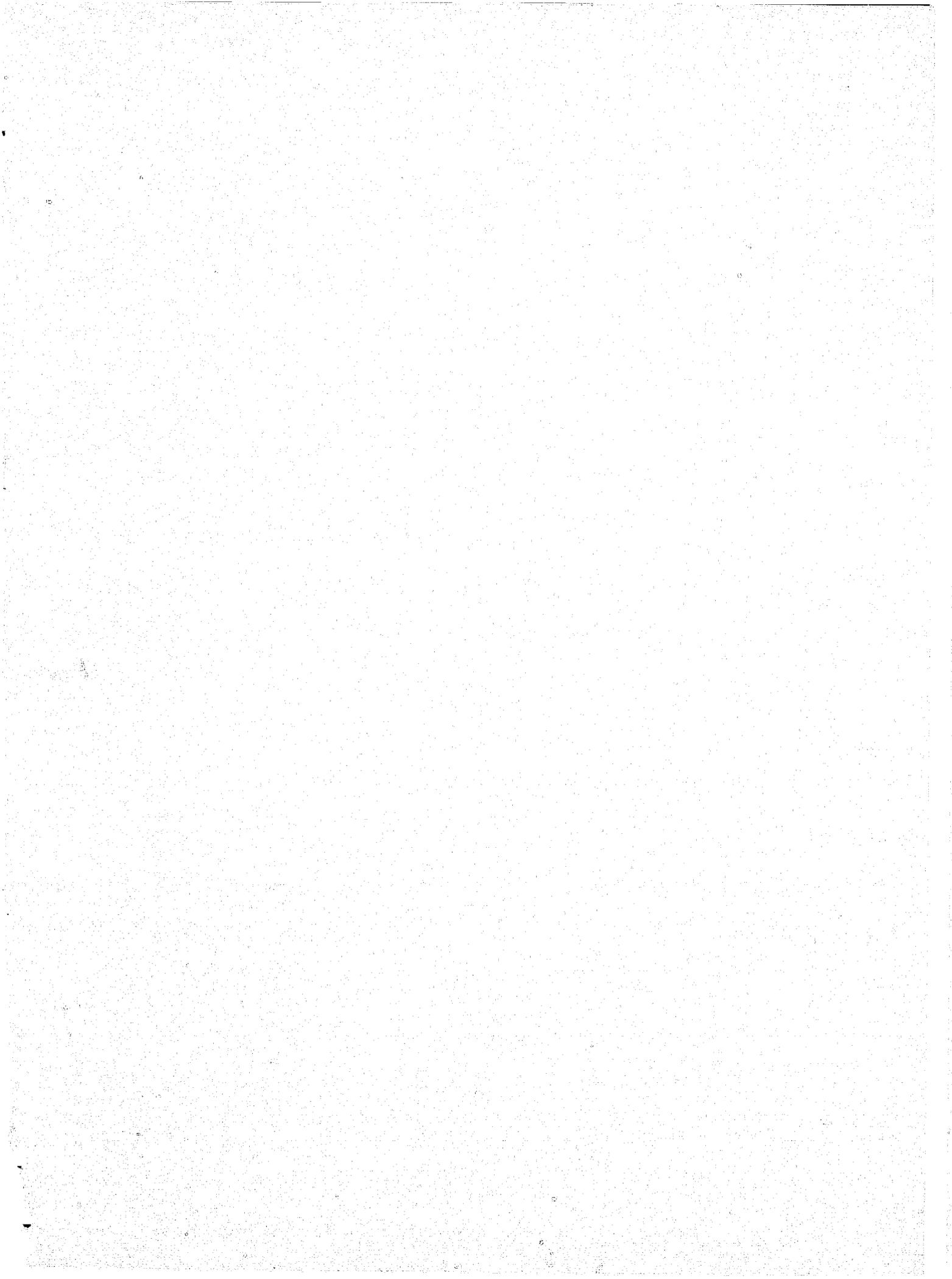
- A. Word Recognition Test. A series of word lists ranging from pre-primer to fourth grade. Each word list contains 20 words that the student must read instantly and accurately. This test does not check word meaning, merely decoding. An additional set of words from fifth grade thru twelfth grade was supplied by the Reading Center, University of Maryland.
- B. Word Opposites Test. Consists of ten graded lists of words from first grade level thru twelfth grade. The object of the test is to have a student find the opposite of a word in a set of four words. The yield is a comprehension predictor indicating the reading level a student can work at most comfortably.
- C. Phonics Test. Only three sections of this test were administered. The consonant and consonant blends sections enables a teacher to identify the soundletter pattern relationships that a student knows. The rhyming word section provides four written words which the student must provide rhyming counterparts for. Both vowel knowledge and initial consonant substitution are needed for this task.

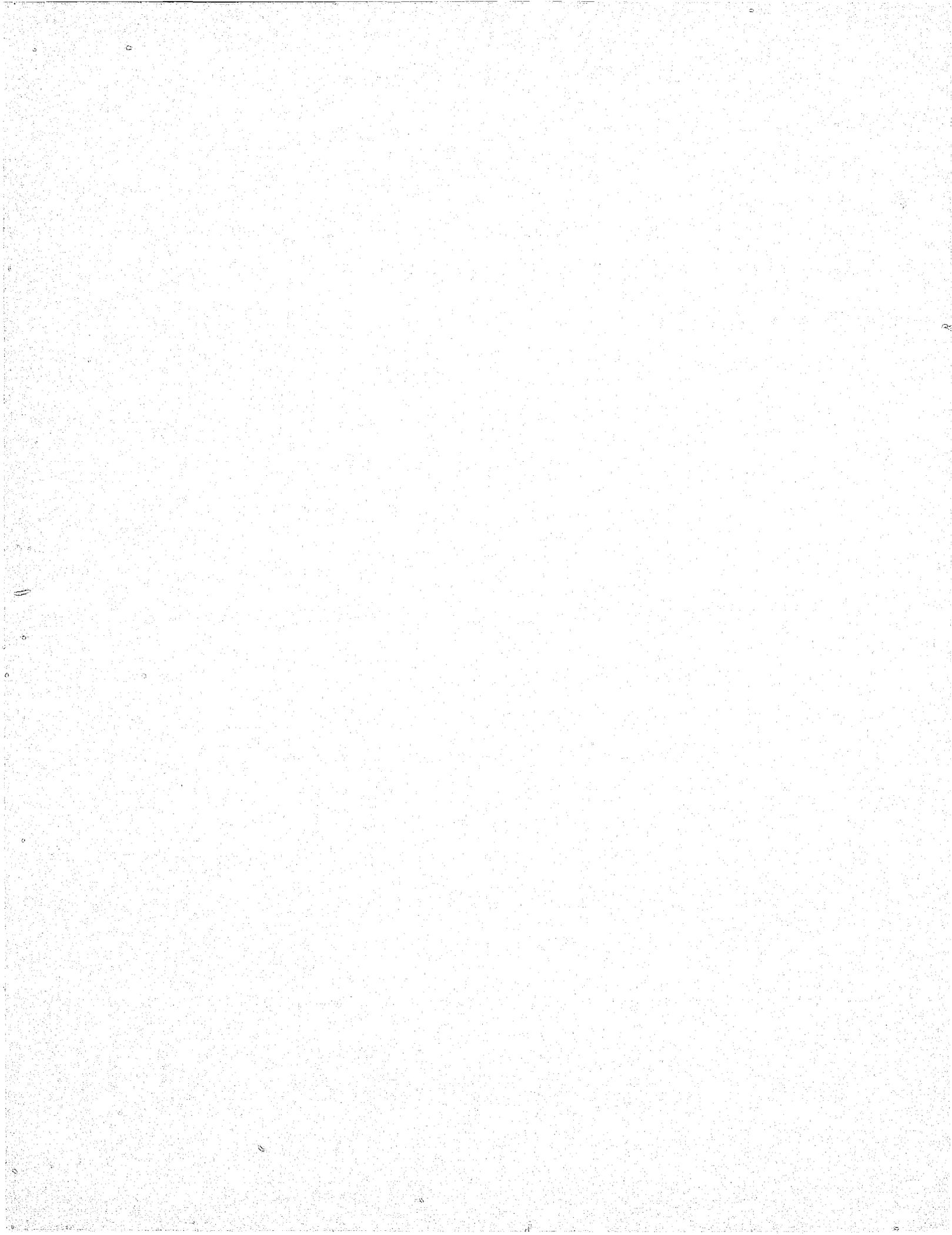


Teacher's Pre-Workshop Assessment

For each of the following questions please circle the letter corresponding to the most appropriate response.

1. When starting a handicapped reader in a remedial program, the teacher should start with the student's:
 - a. most serious weakness
 - b. least serious weakness
 - c. strength
 - d. skill in word attack
 - e. skill in comprehension
2. Which of the following is an important principle of remediation of reading difficulties:
 - a. Remediation should strive to make the student feel immediate success.
 - b. Remediation should strive to make the student aware of his serious weakness.
 - c. Remediation must incorporate extensive isolated drill.
 - d. Remediation must be conducted in a meaningful classroom situation.
 - e. Remediation can be started only after a complete diagnosis.
3. Mrs. Chang has five students who are in the sixth grade but reading at a second grade level. She has decided to use the language experience approach with them. *Evaluate* her decision:
 - a. It is likely to be unsuccessful since the language experience approach is used only with beginning readers.
 - b. It is likely to be successful since the reading materials used in the approach have been prepared by authorities in remedial reading.
 - c. It is likely to be successful since the students will have an opportunity to express their ideas and interests.
 - d. It is likely to be unsuccessful since there can be no structured phonics program in the approach.
4. Which of the following methods of teaching reading stresses seeking, self-selection, and self-pacing:
 - a. basal reader
 - b. linguistic
 - c. individualized
 - d. language experience
 - e. programmed
5. Which of the following is not a characteristic of individualized reading:
 - a. individualized conferences
 - b. interest grouping
 - c. skill grouping
 - d. little teacher involvement
 - e. self-selection of materials
6. Which of the following statements is *not* a characteristic of the language experience approach:
 - a. gets a student's speech into print
 - b. reinforces comprehension skills
 - c. reinforces word attack skills
 - d. keeps all students at the same level of instruction
 - e. works best with small groups
7. The key to the number of syllables in a word is:
 - a. the number of vowels in the word
 - b. the number of single consonants in the word
 - c. the number of vowel sounds in the word
 - d. the number of double vowels in the word
 - e. the number of paired consonants in the word
8. Which of the following nonsense words contains a visual clue to a long vowel sound:
 - a. ditchot
 - b. ikin
 - c. opset
 - d. viret
 - e. spege
9. The following errors in reading:
bit for bet
hat for hot
hug for hog
would best be classified as:
 - a. initial vowel substitution
 - b. medial vowel substitution
 - c. no word attack system
 - d. not knowing e and o in a medial position
 - e. not knowing i, a, and u in a medial position
10. I use paperback books in the classroom:
 - a. all the time
 - b. some of the time
 - c. not at all
11. In my classroom reading skills are taught:
 - a. through a basal reader
 - b. through language experience skill groups
 - c. through individualized reading skill groups
 - d. through a published program such as SRA, EDL, Random House, etc.
 - e. other (specify) _____





PAPERBACK BOOK BIBLIOGRAPHY

ACE

Nine Months To Go

ARCHWAY

Across the Tracks
 Alvin Fernald, Foreign Trader
 Alvin Fernald, Mayor for a Day
 America's First Trained Nurse: Linda Richards
 Arthur Ashe: Tennis Champion
 Baseball Talk
 Basketball Talk
 Basil & the Pygmy Cats
 Basil of Baker Street
 Best Friend
 Big Blue Island
 Big Mutt
 Black Stone Knife
 Bowling Talk
 Boys Book of Biking
 Buffalo Kill
 Captain of the Planter: Story of Robert Smalls
 Catch that Pass
 Cauldron of Witches: Story of Witchcraft
 Cave of Danger
 Children of the Resistance
 Come on Seabiscuit
 Count Me Gone
 Crossroads for Chela
 Curious Clubhouse
 Danny Dunn and the Smallifying Machine
 Danger at Loud Lake
 Detour for Meg
 Devil's Shadow: Story of Witchcraft in Massachusetts
 Diary of a Frantic Kid Sister
 Don't Take Teddy
 Dr. George Washington Carver: Scientist
 Encyclopedia Brown Shows the Way
 Encyclopedia Brown Tracks Them Down
 Escape to Witch Mountain
 Fly By Night
 Football Talk
 Georgina and the Dragon
 Gertrude Kloppenberg (Private)
 Ghosts
 Ghost of Five Owl Farm
 Ghost of Grannock Moor
 Ghost Next Door
 Gift of Gold
 Gift of Magic
 Glass Room
 Good Greenwood
 Growing Up in a Hurry
 Harriet Tubman: Conductor of the Underground Railroad
 Haunted Summer
 Head on Her Shoulders
 Henry 3
 Hold Fast to Your Dreams
 House at 12 Rose Street
 House of 30 Cats
 How Many Miles to Babylon
 Inway Investigators
 Ironhead
 Jackie Robinson of the Brooklyn Dodgers
 Jenny
 Jim Thorpe Story: America's Greatest Athlete
 Joel is the Youngest
 Johnny Bingo
 Junior Miss
 Just Dial A Number
 Just Morgan

Kildee House
 Light a Single Candle
 Little Rhody
 Little Vic
 Long Shot
 Man Against the Elements: Adolphus W. Greely
 Maple Street
 Marco Polo
 Martin Luther King: The Peaceful Warrior
 Matthew Looney and Space Pirates
 Me and Fat Glenda
 Meet Sandy Smith
 Melindy's Medal
 Mighty Hard Road: Story of Cesar Chavez
 Mine for Keeps
 Miss Osborne the Mop
 Mysterious Bender Bones
 National Velvet
 Next Door to Xanadu
 Oh, Lizzie: The Life of Elizabeth Cady Stanton
 Phantom of Walkaway Hill
 Phyllis Wheatley
 Present from Rosita
 Reggie's No Good Bird
 Rock and the Willow
 Runaway's Diary
 Run Westy Run
 Sea Monsters
 Secret of Crossbone Hill
 Secret of Grandfather's Diary
 Secret of the Indian Mound
 Serilda's Star
 She Wanted to Read: Story of Mary McLeod Bethune
 Shirley Chisholm
 Silent Storm
 Soupbone
 Spell is Cast
 Spider Plant
 Story of Phyllis Wheatley
 Story of Ty Cobb: Baseball's Greatest Player
 Strange Intruder
 Street of the Flower Boxes
 Tall and Proud
 Terrible Churnadryne
 Think Wild
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Warwick, New York 10990
(914) 986-2291
Mr. Peter Molesky, Teacher

NORTH CAROLINA

Cameron Morrison School
Hoffman, North Carolina 28347
(919) 281-3123
Ms. Beth Blake, Teacher
C. A. Dillon School
Division of Youth Services
Butner, North Carolina 27509
(919) 575-6594
Mr. Thomas Hanchey, Guidance Counselor
Dobbs School
Kinston, North Carolina 28501
(919) 527-7044
Mr. Marvin Inman, Teacher
Juvenile Evaluation Center
Swannanoa, North Carolina 28778
(704) 686-5411
Ms. Geneva Lamb, Teacher
Samarkand Manor
Eagle Springs, North Carolina 27242
(919) 974-4144
Mr. Leroy Horsley, Teacher

NORTH DAKOTA

North Dakota Industrial School
R. R. #4
Mandan, North Dakota 58554
(701) 663-9523
Ms. LaVonne Tweedy, Teacher

OHIO

Cuyahoga Hills Boys School
4321 Green Road
Warrensville Heights, Ohio 44128
(216) 464-8200
Ms. Janice Kridler, Teacher
Fairfield School for Boys
Drawer B

Lancaster, Ohio 43130
(614) 653-4324
Mr. Louis Hacquard, Teacher
Glenview-Hillcrest School
275 West Sharon Road
Cincinnati, Ohio 45246
(513) 771-7856
Mr. Kenneth Jones and
Ms. Barbara Wilson, Teachers
Indian River School
2775 Erie Street, S. W.
Massillon, Ohio 44646
(216) 837-4211
Ms. Pauline Kirkland, Teacher
Maumee Youth Camp
Route #2, Box 33
Liberty Center, Ohio 43532
(419) 877-5395
Ms. Cynthia McMullen, Teacher
Mohican Youth Camp
P. O. Box 150, Park Road
Loudonville, Ohio 44842
(419) 994-4127
Ms. Jody Strickling, Teacher
Judge Frank W. Nicholas Residential
Treatment Center
5581 Dayton Liberty Road
Dayton, Ohio 45418
(513) 225-4111
Ms. Kathy Gibson, Teacher
Riverview School for Girls
P. O. Box 50
Powell, Ohio 43065
(614) 881-5531
Ms. Leslie Eitel, Teacher
Sarrus Juvenile Center
Route #1, Hammond Road
St. Clairsville, Ohio 43950
(614) 695-9750
Mr. Tim Aspenwall, Teacher
Scioto Village
Box 100
Powell, Ohio 43065
(614) 881-5531
Ms. Dorothy Hays, Teacher
Training Institution Central Ohio
2130 West Broad Street
Columbus, Ohio 43223
(614) 866-8350
Ms. Clareth Chapman, Teacher
Youth Development Center
996 Hines Hill Road
Hudson, Ohio 44236
(216) 653-5176
Mr. Larry Hart, Teacher

OKLAHOMA

Girls Town
Box 99
Tecumseh, Oklahoma 74873
(405) 598-2135
Mr. James Rutters, Teacher
Helena State School
P. O. Box 256
Helena, Oklahoma 73741
(405) 852-3221
Mr. Otho Burt Thorp, Teacher

OREGON

Hillcrest School of Oregon
2450 Strong Road, S. E.
Salem, Oregon 97310
(503) 378-5339
Ms. Kanta Luthra, Teacher
MacLaren School
Route #1, Box 37
Woodburn, Oregon 97071
(503) 981-9531
Ms. Doris Seibert, Teacher

PENNSYLVANIA

Youth Development Center
R. D. #1
Waynesburg, Pennsylvania 15345
(412) 627-8101
Ms. Lillian Potisek, Librarian

Youth Development Center
3701 Old Trevoise Road
Cornwells Heights, Pennsylvania 19020
(215) 671-3232
Ms. Jeanene Anker, Teacher

Youth Development Center
151 West Luzerne Street
Philadelphia, Pennsylvania 19140
(215) 457-4250
Mr. Alfred Mazzei, Teacher

Youth Resources, Inc.
Box 1162, Federal Square Station
Harrisburg, Pennsylvania 17108
(717) 233-6566
Mr. George Colestock, Teacher

SOUTH CAROLINA

East Campus High School
5000 Broad River Road
Columbia, South Carolina 29210
(803) 758-6767
Ms. Cornelia Mayrhofer, Teacher

Willow Lane School
4650 Broad River Road
Columbia, South Carolina 29210
(803) 758-6226
Ms. Hazel W. Gault, Teacher

SOUTH DAKOTA

South Dakota State Training School
Plankinton, South Dakota 57368
(605) 942-6461
Mr. Lynn Vlasman, Teacher

TENNESSEE

Spencer Youth Center
Route #3, Stewarts Lane
Nashville, Tennessee 37218
(901) 741-4140
Ms. Ollie Gleaves, Teacher

Taft Youth Center
Route #4, Box 400
Pikeville, Tennessee 37367

(615) 881-3201
Ms. Donna Boynton, Teacher

Tennessee Youth Center
3000 Morgan Road
Joelton, Tennessee 37080
(615) 741-3188
Ms. Gwendolyn Odom, Teacher

John S. Wilder Youth Development Center
Drawer A
Somerville, Tennessee 38068
(901) 465-3624
Ms. Claudette Hence, Teacher

TEXAS

Brownwood State Home and School
P. O. Box 1267
Brownwood, Texas 76801
(915) 646-5541
Ms. Florene Currin, Teacher

Crockett State School
P. O. Box 411
Crockett, Texas 75835
(713) 544-3446
Mr. Gary Coston, Teacher

Gainesville State School
Box 677
Gainesville, Texas 76240
(817) 665-0701
Ms. Jane Dudley, Teacher

Giddings State Home
P. O. Box 600
Giddings, Texas 78942
(713) 542-3686
Ms. Iris Bohr, Teacher

Harris County Youth Village
210 J. W. Mills Drive
Seabrook, Texas 77586
(713) 334-2521
Mr. Danne Absher, Teacher

UTAH

Utah State Industrial School
200 North Washington Boulevard
Ogden, Utah 84404
(801) 393-8651
Ms. Linda Wolcott Norris, Teacher

VIRGINIA

Bon Air Learning Center

Bon Air, Virginia 23235
(804) 786-2153
Mr. Marion W. Smith, Teacher

WASHINGTON

Echo Glen Children's Center
3310 S. E. 99th Street
Snoqualmie, Washington 98065
(206) 624-6514
Ms. Mary Ann Streater, Teacher

Maple Lane School
Route #1, Box 300
Centralia, Washington 98531
(206) 273-5551
Ms. Janet Mackey, Teacher

Mission Creek Youth Camp
P. O. Box 288
Belfair, Washington 98528
(206) 275-2822
Ms. Janice Baker, Teacher

WEST VIRGINIA

West Virginia Industrial School for Boys
Route #4
Pruntytown, West Virginia 26354
(304) 265-1500
Ms. Geneva Harton, Teacher

West Virginia Industrial Home for Girls
Box 7
Industrial, West Virginia 26375
(304) 782-2371
Ms. Nancy M. Johnson, Teacher

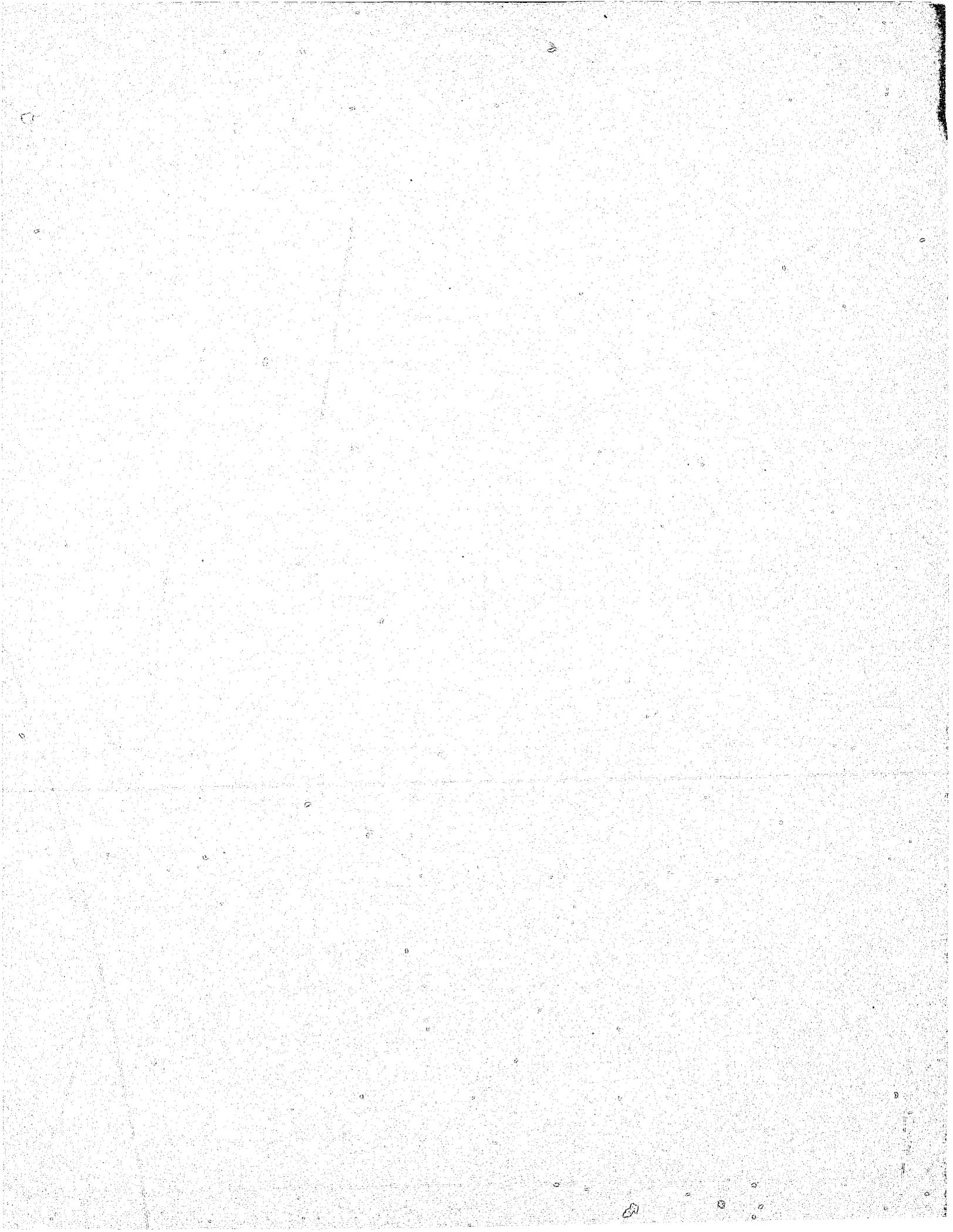
WISCONSIN

Ethan Allen School
Box WX
Wales, Wisconsin 53183
(414) 646-3341
Mr. Tim Fuller, Teacher

Lincoln Hills School
Box 96
Irma, Wisconsin 54442
(715) 536-8386
Ms. Kittie Scobie, Teacher

WYOMING

Wyoming Industrial Institute
Box 670
Worland, Wyoming 82401
(307) 347-6144
Ms. Maureen Rogers, Reading Teacher



END