

Curriculum Vita

Thomas G. Sticht

Areas of Interest

Adult education, literacy, lifelong learning, multiple life cycles education policy. Applications of cognitive science concepts and communications/computer technologies to the policy, education, and employment needs of undereducated youth and adults. The intergenerational transfer of cognitive ability from parents to children, adult literacy development, functional context education.

Education: B.A., M.A., and Ph.D University of Arizona 1965. Major: Experimental Psychology; Minor: Clinical Psychology

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Biographical Data: Married to Janice M. (McDonald), three daughters: Lindsay, Stefanie, Staci.
Military Service: U.S. Air Force, 1957-61, Hon. Dis.

Current Position

2000-2017 International Consultant in Adult Education (Now retired)

Prior Positions: Research and Development

1983-1999

President and Senior Scientist, Applied Behavioral & Cognitive Sciences, Inc. (The ABC'S)

As President of the ABC'S I provided overall management of the 501 (c) (3) non-profit organization which I founded in 1983 with the backing of the Ford Foundation. As Senior Scientist, I conducted R & D on the policy, education, and employment needs of undereducated youth and adults. I served as an independent consultant workforce, lifelong, and intergenerational education to national and international organizations. I retired from the ABC'S in 1999.

1983-1986 United States Naval Postgraduate School (NPS)

In this position I served as an Adjunct Research Professor of Industrial Psychology. I directed the activities of an R & D team that developed reading and mathematics programs integrated teachers, books, computers, and peer instruction. I taught coursework in Navy training in the Department of Administrative Sciences at the NPS.

1979-1982; 1967-1976 Human Resources Research Organization (HumRRO)

In my dozen years with HumRRO I served in positions as research scientist, senior staff scientist, and later Vice-President for Basic Skills. I directed various research projects including workforce literacy education, personnel selection and assignment, performance appraisal and other projects to increase individual and organizational performance through training.

1976 - 1979 National Institute of Education, Department of Education, USA

In my three years with the U.S. Department of Education (then a division of Health, Education and Welfare), I served first in a Senior Executive Level position as Associate Director of the National Institute of Education. I reported to the Director of NIE. As Associate Director, I directed the activities of the Basic Skills Group, a major program unit of the NIE with an annual budget of some \$20+ million and more than 35 professional staff of Ph. D level scientists, educators and support staff. I served as the NIE's chief spokesperson for cognitive science policy and delivered congressional testimony, policy speeches, and professional speeches regarding U.S. research on basic cognitive skills. Later, I served as Team Leader for Literacy and Human Resources Development and provided liaison among the Departments of Education, Defense, and Labor.

1966-1967 Space Research and Coordination Center, University of Pittsburgh

As a National Aeronautics and Space Administration (NASA) Postdoctoral Fellow in Pittsburgh I conducted basic research on techniques for developing communication displays for astronauts using electrical stimulation of the skin and time compressed speech. I participated in related graduate seminars and advised doctoral students.

1962 - 1965 Department of Psychology, University of Arizona

As a Graduate Research and Teaching Assistant, I conducted human factors research on sensory and perceptual processes involved in visual and tactile information displays.

Academic Positions

1989 - 1995 Adjunct Instructor, San Diego State University, San Diego, California.

Summer 1993 Visiting Noted Scholar, Departments of Adult Education and Language Education, University of British Columbia, British Columbia, Canada.

1983 - 1986 Adjunct Research Professor of Industrial Psychology, United States Naval Postgraduate School, Monterey, California

- 1982 - 1983 Professor of Education, The School of Education, The American University, Washington, D.C.
- Fall 1978 Instructor, Northern Virginia Community College, Department of Psychology (evening faculty), Annandale, Virginia
- Spring 1975 Associate Professor (Visiting), Harvard University, Graduate School of Education, Cambridge, Mass.
- 1974 - 1975 Adjunct Professor of Education, Monterey Institute for International Studies, Monterey, California
- 1967 - 1975 Instructor (evening), Department of Psychology, Monterey Peninsula Community College, Monterey, California
- 1965 - 1966 Assistant Professor, Department of Psychology, University of Louisville, Louisville, Kentucky
- 1962 - 1965 Graduate Teaching and Research Assistant, Department of Psychology, University of Arizona, Tucson, Arizona

International Activities

1979 - 2003 Paris, France, UNESCO (United Nations Educational, Scientific, and Cultural Organization). I served as a member of the International Jury that awards the annual UNESCO Literacy Prizes. The members of the Jury met in Paris each summer for deliberations to select prize winners from nominations made by member states of UNESCO. This work required diplomatic interaction with Jury members to reach a consensus on prizes for deserving government and non-government organizations and individuals from the Third World and developed nations.

1992-2001 London, England, Basic Skills Agency (BSA); Department for Education & Employment (DFEE).

I served as a consultant to BSA on its Family and Workplace Literacy schemes. I presented speeches and seminars, visited programs, offered advice to DFEE on policy, evaluation and program activities.

1997-2010 Canada; National Adult Literacy Database

I have presented workshops and speeches on adult literacy education in all provinces in Canada.

1976 - 1982/ 1992 Paris, France OECD (Organization for Economic Co-operation and Development).

As Associate Director of the National Institute of Education, I had oversight responsibility for research at OECD funded by NIE in 1976-78 and I have since maintained contact and consulted with staff of OECD and meet occasionally to discuss joint research interests.

1979 - 1980 Heidelberg, West Germany.

During this year I resided in Heidelberg with my family and conducted research on training management as a Senior Staff Scientist with the Human Resources Research Organization, operating under contract to the U.S. Army Research Institute for the Behavioral and Social Sciences (European Field Unit).

International Conferences

2001-2012 Presented Numerous presentations at conferences and seminars in the United Kingdom, Ireland, New Zealand, Canada, Saipan, Thailand.

2000 Toronto, Ontario, Canada, National Summit on Literacy and Productivity, Human Resources Canada-National Literacy Secretariat.

1999 London, England. Conference on the National Literacy Strategy, the British Council and Basic Skills Agency.

1994 Paris, France. World Symposium on Family Literacy, United Nations Educational, Scientific, & Cultural Organization (UNESCO).

Mainz, Germany. Conference for Stiftung Lesen on Family Literacy.

England and Wales, Conferences on ALBSU's Family and Workplace Literacy schemes.

1993 London, England. Conference to Initiate the Family Literacy Scheme of the Adult Literacy and Basic Skills unit (ALBSU).

1992 London, England. Annual Meeting of the Adult Literacy and Basic Skills Unit (ALBSU).

Banff, Canada. 2nd North American Conference on Adolescent and Adult Literacy, International Reading Association

1985 Leuven, Belgium. Vth European Conference on Language for Specific Purposes.

1981 Heidelberg, West Germany. Conference on the Army Continuing Education system's Life Coping Skills research project in Europe.

1980 Moreton-on-the-Marsh, England. The Design of Usable Texts, sponsored by the U.S. Office of Naval Research and the Open University of England.

1980 Mainz, West Germany. Automated information storage and retrieval systems, sponsored by the International Book Fair Frankfurt, West Germany.

1978 Amsterdam, The Netherlands. Conference on Cognitive Psychology and Instruction, sponsored by NATO Special Program Panel on Human Factors.

1974 Vienna, Austria. World Congress on Reading, sponsored by the International Reading Association.

Additional Experience

1961 - 1962 Probation Officer, Pima County Juvenile Court, Tucson, Arizona

1959 - 1961 Statistical Clerk, United States Air Force Academy, Colorado Springs, Colorado (during active military service)

Honors & Service

Elected to the International Adult and Continuing Education Hall of Fame, 2013.

Member, International Jury for Literacy Prizes, appointed by the Director General of UNESCO, 1979 - 2003. Recipient of UNESCO Mahatma Gandhi Medal for 25 years of voluntary service to UNESCO.

Elected to membership in the Reading Hall of Fame, 1994.

Research program on adult literacy identified as one of the two most influential lines of research on adult literacy of the last thirty-five years by Shanahan, T. & Neuman, S. (1997). Literacy research that makes a difference. *Reading Research Quarterly*, 32, 202-210.

Solo Presenter, 1 1/2 hour National Teleconference on Alternative Assessment in Adult Literacy Education, Kentucky Educational Television, November, 1993.

Member, Secretary of Labor's Commission on Achieving Necessary Skills (SCANS), 1990-1992.

Member, National Commission on Working Women, 1992-1998.

Member, Resource Group for National Education Goal Number 6: Adult Literacy and Lifelong Learning, National Governor's Association, 1992-1999.

Chair, California State Legislature Workforce Literacy Task Force, 1989-1991.

Member, National Commission on Testing and Public Policy, Appointed by Dr. Bernard Gifford, Vice President for Education, Apple Computer Corporation, 1987-1990.

Member, Board of Professional Advisors, Business Council for Effective Literacy, New York, 1985-1993.

Chair and Member, Committee on Adult Literacy, International Reading Association, 1984 - 86.

Invited Testimony before a U.S. Congressional Joint House and Senate Subcommittee on Problems of Adult Illiteracy in the United States, Washington D.C., October 1985.

Member, National Advisory Board of the Center for the Book, The Library of Congress, 1978 - 1983.

Member of the Editorial Board, the *Reading Research Quarterly*, 1976 - 1983.

Member, Round Table on Basic Skills, The U. S. Vice President's Task Force on Youth Employment, 1980

Invited presentation to the National Academy of Education on Literacy and Human Resources Development at Work, October 1980.

Expert-in-Residence to develop a basic skills R & D plan for the Navy Personnel Research and Development Center (NPRDC), 1982.

Co-Chairperson, the Tri-Service Cognitive Science Synthesis Conference, U.S. Naval Postgraduate School, Monterey, California, March 6 - 8, 1984.

Participant, National Institute of Education's Conference on Basic Skills for Productivity, Washington, D.C., May 1980.

Member, Board of Directors, National Reading Conference, 1980 -1981.

Participant, Conference on Impact of Literacy on Job Performance, Department of the Army, Training Developments Institute, Fort Monroe, Virginia, May 1979

Member, Task Force on the White House Conference on Library and Information Services, National Commission on Libraries and Information Science, 1978 - 1979.

Leader, Working Group to Review the Army Continuing Education System for the Secretary of the Army (Manpower and Reserve Affairs), May 1979.

Member, the Commissioner of Education's Task Force to develop Basic Skills Improvement Legislation, Office of Education, Department of Health, Education, and Welfare, 1978 -1979.

Conversation Hour Leader, invited by the American Educational Research Association, 1978.

Recipient, Albert J. Harris Award, International Reading Association, for outstanding contributions to the diagnosis and remediation of reading and learning disabilities, May 1978.

Contributor to the President's Commission for a National Agenda for the 80's regarding adult literacy education, May 1980.

Member, External Advisory Board of the Training and Career Development Program, The School of Education, The American University, 1981 - 1982.

Chairperson, Conference on Reading and Readability Research in the Armed Forces, Monterey, California, October 1975.

Member of the Editorial Board, the Journal of Reading Behavior, 1973 - 1979.

Chairperson, Committee on Basic Education and Reading, International Reading Association, 1975 - 1976 (member, 1973 -1979).

Developer, the Functional Literacy (FLIT) Program, selected out of 1500 candidatures by the U.S. Right to Read Office as one of 12, exemplary reading programs in the USA, 1974.

Co-Chairperson, Conference on The Textbook in American Society, The Library of Congress, Washington, D.C., May 1979.

Participant, the National Institute of Education Conference on Studies in Reading to develop directions for federally funded R & D on reading, Washington D.C., August 1974.

Member, Board of Directors, Literacy Action, Inc., Washington D.C., 1978

.Participant, the National Institute of Education Cape Cod Conference on Linguistics and Communication: Directions for Research, Cape Cod, Massachusetts, Summer 1973.

Member, Board of Professional Advisors, Behavioral Sciences Institute, Monterey, California, 1974 - 1975.

Member, Board of Directors, Center for Rate Controlled Recordings, University of Louisville, Louisville, Kentucky, 1967-1973.

Member, Panel to Evaluate Human Relations Training in the U.S. Air Force Air Training Command, 1971.

Chairperson, Working Group on Listening and Reading in the Armed Services, Monterey, California, 1970.

Past-President, Monterey Bay Psychological Association, 1970 -1971.

Member, Task Force on Social and Biological Deprivation Influences on Learning and Performance, National Institute of Child Health and Human Development, 1968.

Member, Sigma Xi, National Honorary Society for Scientific Research, 1965.

Member, Psi Chi, National Honorary Society in Psychology, 1964.

Recipient, U. S. Air Force Academy Outstanding Educational Achievement Award, 1960.

Professional Associations

International Reading Association

International Travel

The following countries have been visited on business or pleasure: Mexico, Japan, Korea, Canada, United Kingdom, The Netherlands, Spain, France, Germany, Italy, Switzerland, Thailand, Ireland, Austria, Saipan, New Zealand.

Curriculum and Test Development

Sticht, T. & B. McDonald (and others). The Glencoe Occupational Adult Learning Series (GOALS),1992/93.

(This is a set of 15 books for teaching reading and mathematics skills within the functional context of five occupational fields).

Sticht, T., Armstrong, W., Hickey, D., Caylor, J. *Cast-Off Youth: Policy and Training Methods from the Military Experience*. New York: Praeger, 1987.

(This book describes a Functional Context Electronics Technician's Course developed under sponsorship of the Ford Foundation to illustrate how basic skills and job technical skills training can be integrated to improve youth employment and employability prospects).

Sticht, T., Armijo, L., Koffman, N., and Roberson, K. *The XFSP: Reading and Mathematics Project*, U.S.Naval Postgraduate School, Monterey, CA, 1985.

(This report describes the general features of a functional context literacy program that integrates teachers, books, computers, and peers in classroom and learning center settings to develop literacy skills of Navy personnel).

Sticht, T. and Hooke, L. *Instructional System's Design for the Army's On-Duty Educational Program: Task III: Handbook for Education Service Officers on the Army Developmental Education Program for Performance and Training (ADEPPT) Research Product: HumRRO RP-ESTD-82-4*, Human Resources Research Organization, Alexandria, Virginia, January 1982.

(This curriculum design served as the basis for a multi-million dollar development effort by the U.S.Army Research Institute for the Behavioral and Social Sciences of a computer-based basic skills education program for Army personnel known as the Job Skills Enhancement Program (JSEP).

Huff, K., Sticht, T., Joyner, J., Groff, S., and Burkett, J. *A Job-Oriented Reading Program for the Air Force: Development and Field Evaluation. Final Report: AFHRL-TR-77-34*, Air Force Human Resources Laboratory, Technical Training Division, Lowry Air Force Base, Colorado, May 1977.

(This project provided support for a multi-million dollar effort to develop job-oriented basic skills programs for use throughout the U.S. Air Force)

Sticht, T. and Beck, L. *Experimental Literacy Assessment Battery (LAB). Final Report: AFHRL-TR-76-51*, Air Force Human Resources Laboratory, Technical Training Division, Lowry Air Force Base, Colorado, August 1976.

(This test was awarded the 1978 Albert J. Harris Award for outstanding contributions to the diagnosis and remediation of reading and learning disabilities given by the International Reading Association).

Sticht, T. *A Program of Army Functional Job-Related Training: Development, Implementation, and Delivery Systems. Final Report: HumRRO-FR-WD-(CA)-75-7*, Human Resources Research Organization, Alexandria, Virginia, June 1975.

(This program was chosen as one of 12 programs selected as exemplary reading development programs out of a field of 1500 candidates by the U. S. Right to Read Office)

Caylor, J. and Sticht, T. Development of a Simple Readability Index for Job Reading Materials. Paper for the American Educational Research Association Meetings, New Orleans, February 1973.

(This simple readability assessment formula, called the FORCAST formula, was used extensively by the British Association of Settlement's Adult Literacy Group to develop a policy report leading to the establishment of Great Britain's "Right to Read" program in 1974)

Sticht, T. and Caylor, J. Development and Evaluation of Job Reading Task Tests. *Journal of Reading Behavior*, 1971 - 72, 4, 29-50.

(These tests for assessing job-related reading skills were normed for general Army use by the U.S. Army Research Institute for the Behavioral and Social Sciences)

Kern, R., Sticht, T., Welty, D., and Hauke, R. Guidebook for the Development of Army Training Literature. Special Publication: U.S. Army Research Institute for the Behavioral and Social Sciences, November 1977.

(This Guidebook for writing in a readable and usable form is extensively used not only in the military, but by business and industry, e.g., IBM, Vitro Laboratories, McDonald Douglas, etc.)

Professional Recognition

The professional recognition my work on adult literacy education research and practice has had is indicated by the following quotes:

"Another influential study in adult literacy is Tom Sticht's work on literacy in work training and job performance....He based his approach on a functional-context principle--that new knowledge must build on old knowledge, and that literacy instruction could be made more meaningful by using real life situations, tasks, and materials....This approach has been extended conceptually into other functional approaches such as family literacy and health literacy." --Timothy Shanahan & Susan Neuman (1997). *Literacy research that makes a difference*. *Reading Research Quarterly*, 32, 202-210.

"The workplace literacy movement evolved directly from Thomas Sticht's analysis of literacy demands in the military which found that using job-specific materials improved job performance more than using general academic materials....In a functional context-oriented program, instructional materials are drawn from actual work materials."---Mark Kutner, Renee Sherman & Lenore Webb (1991, May). *A Review of the National Workplace Literacy Program*. Report prepared for the U.S. Department of Education, Washington, DC: Pelavin Associates, pp. 14,22.

"Individuals learn best when they are taught in a context of application--in a functional context....Cognitive science strongly implies that people learn knowledge and skills best when they are taught in the context of real situations, real activities, and real problems (Sticht, 1984, 1986, 1987; Resnick, 1987b; Lave, 1988)." ---Michael Kane, Sue Berryman, David Goslin, & Ann Meltzer (September 17, 1990). *How to Identify and Describe Necessary Skills Required by Work*. Report prepared for the Secretary's Commission on Achieving Necessary Skills, U. S. Department of Labor. Washington, D.C.: Pelavin Associates, pp. 1,7.

Professional Recognition (cont.)

"The popularity of "functional context literacy training," which presents literacy training in the context of skills required on the job, and the emerging convention that students learn best when competencies are taught in some concrete application (or contextualized) suggest that coordinating remediation with job skills training might be effective.(p.iv). Most closely associated with the work of Thomas Sticht...functional context training seeks to "integrate literacy training into technical training" on the grounds that learning basic skills is easier in the context of vocational training where such skills have obvious applications." ---W. Norton Grubb, et al (1991, September). *Readin', writin', and 'rithmetic one more time: The role of remediation in vocational education and job training programs*. Report to Congress, the Secretary of Education, and the Secretary of Labor. Berkeley, CA: National Center for Research in Vocational Education.

"Although there is some argument about the differences between education and training, the functional-context approach transcends such differences and operates from similar assumptions about how the human mind operates. Tom Sticht, one of the pioneers in functional-context training, describes it as follows: "The functional context principle states that skills and knowledge are best learned if they are presented in a context that is meaningful to the person." ---Anthony Carnevale, Leila Gainer & Ann Meltzer (1990). *Workplace Basics: The Essential Skills Employers Want*. San Francisco: Jossey-Bass, pp. 415-416.

"Sticht ... has done much of the pioneer research on literacy in work contexts... [he] began his study of adult literacy in the 1960s. The study of workplace literacy stands on the foundations he has laid. His research has covered most of the field. He has examined the reading and basic skills demands in the military and other work environments, appropriate text and manual design, high school environments, assessments, the learning potential of the "marginally literate," readability formulas for technical material, and the intergenerational transfer of cognitive skills." ---Anabel Newman & Caroline Beverstock (1990). *Adult Literacy: Contexts & Challenges*. Newark, DE: International Reading Association, pp. 156-157.

"As Thomas Sticht...and others have shown, literacy skills can be learned far more rapidly when they are taught as part of the processes of teaching job skills....A side benefit of functional context instruction is that there is no stigma attached to learning job skills as there can be in learning "literacy" skills. Thus the dignity of the adult learner is safeguarded." ---Ray Uhalde, Deputy Administrator, Office of Strategic Planning and Policy Development, Employment and Training Administration, U.S. Department of Labor, Washington, D.C. In: *Literacy and the Marketplace*. New York: The Rockefeller Foundation, June 1989,pp. 37-38.

" The basic skills requirements of ...jobs should ...be determined and the curriculum built on that basis, using artifacts and simulations of actual tasks to be performed. These activities are best articulated in the functional context approach pioneered by Tom Sticht, whose work in the military indicated that "we can improve the capability of people by teaching basic skills embedded in job materials. Basic skills can be learned while you apply them." ---Benita Somerfield, Executive Director, The Barbara Bush Foundation for Family Literacy; (formerly) Special Advisor, Division of Adult Education, U.S. Department of Education, Washington, D.C. In: *Literacy and the Marketplace*. New York: The Rockefeller Foundation, June 1989,p. 61.

BIBLIOGRAPHY

Thomas G. Sticht

Books Authored/Co-Authored

Sticht, T.G., Beck, L.B., Hauke, R.N., Kleiman, G.M., and James, J.H. (1974). Auding and Reading: A Developmental Model. Alexandria, VA.: Human Resources Research Organization.

Kern, R.P., Sticht, T.G., Welty, D., and Hauke, R.N. (1975). Guidebook for the Development of Army Training Literature. Alexandria, VA.: U.S. Army Research Institute for the Behavioral and Social Sciences.

Sticht, T.G., Armstrong, W.B., Hickey, D.T., and Caylor, J.T. (1987). Cast-off Youth: Policy and Training Methods from the Military Experience. New York: Praeger.

Books Edited

Sticht, T.G. (Ed.) (1975). Reading for Working: A Functional Literacy Anthology. Alexandria, VA.: Human Resources Research Organization.

Cole, J. and Sticht, T.G. (Eds.) (1981). The Textbook in American Society. Washington, D.C.: The Library of Congress.

Sticht, T.G., Chang, F., and Wood, S. (Eds.) (1986). Cognitive Science and Human Resources Management: Advances in Reading/Language Research Volume 4. Greenwich, CT: JAI Press.

Sticht, T.G., Beeler, M.J., & McDonald, B. A. (Eds.) (1992). The Intergenerational Transfer of Cognitive Skills: Volume I: Programs, Policies, and Research Issues. Norwood, NJ: Ablex Publishing Corporation.

Sticht, T.G., McDonald, B.A., & Beeler, M.J. (Eds.) (1992). The Intergenerational Transfer of Cognitive Skills: Volume 2: Theory and Research in Cognitive Science. Norwood, NJ: Ablex Publishing Corporation.

Chapters in Edited Books

Sticht, T.G. Does learning recapitulate ontogeny? A discussion of Dr. Lovell's paper. In: D.R. Green, M. Ford, and G. Flamer (Eds.) Measurement and Piaget. New York: McGraw-Hill, 1971.

Sticht, T.G., Learning by Listening. In: R. Freedle and J. Carroll (Eds.) Language Comprehension and the Acquisition of Knowledge. Washington D.C.: V.H. Winston & Sons, 1972.

Foulke, E. and Sticht, T.G. A review of research on accelerated speech. In: S. Duker (Ed.) Time-Compressed Speech. Volume 1. Metuchen, N.J.: The Scarecrow Press, 1974.

Sticht, T.G. Some interactions of speech rate, signal distortion, and certain linguistic factors in listening comprehension. In: S. Duker (Ed.) Time-Compressed Speech. Volume 2. Metuchen, N.J.: The Scarecrow Press, 1974.

Sticht, T.G. Studies on the efficiency of learning by listening to time-compressed speech. In: S. Duker (Ed.) Time Compressed Speech. Volume II. Metuchen, N.J.: The Scarecrow Press, 1974.

Sticht, T.G. and Mcfann, H.H. Reading requirements for career entry. In: D. Nielsen and H. Hjelm (Eds.) Reading and Career Education. Newark, Delaware: International Reading Association, 1975.

Sticht, T.G. Comprehending reading at work. In: M. Just and P. Carpenter (Eds.) Cognitive Processes in Comprehension. Hillsdale, N.J.: Lawrence Earlbaum Associates, 1977.

Sticht, T.G. Cognitive research applied to literacy training. In: A. Lesgold, J. Pelligrino, S. Fokkema, and R. Glaser (Eds.) Cognitive Psychology and Instruction. New York: Plenum, 1978.

Sticht, T.G. The acquisition of literacy by children and adults. In: F. Murray and J. Pikulski (Eds.) The Acquisition of Reading. Baltimore, MD.: University Park Press, 1978.

Sticht, T.G. Educational Uses of Metaphor. In: A. Ortony (Ed.) Metaphor and Thought. Cambridge, Cambridge University Press, 1979. (Second edition, 1993)

Sticht, T.G. Applications of the AUDREAD Model to Reading Evaluation and Instruction. In: L. Resnick and P. Weaver (Eds.), Theory and Practice in Early Reading: Vol. 1, Hillsdale, N.J., Lawrence Erlbaum and Associates, 1979.

Sticht, T.G. Developing Literacy and Learning Strategies in Organizational Settings. In: H. O'Neal Jr. and C. Spielberger (Eds.) Cognitive and Affective Learning Strategies. New York: Academic Press, 1979.

Sticht, T.G. Minimum competency in functional literacy for work. In: R. Jaeger and C. Tittle (Eds.) Minimum Competency Achievement Testing. Berkeley, CA: McCutchan Publishing Co., 1980.

Sticht, T.G. Foreword. In: L. Johnson (Ed.) Reading and the Adult Learner. Newark, DE: International Reading Association, 1980.

Sticht, T.G. The learning process and the text in use. In: J. Cole and T. Sticht (Eds.) The Textbook in American Society. Washington, D.C.: The Library of Congress, 1981.

Sticht, T.G. Literacy at work. In: B. Hutson (Ed.) Advances in reading/Language Research. Volume I. Greenwich, CT: JAI Press, 1982.

Sticht, T.G. Rate of comprehending by listening or reading. In: J. Flood (Ed.) Understanding Reading Comprehension. Newark, DE: International Reading Association, 1984.

Sticht, T.G. and James, J.H. Listening and reading. In: P.D. Pearson (Ed.) Handbook of Research on Reading. New York: Longmans, 1984.

Sticht, T.G. Understanding readers and their uses of texts. In: T. Duffy and R. Waller

(Eds.) *Designing Usable Texts*. New York: Academic Press, 1985.

Sticht, T.G. Literacy for specific purposes. In: A. Cornu, J. Vanparijs, M. Delahaye, & L. Baten (Eds.) *Beads or Bracelets? How do we Approach LSP? Selected Papers from the Fifth European Symposium on LSP*. London: Oxford University Press, 1986.

Sticht, T.G. and Hickey, D.T. Technical training for "mid-level" literate adults. In: C. Klevens (Ed.) *Materials & Methods in Adult and Continuing Education*. Los Angeles, CA: Klevens Publications, 1987.

Sticht, T.G. (1987). Literacy, cognitive robotics, and general technology training for marginally literate adults. In: D. Wagner (Ed.). *The future of literacy in a changing world*. Oxford: Pergamon Press.

Sticht, T. G. Adult literacy education. In: E. Rothkopf (Ed.). *Review of research in education*. Vol. 15. Washington, DC: American Educational Research Association, 1988.

Sticht, T. G. (1990). Measuring adult literacy: A response. In: R. Venezky, D. Wagner, & B. Ciliberti (Eds.). *Toward Defining Literacy*. Newark, DE: International Reading Association.

Sticht, T.G. & Hickey, D.T. (1991). Functional context theory, literacy, and electronics training. In: R. Dillon & J. Pelligrino (Eds.), *Instruction: Theoretical and Applied Perspectives*. New York: Praeger.

Sticht, T.G. & McDonald, B.A. (1992). Teaching adults to read. In: J. Samuels & A. Farstrup (Eds.) *What Research Has to Say about Teaching Reading*. Newark, DE: International Reading Association.

Sticht, T.G. (1992). Military testing and public policy: Selected studies of lower aptitude personnel. In: B. Gifford & L. Wing (Eds.) *Test policy in defense: Lessons from the military for education, training, and employment*. Boston: Kluwer Academic Publishers.

Sticht, T.G. (1995). Functional context education for schoolplaces and workplaces. In: D. Hirsch and D. Wagner (Eds.) *What Makes Workers Learn: The Role of Incentives in Workplace Education and Training*. Cresskill, NJ: Hampton Press.

Sticht, T. (1997). Assessing Foundation Skills for Work. In: H. O'Neil, Jr. (Ed.) *Workforce Readiness: Competencies and Assessment*. Hillsdale, NJ: Lawrence Erlbaum.

Sticht, T. (1997). Instructional Environments for Language and Literacy: Considerations for the Adult Learner. In: J. Flood, S. B. Heath, & D. Lapp (Eds.) *Handbook of Research on Teaching Literacy Through the Communicative and Visual Arts* (536-544). New York: Macmillan.

Sticht, T., Hofstetter, C.R., Hofstetter, C. (2001). The Role of Literacy and Knowledge in the Pursuit of Popular Empowerment. In: R. Nata (Ed.). *Progress in Education: Volume II*. Huntington, NY: Nova Science Publishers.

Sticht, T. (2002). The Rise of the Adult Education and Literacy system in the United States: 1600-2000. In: J. Comings, B. Garner, & C. Smith (Eds.) *Annual Review of Adult Learning and Literacy*. Vol. 3. San Francisco, CA: Jossey-Bass.

Sticht, T. (2004). How Well Can U.S. Adults Read? Government-Centered vs. Learner-Centered Estimates. In: K. Goodman, P. Shannon, Y. Goodman, & R. Rapoport (Eds.). *Saving Our Schools*. Berkeley, CA: RDR Books.

Sticht, T. (2004). The Year 2001 in Review. In: J. Comings, B. Garner, & C. Smith (Eds.) *Annual Review of Adult Learning and Literacy*. Vol. 4. Mahwah, NJ: Lawrence Erlbaum Associates.

Sticht, T. (2005). The Year 2002 in Review. In: J. Comings, B. Garner, & C. Smith (Eds.) *Annual Review of Adult Learning and Literacy*. Vol. 5. Mahwah, NJ: Lawrence Erlbaum Associates.

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Sticht, T. (2009). Adult Literacy Education in Industrialized Nations. In: D. Olson & N. Torrance (Eds.). *The Cambridge Handbook of Literacy*. Cambridge: Cambridge University Press.

Sticht, T. (2009). The Lamplighters: pioneers of adult literacy education in the United States. In: Y. Goodman & J. Hoffman (Eds.) *Changing literacies for changing times: an historical perspective on the future of reading research, public policy, & classroom practices*. (pp. 108-123) New York: Routledge.

Sticht, T. (2010). The Legacy of Paulo Freire: (1921-1997). In: T. Wilson, P. Park, & A. Colon-Muniz (Eds.) *Memories of Paulo Freire*. (pp. 119-120) Netherlands: Sense Publishers.

Sticht, T. (2012). Project 100,000 in the Vietnam War and Afterwards. In: S. Marble (Ed.) *Scraping the Barrel*. New York: Fordham University Press.

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