

NATIONAL INSTITUTE OF CORRECTIONS  
Computer Aided Instruction  
GRANT GO-6

Administered by the:

GARRETT HEYNS EDUCATION CENTER

at the Washington Correction Center  
for the State of Washington  
Department of Corrections

VF  
500

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A. Did we meet our goals?

We met all four of our goals as they were stated in the proposal. There is now computer aided instruction (CAI) for these four areas: Basic skills - GED, vocational, restrictive/protective and mentally disordered.

There was over 360 pieces of software/courseware evaluated and 292 purchased to provide the CAI in these curriculum. More than six months of instructor time and effort was expended searching catalogs, soliciting, evaluating and purchasing the courseware/software.

Mathematics, Language Arts, Reading, Social Studies, and Science all have augmented their curriculum to provide CAI in forms of drill and practice, discover and simulation. Students are prescribed CAI lesson plans and assigned to the computer lab as part of their instruction. These drill and practice and discover software enhance and augment the teaching tools already available to the basic skills faculty.

Simulation software is used in the classroom as part of class discussion. An example of this software is used in the social studies area. Here the software offers up issues facing Mr. Lincoln during his term of office. The class is divided into two teams which compete to determine which team best follows his line of reasoning.

Also, a new software viewing device is used to project the images which appear on the monitor up on a wall screen. All students now have sight of what the courseware is developing as it is being executed.

The vocational programs are also benefactors of this grant. Many are now able to offer the state of the art computer software which are used in industry right now. Our students no longer have to take a "back seat" in terms of entry level techniques in their particular skill areas.

Drafting, Business, Machine Shop, Auto Body, and Horticulture all have been able to augment their curriculum with the latest software. Many of these computer program purchases are leading edge material which may not even be available in a lot of the production shops in industry. It has taken these instructors hours of outside class training to get themselves trained to teach these skills.

The other vocational programs, Auto Mechanics, Welding, Barbering, Custodial, Meatcutting, and Cooking were unable to secure much state of the art software. It was either too expensive or non-existent in these fields. These programs were able to locate and purchase a number of computer packages dealing with specific math skills, safety programs, industry terminology and a couple of simulation programs.

Basic skills training and GED pretesting are both being offered at the restrictive custody site in our Intensive Management Unit (IMU). Installing this unit was a little more time consuming than first thought because we must work in and around the very restrictive requirements of inmate movement.

We have an instructor who helps coordinate with the non-educational staff in this area. Currently, there is one computer serving this site. This computer is used to pretest for the GED using the new GED software and drill and practice in basic skills courseware to upgrade skills that are found deficient through the GED pretest software.

Much of this same basic skills courseware is used to help the developmentally disabled gain basic skills. Originally this group of inmates were restricted to their hall, so in the grant proposal it was planned to place a computer teaching station there. Since that time the institution changed their mode of operation in handling these individuals. Now they are programing outside the hall.

To meet his change of program philosophy, the school put together a sheltered work course for these men. In the workshop, the inmate builds articles for resale and uses the proceeds to buy more material. As part of the workshop, a special education teacher works with two or three men at a time on basic skills in a classroom adjacent to the shop while the others work in the shop area. The new basic skills courseware is used as another teaching tool for this instructor.

In conclusion, all the goals were met. Protective custody work station is being done in the workshop area not in the hall. The whole student body is benefiting from use of our new computers and software.

B. Did we meet our objectives?

To discuss this question, let us go through the objectives as they were listed in the grant proposal.

Our first objective was to raise the grade levels by 1.0 of at least sixty percent of the inmates who were in school for six months. According to the data reported to the Institute for Economic and Policy Studies, Inc. there was an average grade level increase of 1.7 for all those students who were with us at least six months. Math, Language Arts, and Reading students were tracked over a three quarter time span (roughly nine months worth of data).

The second objective stated we would expand our computer assisted and based instruction from two vocational programs to ten. We did not quite achieve this objective because Barbering, Meatcutting, and Custodial Skills do not use the computer as extensive as the other seven. There was really nothing out there for these programs. There was some special math and safety software purchased for these three, but that is about it.

Students in the other seven programs interface with computers on a daily basis. The software purchases here is state of the art for these industries. Students will be using the same or very similar computer programs when they enter these jobs in industry when they are released.

The objective lists as number three brings about a great deal of pride in me when I discuss the outstanding effort our faculty put into the execution of this grant. They met the challenge and exceeded my and their expectation.

At the start of the grant I had one faculty member ask me "Can I use this software money to buy video tapes for my program?". After the faculty steering committee worked on him a while and he himself could see the benefit of using the computer, guess who brought their software budget to zero first. The very person who wanted to buy video tapes with his software money could not get his computer programs fast enough.

All the full time faculty have fairly extensive training on computers. The majority of faculty have had at least two formal classes using computers. All did their own evaluation of their software and some have even purchased computers for their home to take extra time and be more comfortable with their material.

I would say that at least ninety percent of the faculty have intergraded CAI into their teaching method. Now that they feel comfortable and have some expertise they are using the computer as another teaching tool. They have more time for students

because they can release students to the computer lab and can increase their student contact with those still with them.

The fourth objective was probably the most frustrating one to accomplish because of the very restrictive nature of the situation. When they say restrictive custody they mean it in the strictest sense. Inmates out of their cell are handcuffed. Can you imagine trying to operate a computer with your hands handcuffed behind your back? Of course, I'm only kidding but developing a procedure and preparing the site for the computer was quite a challenge.

The custody people are quite cooperative in helping us run that teaching station. We have an instructor who coordinates in that unit daily but the non-teaching staff do much of the on site work. They like the opportunities to involve inmates because it makes the unit easier to manage.

Meeting the fifth objective went real well. We were able to more than double our English as a Second Language (ESL) enrollment during the last year. We purchased a courseware unit that an instructor and student or teacher aide and student can make a lot of progress in a short period of time. The name of the courseware is "ESL Picture Grammar".

The year before we had 16 enrolled in our ESL program and this year our count increased to 34. Here the computer made a big difference because we were able to get teacher aids and students off making meaningful progress and that left the instructor to work with a smaller group.

The sixth objective was pretty easily met. Here computers are used in the classes for the disabled but being able to hire a special education instructor really got this program off the ground. Before we had the special education instructor, there was very little we could offer. Now there is five hours contact a day with this segment of our population.

The last objective developed into a real nice program. Our chief GED examiner was able to get a software package that allows the student to self-test and produce a prescriptive printout that point the student to the area he needs to remediate.

Along with the self-testing material, there is mastery material that the student on the computer can begin to bring up his skill in these areas. If, however, he is too low then we counsel him into a classroom situation that will allow him to raise his competency.

C. Do the students benefit from the grant?

From my perception our students are getting a big advantage from this grant. The vocational students are getting state of the art training and basic skills students are getting an opportunity to learn in another way and have the advantage of more contact with instructors because of reduced class load.

I could talk about the advantages at great length but please read the comments made by some of our students who use the computers. Those comments are listed in appendix A.

D. How do the instructors feel about getting computers as a teaching tool?

I polled the faculty after we had received the computers and software to get a feeling how they felt about the new teaching tool. Their individual comments are listed in Appendix B.

Frankly, I was a little surprised about the positive feeling at the time the survey was taken. The faculty was not totally sold on using a computer as a teaching tool. Many staff started with the old myths that computers will replace staff, you need a Ph.D. in mathematics to learn about computers, our students won't be able to deal with the computer and its complexities and the list goes on. I was confident that our staff would give it their best effort to apply this tool because they had exhibited that tendency in other areas where unknowns were involved.

This staff works well together and they support each other. That is why computers and software are now an integral part of our teaching system. The faculty also believes that if students on the "street" are benefiting from the use of the computer then definitely our students can benefit. If we all had not felt that way, we would not have applied for the grant in the first place.

E. What things went well?

The first thing we did right was having a faculty steering committee in place when we started to execute the grant. Their expertise, enthusiasm and professionalism made the execution of this grant fairly easy. They were there for the technical back-up, for peer level encouragement for other staff and were a good sounding board about faculty opinion about various issues. They literally made converts out of computer skeptics. Without their influence, we would not have made the progress we made.

Another thing that went right, was having a vendor lower his prices on the most current version of computer aided design (CAD) by \$1000.00. We found a person who was an advocate of correctional education. It is nice to find these folks.

We found some ways around paying grant money for expertise and training. The instructors were able to take two classes using computers and have the school district cover the training costs. Each instructor received professional improvement credit and "summer studies" money covered the cost of the class. Our local educational service district expert on computers and computers in the classroom was a valuable resource at no charge. He gave us a lot of good advice and put on a good one-half day seminar for staff on computers in education.

F. What things did not go well?

I felt a lot of exasperation at times in returning software we felt inappropriate for our program. Some of the software vendors do not have a very distinct return policy. This made making returns quite difficult and getting a fair adjusted billing almost impossible. I know how to handle the situation now but in the middle of the evaluation process it was not fun!

Another thing I stumbled through, was pulling the computer back into a lab situation. At first I wanted the instructors to have easy access to the computer so they could get comfortable with their operation and make evaluation easier. By having the computers in their classroom, it kept staff enthusiasm up but built in an ownership facet I did not count on.

After the initial training and the software evaluation had been concluded, we pulled the computers back in a lab situation. Some staff were upset that "their" computers were being taken away from them. Even though, usage statistics point to a higher utilization of equipment, the disgruntled staff feel their students do not have enough access to the computer. It is a case of you are dammed if you do and your are dammed if you don't. In a way, I'm pleased they felt strongly enough about using the computer that they would get upset about having the machine moved.

G. How did we spend the grant monies?

In comparing the original proposal with the ending breakdown you can see we made some shift of funds from decreased monetary need to increased monetary need. In developing the original grant proposal, we were quite naive about what we needed and how much equipment costs. Only after we were into the execution of the grant and after the staff had gained expertise did we fully come to grips with what the final outcome should be.

The following is our rationale for shifting resources to meet needs:

computers- We were able to purchase Apple and IBM compatible equipment with more capabilities for far less cost than anticipated. We were able to get more equipment and still shift nearly three thousand dollars to other areas of increased need.

Peripherals- Under the peripherals category, there are two areas of increased monetary need. First the price of the plotter for the drafting area was under projected by nearly \$500.00. When the grant proposal was put together, there was a misunderstanding of the cost of a basic plotter.

Secondly, the original projected need for computer printers was based on demand of that time. The majority of the teaching staff had little or no experience in using computers or software. As they gained some expertise, the staff choose courseware/software that required a printer because of diagnostic results, quizzes, and exams that could be printed. Our need for three printers went to eight and that is why we moved \$1,000.00 to the peripheral category to cover the cost of the extra five printers.

Accessories- Here we were able to stay under budget by nearly \$300.00. We were able to purchase everything projected but for less cost.

Work Station - There was more need here because we were able to buy four more computers than originally thought possible. With the four more computers more work stations were needed.

Supplies - With the increase purchase of printers and computers, our demand for supplies went up. We also under' estimated the need for computer disks for backing up the software/courseware investment.

Software - Basically, we were able to purchase more software because of the saving made on computers. As the faculty gained experience and expertise, the software/courseware list grows longer. So when computer purchase was finalized, about one half of these savings were shifted to purchase additional software.

Consultation and Training - Under the original grant proposal, we felt that it would be necessary to hire a consultant to do some initial and long range training. We satisfied this need in the following ways:

1. An introductory computer class was offered here through South Puget Sound Community College and a intermediate class here on the use of micro-computers through Centralia College. Both of these classes were covered under the instructor's professional improvement monies and so no charge against the grant.
2. The staff and I gained a lot of knowledge by consulting with Mr. Dick Barnhart from the Educational Services District #113 in use of computers in the classroom. Along with individual contacts with Mr. Barnhard, he came to our school to put on a one half day presentation for the whole faculty. All of this service was provided free of charge.
3. The \$528.82 we did spend out of this category was used to augment instructor training by sending faculty to various "hands on" workshops and seminars.

## **APPENDICES**

## Appendix A

Machine shop student: Computers have helped me with Blue print Reading, Helping me being able to understand different styles of blueprints. in N.C. programing, teaching me the basics of programing. it also helped me with my matamatic skills.

Machine shop student: Computers, have helped me to appreciate my trade alot more.

It gave me more ambishtion to learn, the most I can about my trade. Befor I ever used the system I thought they were too difficult to learn.

I spend most of my time working with the computer CNC system, It has opend a door to a new out look on my skills in my trade.

So I would say they have helped me to use my mind and skills in a way I never thought I could.

Auto Mechanics student. I am writting this with Regards to the computer Disks that are supplied to the students in the Auto Mechanics course.

I myself Have worked with these disks, and completed them with a score of 100%. And I must say, I learned a considerable amount about the operation, parts and mechanical asspect of the vehicle from these disks. I walked into this class with absolutley no knowladge of How an engine operated, other than you step on the gas pedal and you were o n your way. And from what I learned from these disks, I could more than likley write a 15 page essay on the operation of a vehicle. These disks are, without a doubt, a good investment.

Business student. I have been using the computers' work processor for the past several months. I also used it a M.I.C.C. for several years, as a T.A. in the horticulture program. By using the computer and supporting software such as AppleWorks, Sensible Speller and others, I have probably brought my gradepoint, in the classes it was used, up .5 to 1.0. I haven't been able to go back and relearn the skills I missed in high school or even grammar school: But, the computer helps me cope with my problems and permits me to continue my learning.

Business student. I am enrolled in the business program at Garrett Heyns and plan to continue my education when released. I will be specializing in computer science and business procedures.

The business program was able to obtain an IBM PC/XT compatible with up-to-date programs designed for business applications through the NIC grant. Being able to learn on this computer has

helped prepare me to continue my education in the computer field.

It has also been of great help to be able to help students familiarize themselves on this computer, the MS-DOS operating system, and applications such as Lotus 1-2-3 and Wordstar Professional Release 4. Tasks such as setting up computer systems such as this and training personnel to use them is what I will be faced with in the future and experience is the best teacher.

I am thankful for programs such as the National Institute of Corrections for helping persons such as me to improve not only our education program but our self-esteem as well. I feel much more positive now about my prospects for success.

Auto Body student: The computer is a ideal thing to have in a Auto-Body shop. The computer will give a person a excellent Ideal Planning Program for welding, estimating, essays, and so on. The computer has many programs such as spell check, a dictionary, and many many more. It also has the Printer which is good for work print outs, Essays, Letters, or what ever you feel fit to use it for. When a person is using the computer for the vehicle he or she is working on, he or she can use it from start to finish. I am very much pleased in using it in my work, If more people were to use the computer in a training school or such, it would better prepare them for the real job on a paying process. Having a computer in a Body Shop is a very good offer and could fare better the work and learning of a student or Instructor. This concludes my feelings of a computer being in a Auto-body shop. A EXCELLENT IDEAL IF YA ASK ME!

Reading students: #1) I found computers very helpful. I've learned a lot. They keep me interested and entertained and I don't get bored. The vocabulary programs have helped me learn many more English words.

#2) Computers are interesting. I learn more because I think more. This is the first time in my life I've used a computer. I'd like to go to school and learn about computers.

#3) Before I never use computer. I wonder how they work when student use. Now I know. I like computer like typewriter.

#4) I think computers are pretty good. They teach me how to read, spell, and keep my typing skills up. I especially liked the Gapper program.

Welding student: Metal trades cluster on Blue print details is a excellent lesson plan for the beginner welder. These four lessons provide basic information on how to read Blue prints, use the data provided from the Blue prints and apply the data to certain tools to make the proper measurement. For the lesson in

tolerance? the student must know how to figure fractions.

Drafting students: I've been in Mr. Gormans Drafting course for ten months now. I had some High School courses in Drafting but, I've learned more in the past ten months than in two years of High School courses. Mr. Gormans class extends far beyond most courses you could take in several school and, having to pick a better instructor than John Gorman, I couldn't.

I started out drawing on the typical drawing board for my first few months in the course. I had noticed the computers in class that some of the guys were drafting house plans on the Auto Cad system. Drawing houses being what I wanted to do, drew my attention to the Auto Cad. So as a result I started the Auto Cad Tutorials. After learning the functions, I experimented by drawing a floor plan. I was overwhelmed with the system and, would like to see a few more of the ACAD computers in the class room.

I have learned what many Collage students won't and, have much more experience in the field of Drafting. If required to, in a job, I could use the Auto Cad System. Although the computers are faster than the pencil, I find that I have to return to the drawing board in some cases. After I've had more experience with the Auto Cad and, I feel confident that I won't need my pencil any longer I'll continue to use the system. Although it is very important to know the functions of the Auto Cad it is more important to know how to draw on the Drafting table.

Drafting student. At the time of my incarceration I had had numerous classes and a good deal of experience in architectural drafting, but I had absolutely no experience with a computer. As far as I was concerned, the computer was just something to play with or something far beyond my knowledgde or comprehension.

In September, 1986 I sat down before one of the first computers that our drafting class received through the grant. I have to admit that I was completely baffled and didn't even know where to start pushing buttons. Now, a year and a half later, I must admit that computers are a definite advantage to me.

Since working with computers I have learned to perated a work processing system very well; I have learned to program in BASIC; I have picked up some knowledge of data base and spread sheet systems; and my highest accomplishment is learning to run ACAD. I have been drawing with ACAD most constantly for nineteen months. As a matter of fact, I have designed two homes, on the computer, that have actually been built.

At the present time, I am preparing to parole and become a productive member in society. I have no doubt that my experience with computers is going to benefit me when I gain my freedom. I

feel confident that I will be able to compete with anyone in the job market and gain employment in a good drafting firm.

I further intend to start my own drafting business in the future and I know that I will purchase at least one computer for that business. Along with my computer, I intend to have a printer and a plotter.

Horticulture student: I am glad that we have computers here. and that I we are getting the training that we need in this horticulture class on them. they have helped me in my inventory here and a lot of other school work like plant lang scapeing also with my G.E.D. classes to without them it would take longer to do a lot of things that would hold me up so now I can get more out of my schooling a lot faster and more better. I think

Horticulture student: The computer has allowed us to have a complete inventory of all the plants in the main school building and on command get a print out on individual species by location or pot size as well as all plants in a given room.

The computer has also allowed us to keep a complete inventory on all containers and other supplies. We can also keep a record of all crops, with notations on germination data, transplant dates and information on time from seeding to flowering.

It allows us to note methods that gave us crop successes and problems that gave us crop failures. This information should be helpful to future classes in their choices of crops and cultural methods.

Developmentally disabled student: I benefit the computer because, I don't need to use paper and pencil. All I have to do is press the key's and I am able to select the "HINT" to find out how I can arrive at the answer. I learn alot and have fun playing computer game's!!

These game's are my favorite: SHIFTY SAM, NOT TRIVIA, MEMORY, KING'S QUEST!!!!!!!!!!!!!! The computer help's me when I'm learning about PERCENT'S, ROUNDING OFF DECIMAL'S, MULIPLICATION OF DECIMALS, DIVISION OF DECIMALS!! It is entertaining, interesting, logical, knowledgable and SUCCESSFUL.

I am all favors for the Computer "GENERATION" to be available all of the time.

Thank you for your concern!!

Developmentally disabled student: We are now in the computer age, which I though would be to difficult for me, was I ever wrong.

The first time I ran a computer in here at Garrett Heynes High school where I am in the C.A.S.A.S. and I was introduced to the computer where I found that a computer and a map can be very interesting.

It was a cross country where you locate your commodity and then you use the computer to go cross country on the map. The computer makes you think in a unique way. I found it out to be quite interesting and it gave me confidence in myself that I could learn something I thought was too difficult, but the computer is not difficult at all.

There is another computer program that I like "It's math, if I have a problem with a certain math problem the computer will help me. It will not give me the answer but the computer does help me to think of the math problem and I am able to work out the math problem.

I am waiting to see how much I would like to get a computer that can help me to achieve a better way of Learning as though a teacher was beside me when I am out of here and home. Later on I will possibly find one that will be good for me, also where I can obtain disc to help me improve my Learning skills. While I am here I plan to take full use as time permits me to use the computer.

Appendix B

FACULTY SURVEY

Question: Has obtaining the NIC grant been beneficial to you in delivering your instructional service? Please explain if it has or has not been beneficial to you.

Math/Science instructor:

Yes - gives another approach to subject. Allows variety of learning activities.

Custodial Skills instructor:

Yes, more computers have allowed my custodial students to use the computers for testing.

Welding instructor:

Beneficial, but there is a limited supply of software available for welding.

Language Arts instructor:

It is very beneficial when I have a student who needs individualized instruction, and I am not able to get to him during the allotted time frame.

Reading instructor:

Yes, without doubt. Computers in the classroom heighten interest, vary activities, provide opportunity for cooperation between students, and allows me to work with those who cannot work independently.

Language Arts instructor:

Yes. It has been especially useful with the very low level students, since the software we have purchased provides tutorials. The same is true for the deaf-mute students.

Auto Body instructor:

It has been beneficial for the students to see and use an estimating system that also can print time reports and job sheets.

Business instructor:

Yes, it has provided an entire course that would not have been possible without grant funds.

Auto Mechanics instructor:

It is like having another instructor in class.

Barbering instructor:

I have not found the computer to be beneficial as a instructional tool in barbering. I am however, doing some research to find use for one.

Horticulture instructor:

Yes, it has. I have been able to demonstrate and implement an inventory system applicable to greenhouses.

Machine Shop instructor:

Yes, the computer and software has greatly increased the explanation of CNC technology.

Health/Science:

Yes.

Drafting instructor:

My program would be rapidly becoming obsolete without computers.

Math instructor:

Yes, in the math classes particularly.

Social Studies instructor:

Yes, it has been beneficial because it has allowed me to present specific subject matter information and to facilitate the development of higher level thinking skills. Drill and practice programs are great for my students because the computer is more patient than I. I love simulations because they promote higher level thinking skills as well as critical and logical thinking.

Appendix C

NATIONAL INSTITUTE OF CORRECTIONS  
GRANT NO. GO-6  
GARRETT HEYNS EDUCATION CENTER

LIST OF PARTICIPANTS

Project Director:	Hr. Fred Mueller	
Steering Committee:	Mr. John Gorman	Drafting
	Mr. Charles Kelso	Business / Ged Examiner
	Mrs. Daphne McGregory	Reading
	Mrs. Jean Risken	Basic Skills/ Social Science
Faculty at Large:	Mr. Joe Bear	Auto Body
	MS. Elaine Bennett	Special Education
	Mr. Jack Bishop	Counselor
	*Ms. Kathy Burleson/	
	Ms. Beers	Math
	Dr. Warren Clare	Language Arts
	Mr. Gary Cole	Meatcutting
	Mr. Oliver Coleman	Culinary Arts
	Mr. Frank Ellerbroek	Machine Shop
	Mr. Chris Hobson	Welding
	Ms. Dianne Holmes	Language Arts
	Mr. Joe Kalvelage	Auto Mechanics
	Mr. Arthur Kitzman	Barbering
	Mr. Tom Needham	Counselor/Math/ Science
	Mr. Arlen Ness	Custodial
	Mr. Ocie Sager	Allied Health
	Ms. Sally Schultz	Basic Skills
	Mr. Vernon Staack	Horticulture
	Mr. Mark Weston	Math/Sheltered Workshop

\*Ms. Beers replaced Ms. Burleson at  
mid-quarter

Appendix D

National Institute of Correction (NIC) Grant GO-6  
Administered by the Garrett Heyns Education Center  
Finalized breakdown

CATAGORIES	*Original Amount	Decreased Amount	Increased Amount	Revised
Computers	\$18,231.14	\$ 2,978.49		\$15,252.65
Peripherals	2,446.90		\$1,476.29	3,923.19
Accessories	2,572.65	294.64		2,278.01
Work Stations	3,018.40		468.44	3,486.84
Supplies	1,067.22		679.55	1,746.77
Software	21,209.65		1,568.03	22,777.68
Consultation & training	1,448.00	919.18		528.82
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	\$49,993.96	\$4,192.31	\$4,192.31	\$49,993.96

\*All original amounts include their portion of sales tax. The sales tax amount was distributed over the other catagories.

## Appendix E

### Equipment List

- I. Computer:
  - A. Nineteen Laser computers Apple compatible (includes monitors>.
  - B. Three Priority One computers. IBM compatible (includes monitor>.
- II. peripheral:
  - A. Six Star printers
  - B. one Epson printer
  - C. one Hewlitt Packard printer
  - D. One PC Viewer and overhead projector
  - E. Computer aided drafting plotter
  - F. Mechanical mouse
- III. work station:
  - A. Twenty-two computer tables
- IV. Accessories:

A variety of equipment including surge protectors, printer cables, printer switch box, printer buffers, external disk drives, printer stands, and special internal computer cards (logic boards).

## Appendix F

## SOFTWARE LIST

File: SOFTWARE					Page 1
Report: SOFTWARE					5/13/88
PROGRAM	SOURCE	DSK	TYPE	DUP	LOC.
A "PUFF" OF AIR:THE RESPIRATORY SYSTEM	MARSHWARE	1	HEALTH	N	COMPUTER LAB
A MIGHTY PUMP:THE HEART	MARSHWARE	1	HEALTH	N	COMPUTER LAB
A Mind Forever Voyaging	INFOCOM, INC.	1	ENGLISH	N	COMPUTER LAB
A TEAM TO DEPEND ON:BONES AND MUSCLES	MARSHWARE	1	HEALTH	N	COMPUTER LAB
ADELPHIAN GRADEBOOK	KITCHEN-SINK-SOFTWARE	1	MACH. SHOP	Y	COMPUTER LAB
Adventures with Fractions	PUBLIC DOMAIN	1	MATH	N	COMPUTER LAB
ALCOHOL:THE PARTY	MARSHWARE	1	HEALTH	N	COMPUTER LAB
Algebra Volume 1	MECC	1	MATH	N	COMPUTER LAB
ALGEBRA WITHOUT ANXIETY	MARSHWARE	9	MATH	Y	COMPUTER LAB
AMIGO	NATIONAL TEXTBOOK COMPANY	2	ENGLISH/SPANISH	N	COMPUTER LAB
ANALOGIES	REMEDIA-EC, SOFTWARE	1	ENGLISH	N	ROOM 224
ANALOGIES I	QUEUE	2	ENGLISH	N	COMPUTER LAB
ANALOGIES TUTORIAL	HARTLEY	2	ENGLISH	N	COMPUTER LAB
ANIMATED-AUTOS-(ENGINES)	CAREER-AIDS-INC.	9	AUTO SHOP	Y	AUTO SHOP
ANNUALS,1&2	MID-STATES AGRI.	2	HORT.	Y	COMPUTER LAB
Apple Iie DOS 3.3 Master	APPLE COMPUTER, INC.	1	UTILITY	Y	COMPUTER LAB
APPLE Iie-ProDos-Users-Disk	APPLE COMPUTER, INC.	1	UTILITY	Y	COMPUTER LAB
Apple Presents: Apple	APPLE COMPUTER, INC.	1	COMP.USE	Y	COMPUTER LAB
APPLE PRESENTS: APPLEWORKS	APPLE COMPUTER, INC.	1	COMP.USE	Y	COMPUTER LAB
Apple Systems-Utilities-for 128K Iie & Iic	APPLE COMPUTER, INC.	1	UTILITY	Y	COMPUTER LAB
Apple Works,V-1.1	APPLE COMPUTER, INC.	2	UTILITY	Y	COMPUTER LAB
APPLE WORKS,V-2.0	APPLE COMPUTER, INC.	3	UTILITY	Y	COMPUTER LAB
ARCHITECTURAL-REVIEW	HEARITY & CO.	1	DRAFTING	N	DRAFTING ROOM
Archives Disks 101 - 120	PUBLIC DOMAIN	19	ED. GAMES	Y	COMPUTER LAB
Art: Perspective Drawing	MECC	1	ART	N	COMPUTER LAB
ASTRONOMY	PUBLIC DOMAIN	1	SCIENCE	Y	COMPUTER LAB
AUTO AIR CONDITIONING/REVIEW AIR CONDITIONING	UNKNOWN	2	AUTO SHOP	Y	AUTO SHOP
Auto Cad:V2.18	AUTO DESK INC.	9	DRAFTING	N	DRAFTING ROOM
AUTO-CAD:V2.52	AUTO-DESK-INC.	5	DRAFTING	N	DRAFTING ROOM
AUTO DIMENSIONING (FOR GENERIC CADD)	HEARITY & CO.	1	DRAFTING	Y	DRAFTING ROOM
AUTO TIME	HEARITY & CO.	1	UTILITY	Y	BUSINESS LAB
Automotive Tech Math : Decimals & Percent	MECC	1	AUTO SHOP	N	COMPUTER LAB
Automotive Tech Math : Fractions	MECC	1	AUTO SHOP	N	COMPUTER LAB
Bank Street Writer	BRODERBUND SOFTWARE	1	WORD PROC.	N	COMPUTER LAB
BASIC ASSEMBLER	NIBBLE-SOFTWARE	1	UTILITY	N	AUTO BODY
BASIC HORTICULTURE,1&2	LEARNING ARTS	2	HORT.	Y	COMPUTER LAB
BASIC HYDRAULICS	PUBLICATION SERVICES,DANA CO	1	AUTO SHOP	N	AUTO SHOP
BASIC MATH-COMPETENCY:FRACTIONS	ED. ACTIVITIES, INC.	1	MATH	Y	COMPUTER LAB
BE A WINNER: BE MOTIVATED	MICROCOMPUTER EDUCATION	2	CAREER	Y	COMPUTER LAB
BE A WINNER: SET YOUR GOALS	MICROCOMPUTER EDUCATION	2	CAREER	Y	COMPUTER LAB
BLUEPRINT-READING	EMC-PUBLISHING	2	MACH. SHOP	N	MACHINE SHOP
BODY SHOP MANAGEMENT SYS.	BSM INC.	2	AUTO BODY	N	AUTO BODY
BOTANICAL GARDENS	ED. ACTIVITIES, INC.	1	HORT.	Y	COMPUTER LAB
BUDGETING-SIMULATION	LEARNING ARTS	1	MATHEMATICS	Y	COMPUTER LAB
BUDGETING TUTORIAL	LEARNING ARTS	1	MATHEMATIC	Y	COMPUTER LAB
Business & Finance 01 & 02	PUBLIC DOMAIN	2	BUSINESS	Y	COMPUTER LAB
CadDraw	KITCHEN-SINK-SOFTWARE	1	DRAFTING	Y	COMPUTER LAB
CAPITALIZATION	ED. ACTIVITIES, INC.	1	ENGLISH	Y	COMPUTER LAB
CAPITALIZATION AND PUNCTUATION SERIES	RIVER BEND SOFTWARE	5	ENGLISH	N	COMPUTER LAB
Car Builder	WEEKLY-READER FAMILY	1	AUTO BODY	N	AUTO BODY

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PROGRAM	SOURCE	DSK	TYPE	DUP	LOC.
Career Scan IV	NATIONAL ED. SOFTWARE	2	CAREER	Y	COMPUTER LAB
CERTIFICATE MAKER	SPRINGBOARD, INC.	3	GRAPHICS	Y	COMPUTER LAB
CHEMISTRY SERIES I	FOCUS MEDIA, INC.	2	SCIENCE	Y	COMPUTER LAB
Chess	PUBLIC DOMAIN	1	MISC.	Y	COMPUTER LAB
CLASSIC USERY	THE CATALOG	1	UTILITY	N	AUTO BODY
Classification	MECC	1	DATA PROC.	N	COMPUTER LAB
CLIP-ART 1,2,3	SPRINGBOARD, INC.	3	GRAPHICS	N	COMPUTER LAB
CODE QUEST	SUNBURST-COM.	1	SPELLING	Y	ROOM 224
Coin Occupational Search	MICO PHOTO DIVISION	1	CAREER	Y	COMPUTER LAB
COLLISION SHOP	DIGITREE INC.	1	AUTO BODY	N	AUTO BODY
COMPUTER-ASSISTED-WRITING	ED.ACTIVITIES,INC.	6	ENGLISH	Y	COMPUTER LAB
Computer Generated Math	MECC	1	MATH	N	COMPUTER LAB
COMPUTER NUMERICAL CONTROL	F. MULLEN, U. OF TEXAS	1	MACH.SHOP	N	COMPUTER LAB
Computers in Gov't	MECC	1	COMP.USE	N	COMPUTER LAB
COOLING SYSTEMS	CAREER AIDS	2	AUTO SHOP	Y	AUTO SHOP
COPY II P.C.	CENTRAL POINT SOFTWARE	1	UTILITY	N	AUTO BODY
COPY II-PLUS	CENTRAL-POINT-SOFTWARE	1	UTILITY	Y	COMPUTER LAB
Correct - It!	MORROW DESIGN, INC.	1	WORD PROC.	Y	BUSINESS LAB
Create Lessons	HARTLEY	1	UTILITY	N	AUTO BODY
CROSSCOUNTRY USA	DIDATECH SOFTWARE LTD.	1	SOC.STUD.	Y	COMPUTER LAB
DECISIONS DECISIONS	TOM SNYDER PRODUCTIONS	8	HISTORY	Y	COMPUTER LAB
DIASCRPTIVE LANGUAGE ARTS DEVELOPMENT	ED.ACTIVITIES,INC.	7	ENGLISH	Y	COMPUTER LAB
DIASCRPTIVE READING I	ED.ACTIVITIES,INC.	6	READING	Y	COMPUTER LAB
DIASCRPTIVE READING II	ED.ACTIVITIES,INC.	7	READING	Y	COMPUTER LAB
DIESEL ENGINES	PUBLICATION SERVICES	1	AUTO SHOP	N	AUTO SHOP
DISAPPEARING DINNER:THE DIGESTIVE SYSTEM	MARSHWARE	1	HEALTH	N	COMPUTER LAB
DISCOVER THE WORLD	HARTLEY	4	HISTORY	Y	COMPUTER LAB
Ducks	MECC PROGRAMS	1	READING	Y	COMPUTER LAB
DYNA CONNECTION	MR. FITZPATRICK	1	MACH.SHOP	N	MACHINE SHOP
EASY INVENTORY	HOBAR PUBLICATIONS	1	MACH.SHOP	N	DRAFTING ROOM
EDUCATION, A REAL	THE CATALOG	1	AUTO BODY	N	AUTO BODY
ELECTRICAL CIRCUITS	CAREER AIDS INC.	2	AUTO SHOP	Y	AUTO SHOP
Electronic Money	MECC PROGRAMS	1	COMP.USE	N	COMPUTER LAB
Elem. vol. V & vol. XII	MECC PROGRAMS	2	LANGUAGE ARTS	N	COMPUTER LAB
Elem. vol. XIII: Nutrition	MECC PROGRAMS	1	HEALTH	N	COMPUTER LAB
Eng. Parts of Speech	MECC PROGRAMS	1	ENGLISH	N	COMPUTER LAB
ENGLISH ACHIEVEMENT:VOL.1-5	MICRO. WRKSHOP COURSEWARE	5	ENGLISH	Y	COMPUTER LAB
Estimation	MECC PROGRAMS	1	MATH	N	COMPUTER LAB
EXPLORING TABLES AND GRAPHS	MICRO. MEDIA, INC.	1	MATH	N	COMPUTER LAB
Exploring Your Brain	MECC	1	HEALTH	N	COMPUTER LAB
FIGURATIVE LANGUAGE	HARTLEY	2	ENGLISH	Y	COMPUTER LAB
FITNESS	MARSHWARE	1	HEALTH	N	COMPUTER LAB
FLIGHT SIMULATOR II	SUBLOGIC CORP.	1	SCIENCE	Y	COMPUTER LAB
Friendly Computer	MECC PROGRAMS	1	COMP.USE	N	COMPUTER LAB
FUEL SYSTEM-CARBURETORS	CAREER AIDS INC.	6	AUTO SHOP	N	AUTO SHOP
FUNCTIONAL READING SKILLS	STECK-VAUGHN COURSEWARE	4	READING	N	ROOM 224
G.E.D.	CAMBRIDGE	23	G.E.D. PREP.	N	COMPUTER LAB
GAMES OF THE STATES	MEDIA MATERIALS, INC.	1	SOCIAL STUDIES	N	COMPUTER LAB
Garden Planner	MICROSPARC, INC.	1	HORT.	Y	COMPUTER LAB
GASOLINE ENGINES	PUBLICATION SERVICES	1	AUTO SHOP	N	AUTO SHOP

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PROGRAM	SOURCE	DSK	TYPE	DUP	LOC.
GENERIC CAD	HEARLIHY & CO.	1	DRAFTING	Y	DRAFTING ROOM
Genetics	MECC	1	SCIENCE	N	COMPUTER LAB
Geog. & Hist. I	PUBLIC DOMAIN	1	SOC.STD.	Y	COMPUTER LAB
Graphics Expander I	SPRINGBOARD SOFTWARE, INC.	3	GRAPHICS	Y	COMPUTER LAB
Graphics Library, 1,2,+3	BRODERBUND-SOFTWARE	3	GRAPHICS	Y	COMPUTER LAB
Graphstar II	STARNICRONIC, INC.	1	GRAPHICS	N	COMPUTER LAB
GRAPPER	HRM SOFTWARE	15	READING	Y	COMPUTER LAB
GREEN GLOBS & GRAPHING EQUATIONS	SUNBURST COMMUNICATION	2	MATHEMATICS	Y	COMPUTER LAB
Green Plants	ED. ACTIVITIES, INC.	1	HORT.	Y	COMPUTER LAB
Greenhouse Heating & Cooling	PUBLIC DOMAIN	1	HORT.	Y	COMPUTER LAB
Groggin's Fractions	MECC	1	MATH	N	CHAPTER ONE
HEALTH AWARENESS GAMES	HRM SOFTWARE	1	HEALTH	Y	COMPUTER LAB
Health maint. vol. 1	MECC	1	HEALTH	N	COMPUTER LAB
Health maint. vol. 2	MECC	1	HEALTH	N	COMPUTER LAB
HISTORY IN PERSPECTIVE	TOM SNYDER PRODUCTIONS	7	HISTORY	Y	COMPUTER LAB
HOBBIT	ADDISON-WESLEY PUBLISHING CO	1	READING	Y	COMPUTER LAB
Hort. Insects & Diseases	PHOTO COM.	1	HORT.	N	HORTICULTURE
HOW A BILL BECOMES A LAW	QUEUE, INC.	1	CIVICS	N	COMPUTER LAB
HOW TO HANDLE A CHECKING ACCOUNT	LEARNING ARTS	2	MATHEMATICS	N	COMPUTER LAB
HOW TO USE YOUR COMPUTER ONE	MORROW DESIGN, INC.	1	COMP.USE	Y	BUSINESS LAB
HUMAN ANATOMY	BRITANNICA	2	HEALTH	N	COMPUTER LAB
HUMAN BODY: AN OVERVIEW	LEARNING ARTS SOFTWARE	1	HEALTH	N	COMPUTER LAB
HUMAN SYSTEM KEYWORD	FOCUS	1	HEALTH	Y	COMPUTER LAB
IBM MS-DOS V3.10	MORROW DESIGN, INC.	1	DATA PROC.	Y	BUSINESS LAB
IMAGINATOR	HEARLIHY & CO.	1	DRAFTING	N	DRAFTING ROOM
INTERVIEW SCENARIOS	CAREER DEVELOPMENT, INC.	1	MACH.SHOP	N	DRAFTING ROOM
INTRODUCTION TO MATTER AND ENERGY	FOCUS MEDIA, INC.	6	SCIENCE	Y	COMPUTER LAB
Job Applications	ED. ASSOCIATES, INC.	1	CAREER	N	COMPUTER LAB
Job Attitudes	MICROCOMPUTER ED. PROGRAMS	1	CAREER	Y	COMPUTER LAB
Job Interviewing	MICROCOMPUTER ED. PROGRAMS	1	CAREER	Y	COMPUTER LAB
JOB SUCCESS: FIRST DAYS ON THE JOB	MICROCOMPUTER EDUCATION	2	CAREER	Y	COMPUTER LAB
JOB SUCCESS: LOOKING GOOD	MICROCOMPUTER EDUCATION	2	CAREER	Y	COMPUTER LAB
JOB SUCCESS: YOUR PERSONAL HABITS	MICROCOMPUTER EDUCATION	2	CAREER	Y	COMPUTER LAB
JOB SUCCESS: YOUR WORK HABITS	MICROCOMPUTER EDUCATION	2	CAREER	Y	COMPUTER LAB
King's Quest	SIERRA	2	MISC.	N	COMPUTER LAB
Landscape Maintenance	MID-STATES AGRI.	1	HORT.	Y	COMPUTER LAB
LANGUAGE ARTS SERIES II	HARTLEY	1	ENGLISH	N	COMPUTER LAB
Language Arts Volume 12	MECC	2	ENGLISH	Y	COMPUTER LAB
Language Arts Volume 5	MECC	1	ENGLISH	Y	COMPUTER LAB
LAW IN AMERICAN HISTORY II	QUEUE	1	CIVICS	N	COMPUTER LAB
LE MENU	BARTEL	1	UTILITY	Y	BUSINESS LAB
LEARNING TO COPE WITH PRESSURE	SUNBURST COM.	1	HEALTH	Y	COMPUTER LAB
LINCON'S DECISIONS	ED. ACTIVITIES, INC.	1	HISTORY	Y	COMPUTER LAB
Logi-Calc	MORROW DESIGN, INC.	1	BUSINESS	Y	BUSINESS LAB
LOTUS 1-2-3; V2.0	STATE OF WASHINGTON	1	DATA PROC.	Y	BUSINESS LAB
M-Soft Basic	MORROW DESIGN, INC.	1	UTILITY	Y	BUSINESS LAB
M-SS-NG L-NKS	SUNBRUST COM.	1	SPELLING	Y	COMPUTER LAB
MACHINE SHOP & RELATED REVIEW	HOBAR PUBLICATIONS	1	MACH.SHOP	N	MACHINE SHOP
Mail Merge	MORROW DESIGN, INC.	1	WORD PROC.	Y	BUSINESS LAB
Master Spell	MECC	1	UTILITY	Y	COMPUTER LAB

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PROGRAM	SOURCE	DSK	TYPE	DUP	LOC.
MASTERING UNITS OF MEASUREMENT	QUEUE, INC.	4	MATH	N	COMPUTER LAB
Math Activities	PUBLIC DOMAIN	1	MATH	Y	COMPUTER LAB
Math Blaster	DAVIDSON	2	MATH	N	COMPUTER LAB
Math Disk 01-05	PUBLIC DOMAIN	5	MATH	N	COMPUTER LAB
MATH FOR WELDERS	CAREER AIDS	2	WELDING	N	WELDING SHOP
MATH FORMULAS & RULES	AMER SOFTWARE PUB. CO.	1	MATH	Y	COMPUTER LAB
MATH ON THE JOB: COOK	THE CONOVER COMPANY	1	MATHEMATICS	N	COMPUTER LAB
MATH ON THE JOB: MACHINIST	THE CONOVER COMPANY	1	MATHEMATICS	N	COMPUTER LAB
MATH ON THE JOB: MEAT CUTTER	THE CONOVER COMPANY	1	MATHEMATICS	N	COMPUTER LAB
MATH ON THE JOB: SECRETARY/CLERK TYPIST	THE CONOVER COMPANY	1	MATH	N	COMPUTER LAB
MATH ON THE JOB: TRACTOR-TRAILER DRIVER	THE CONOVER COMPANY	1	MATH	N	COMPUTER LAB
MATH SKILLS PAK: TRIGONOMETRY	SEI	3	MATHEMATICS	Y	COMPUTER LAB
MECC Data Handler	MECC PROGRAMS	1	DATA PROC.	N	COMPUTER LAB
MECC Dataquest: Presidential Data Base	MECC PROGRAMS	1	DATA PROC.	N	COMPUTER LAB
MECC Editor	MECC PROGRAMS	1	WORD PROC.	N	COMPUTER LAB
MECC Keyboarding, Beginning & Advanced	MECC PROGRAMS	2	WORD PROC.	Y	COMPUTER LAB
MECC SPACE	MECC PROGRAMS	1	DRAFTING	N	DRAFTING ROOM
MECC Speller	MECC PROGRAMS	1	WORD PROC.	N	COMPUTER LAB
MECC Student Stories	MECC PROGRAMS	1	ENGLISH	N	COMPUTER LAB
MECC Trivia Machine	MECC PROGRAMS	2	WORD PROC.	N	COMPUTER LAB
MECC Write Start	MECC PROGRAMS	1	WORD PROC.	N	COMPUTER LAB
MECC Writer	MECC PROGRAMS	1	WORD PROC.	N	COMPUTER LAB
MECHANICS-CLUSTER	CAREER AIDS INC.	8	AUTO-SHOP	N	AUTO-SHOP
MEDALISTS: THE BLACK AMERICANS	HARTLEY	1	HISTORY	N	COMPUTER LAB
MEDALISTS: THE CONTINENTS	HARTLEY	1	HISTORY	N	COMPUTER LAB
MEDALISTS: THE PRESIDENTS	HARTLEY	1	HISTORY	N	COMPUTER LAB
MEGAWORKS	MEGAHAUS	3	WORD PROC.	Y	COMPUTER LAB
METRIC SKILLS I + II	LEARNING AIDS	2	MATH	Y	COMPUTER LAB
MICRO GARDENER	ED. ACTIVITIES, INC.	1	HORT.	Y	COMPUTER LAB
Micro-Mike's Basic	MORROW DESIGN, INC.	1	UTILITY	Y	BUSINESS LAB
MIGRATING MOLECULES	QUEUE, INC.	2	SCIENCE	N	COMPUTER LAB
Milikin-Math	MILIKIN PUBLISHING CO.	16	MATH	Y	COMPUTER LAB
Mind Puzzles	MECC	1	READING	N	COMPUTER LAB
MIND YOUR BUSINESS	ANTIC PUBLISHING	1	AUTO BODY	N	AUTO BODY
MOLECULES & ATOMS: EXPLORING THE ESSENCE OF MATT	QUEUE, INC.	4	SCIENCE	N	COMPUTER LAB
MONTANA READING PROGRAM	PROGRAM DESIGN INTERNATIONAL	1	READING	N	COMPUTER LAB
MOTIVATION: GO FOR IT	EDUCATIONAL ASSOCIATES, INC.	2	CAREER	Y	COMPUTER LAB
Nancy's Algebra I & II	PUBLIC DOMAIN	2	MATH	N	COMPUTER LAB
Nancy's Arithmetic	PUBLIC DOMAIN	1	MATH	N	COMPUTER LAB
New Nord	MORROW DESIGN, INC.	1	WORD PROC.	Y	BUSINESS LAB
NEWSROOM	SPRINGBOARD, INC.	2	GRAPHICS	Y	COMPUTER LAB
NOT TRIVA	REMEDIA ED. SOFTWARE	1	ENGLISH	N	ROOM 224
Nutrition vol. 1	MECC	1	HEALTH	Y	COMPUTER LAB
Nutrition vol. 2	MECC	1	HEALTH	N	COMPUTER LAB
Oh Deer	MECC PROGRAMS	1	READING	Y	COMPUTER LAB
OREGON TRAIL, THE NEW	MECC	1	HISTORY	N	COMPUTER LAB
ORTHO PERSONALIZED PLANT SELECTOR	ORTHO, INC.	1	HORT.	Y	COMPUTER LAB
P.C. TOOL	CENTRAL POINT SOFTWARE	1	UTILITY	Y	AUTO BODY
PC MAG UTILITIES DISK VOL. 1	PC MAGAZINE	1	UTILITY	Y	BUSINESS LAB
PERENNIALS, 1&2	MID-STATES AGRI.	2	HORT.	Y	COMPUTER LAB

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PROGRAM	SOURCE	DSK	TYPE	DUP	LOC.
PERPLEXING PUZZLES	HARTLEY	2	DEDUCTIVE REASONING	N	COMPUTER LAB
Personal Pearl	MORROW DESIGN, INC.	3	WORD PROC.	Y	BUSINESS LAB
Phonet	MECC	1	ENGLISH	N	CHAPTER ONE
PHYSICS TUTORIAL	PUBLIC DOMAIN	1	MATH	Y	COMPUTER LAB
PICTURE GRAMMAR	GESSLER	1	ESL	N	COMPUTER LAB
Pilot	MORROW DESIGN, INC.	1	UTILITY	Y	BUSINESS LAB
POETRY EXPRESS	MINDSCAPE, INC.	1	ENGLISH	N	ROOM 224
Politics & Poitics	MECC	1	SOC.STD.	N	COMPUTER LAB
PRACTICAL SPELLING	QUEUE	1	SPELLING	N	COMPUTER LAB
PRACTICAL VOCABULARY	QUEUE	3	ENGLISH	N	COMPUTER LAB
Prime Numbers	MECC	1	MATH	N	COMPUTER LAB
PRINCIPLES OF HYDRAULICS	PUBLICATION SERVICES	2	AUTO SHOP	Y	AUTO SHOP
Print Shop	BRODERBUND SOFTWARE	1	GRAPHICS	Y	COMPUTER LAB
PRINT-QUICK	THIRD-WAVE TECH	2	UTILITY	Y	AUTO SHOP
Probability	MECC	1	MATH	N	COMPUTER LAB
Programming Special Projects	MECC	1	COMP.USE	N	COMPUTER LAB
PRUNNING	MID-STATES AGRI.	1	HORT.	Y	COMPUTER LAB
PUNCTUATION	ED. ACTIVITIES, INC.	2	ENGLISH	Y	COMPUTER LAB
Puzzles & Posters	MECC	1	GRAPHICS	N	COMPUTER LAB
Quest	QUEST, INC.	1	DATA-PROC.	Y	BUSINESS LAB
QUOTATION MARKS	ED. ACTIVITIES, INC.	1	ENGLISH	Y	COMPUTER LAB
READABILITY CALCULATIONS	MICRO POWER & LIGHT CO.	1	READING	N	ROOM 224
Reading-Through-the-Fourth-Dimension	BARNELL LOFT, INC.	2	READING	Y	COMPUTER LAB
Resume	ED. ASSOCIATES, INC.	1	CAREER	N	COMPUTER LAB
REVOLUTIONS:PAST,PRESENT,AND FUTURE	FOCUS MEDIA, INC.	8	HISTORY	Y	COMPUTER LAB
RIGHT-TURN	SUNBURST-COMMUNICATION	1	DEDUCTIVE REASONING	Y	COMPUTER LAB
Safety	CAREER AIDS INC.	1	AUTO BODY	N	AUTO BODY
SALES INV. SYS.	MIB INC.	3	AUTO BODY	N	AUTO BODY
Sally's-Fractions	PUBLIC DOMAIN	1	MATH	Y	COMPUTER LAB
Salt & You	MECC	1	HEALTH	N	COMPUTER LAB
SANTA FE TRAIL	ED. ACTIVITIES, INC.	1	HISTORY	Y	COMPUTER LAB
School-Utilities	MECC	1	WORD-PROC.	N	COMPUTER LAB
Science Disk 01	PUBLIC DOMAIN	1	SCIENCE	Y	COMPUTER LAB
SEA VOYAGERS	CBS SOFTWARE	1	SOC.STUD.	Y	COMPUTER LAB
SELECTING TREES FOR THE LANDSCAPE	PHOTO-COM	1	HORT.	Y	COMPUTER LAB
SEXUALLY TRANSMITTED DESEASE	HRM SOFTWARE	2	HEALTH	Y	COMPUTER LAB
Sherlock Holmes	BANTAM SOFTWARE	1	READING	N	COMPUTER LAB
Shifty Saw	RANDOM HOUSE, INC.	1	SPELLING	Y	COMPUTER LAB
SIMPLE MACHINES	MICRO POWER & LIGHT CO.	1	SCIENCE	N	COMPUTER LAB
SKILLS BANK	SOFTWRITERS DEV. CORP.	57	A.B.E. SKILLS	Y	COMPUTER LAB
Smoking	MECC	1	HEALTH	Y	COMPUTER LAB
Social Studies vol.1-3,+6	MECC	4	SOC.STD.	N	COMPUTER LAB
SOFTWARE DEMO DISK VOL. 1	UNIV. OF TEXAS AT AUSTIN	1	MICS.	N	COMPUTER LAB
Special Needs	MECC	1	ABE	N	CHAPTER ONE
Speed Reader II-Program & Data A,B,+C	MECC	4	READING	N	CHAPTER ONE
SPELLAGRAPH	DESIGN WARE	1	SPELLING	N	ROOM 224
SPELLING GAMES:TACK-ON, SWAP, TURN-ABOUT,GLOSING	BARNELL LOFT, INC.	24	SPELLING	Y	224, COMPUTER L
Spelling Vol. 1 & 2	MECC	2	SPELLING	N	COMPUTER LAB
SPELLTRONICS	ED. ACTIVITIES, INC.	3	SPELLING	Y	COMPUTER LAB
Steck-Vaughn Spelling-level-1-7	STECK-VAUGHN COURSEWARE	7	SPELLING	Y	COMPUTER LAB

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PROGRAM	SOURCE	DSK	TYPE	DUP	LOC.
SUCCESSFUL INTERVIEWING	CAREER DEVELOPMENT, INC.	1	CAREER	N	COMPUTER LAB
Suffix Spelling Patterns for Apple	MECC	1	SPELLING	N	ROOM 224
Super Calc:IBM	MORROW DESIGN, INC.	1	BUSINESS	Y	BUSINESS LAB
Super Calc:Morrow	MORROW DESIGN, INC.	4	DATA PROC.	Y	BUSINESS LAB
SUPER-USING	THE-CATALOG	1	UTILITY	N	AUTO BODY
SUPREME COURT DECISIONS	QUEUE, INC.	1	CIVICS	Y	COMPUTER LAB
SYLLABLE PLUS	ED. ACTIVITIES, INC.	1	SPELLING	N	ROOM 224
FAKING THE MYSTERY OUT OF METRICS	QUEUE, INC.	4	MATH	N	COMPUTER LAB
TEACH YOURSELF MS-DOS	PRIORITY ONE	1	COMP.USE	Y	BUSINESS LAB
TEST CONSTRUCTION & REVIEW	HOBAR PUBLICATIONS	1	UTILITY	N	DRAFTING
Three Rs of Computing	MECC	1	COMP.USE	N	COMPUTER LAB
TOBACCO	MARSHWARE	1	HEALTH	N	COMPUTER LAB
TRIGONOMETRY OF THE RIGHT TRIANGLE	PUBLIC DOMAIN	1	MATH	Y	COMPUTER LAB
TRIPLE-DUMP	HEARITY & CO.	2	UTILITY	N	COMPUTER LAB
TURF & GROUND COVERS	PHOTO-COM	1	HORT.	Y	COMPUTER LAB
TYPING TUTOR IV	SIMON & SCHUSTER SOFTWARE	1	BUSINESS	Y	COMPUTER LAB
OCR-WORKSHOP	SOFT-MAIL	1	AUTO-BODY	N	AUTO-BODY
VOcabULARY ADVENTURE II	QUEUE	2	ENGLISH	N	COMPUTER LAB
VOcabULARY ADVENTURE III	QUEUE	2	ENGLISH	N	COMPUTER LAB
VOcabULARY-DETECTIVE	S.W. EDPSYCH-SERVICES, INC.	1	SPELLING	Y	COMPUTER LAB
WASHINGTON'S DECISIONS	ED. ACTIVITIES, INC.	1	HISTORY	Y	COMPUTER LAB
WELDING ELECTRODE IDENTIFICATION	CAREER AIDS	1	WELDING	Y	COMPUTER LAB
WHERE IN THE U.S.A. IS CARMEN SANDIEGO	BRODERBUND	1	HISTORY	Y	COMPUTER LAB
WHERE IN THE WORLD IS CARMEN SANDIEGO	BRODERBUND	1	HISTORY	Y	COMPUTER LAB
WINDOWWORKS	NIBBLE SOFTWARE	1	AUTO BODY	N	AUTO BODY
Word Attack-Program & Data 4-7	DAVIDSON	4	SPELLING	N	COMPUTER LAB
WORD ATTACK-ROOTS AND PREFIXES	DAVIDSON	4	SPELLING	N	COMPUTER LAB
WORD ATTACK-SAT	DAVIDSON	4	SPELLING	N	COMPUTER LAB
WORD-BINGO	QUEUE	1	ENGLISH	N	COMPUTER LAB
Word Herd: Look-alikes	MECC	1	SPELLING	N	COMPUTER LAB
Word Herd: Sound-alikes	MECC	1	SPELLING	N	COMPUTER LAB
WORD-PERFECT	WORD-PERFECT-CORP.	3	WORD-PROC.	Y	COMPUTER LAB
Word Star	MORROW DESIGN, INC.	1	WORD PROC.	Y	BUSINESS LAB
WORD STAR, PRO.RELEASE 4	MICRO PRO	6	WORD PROC.	Y	BUSINESS LAB
Word-Wizards	MECC	1	SPELLING	Y	CHAPTER ONE
WORDFIND	ED. ACTIVITIES, INC.	1	UTILITY	Y	COMPUTER LAB
WORDS AT WORK:WORDS OF ELECTRICAL SYSTEMS	CAREER AIDS	4	AUTO SHOP	N	AUTO SHOP
WORKING-OUT-WITH-AUTOCAD	INFO-GORGE	1	DRAFTING	Y	DRAFTING ROOM
Writing a Character Sketch	MECC	1	ENGLISH	N	COMPUTER LAB
Writing a Narrative	MECC	1	ENGLISH	N	CHAPTER ONE
WRITING-COMPETENCY	ED. ACTIVITIES, INC.	2	ENGLISH	Y	COMPUTER LAB
YOUNG REPUBLIC, THE	FOCUS MEDIA, INC.	4	HISTORY	Y	COMPUTER LAB