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ABSTRACT

Proceedings of a 3-day workshop are reported. The workshop, stressing the need for and the role of volunteers in the "Right-to-Read" program, was sponsored by the Washington Technical Institute under an EPDA grant. Topics for major addresses included the role of the volunteer, training of volunteers and the responsibility for such training, and a report on Sesame Street. Training demonstrations were given on the role of the volunteer in child development and in utilizing methods and materials. Panel discussions were held on a number of topics related to volunteers, including methods and skills, materials, training, recruitment, and funding. Complete texts of the major addresses are supplemented by summaries of the discussions. A directory of publishers is also included. (MS)

PROCEEDINGS

of

The Right to Read: The Role of the Volunteer

A Workshop
Sponsored by the
Washington Technical Institute
under an EPDA grant

Washington, D.C.
March 29–31, 1970

Washington Technical Institute
4100 Connecticut Ave. N.W.
Washington D.C. 20008

– An EPDA Project –

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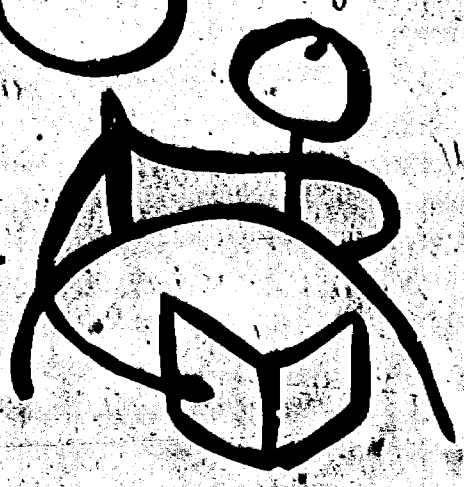
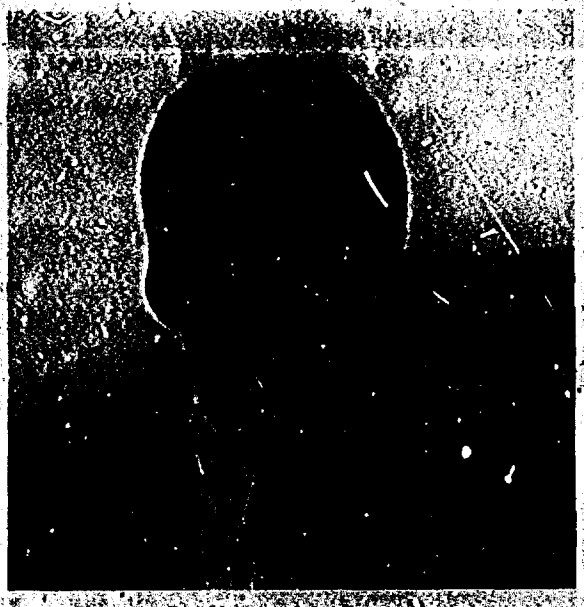
Responsible Educational Assistance & Development





Dr. Cleveland L. Dennard

The workshop: "The Right to Read: The Role of the Volunteer" was called to highlight the need for citizens to contribute their time, effort and talent to school children to assure that each child in the Nation attains his full right to learn to read. Through such efforts, the Commissioner of Education's Right to Read effort will become a reality. As we live in a world that places an ever-increasing demand on one's ability to read, the goal, that each school-age child have the opportunity to learn to read, becomes imperative as we move into the 70's, a decade of growing technology.

To implement these goals, the workshop examined the role volunteers can play in the development of reading skills through vis-a-vis relationships with pre- and elementary school children.

It is the sincere hope of all involved that those attending the workshop gathered valuable information and were charged with the desire to return to their own communities, there, assessing the human and material resources available to make this national goal a reality in the coming years.

Cleveland L. Dennard
President
Washington Technical Institute

THE WHITE HOUSE

WASHINGTON

March 23, 1970

Dear Miss Watson,

It is a pleasure to greet the members of the conference on "The Role of the Volunteer in the Right to Read Program." I am delighted to know of the interest which this program has attracted. It is the hope of those of us working with this project that through it, our nation's children and adults will no longer be denied an opportunity to acquire reading skill. There can be no substitute for this vital ability in a society such as ours, and for this reason reading can no longer be considered a privilege but a right.

Both the teachers of children with reading difficulties and the children themselves can benefit tremendously from the personal assistance of the volunteer who gives of his or her time on a one-to-one basis with the aim of helping that child to the self-confidence and satisfaction which comes with the reading skill. Often, what the child needs most gravely, is the special attention which the teacher, with responsibility for an entire class, has not been able to give him.

The benefit of this service is not only to the child and the classroom teacher, but to the volunteer as well. I have long felt that there can be no substitute for the joy and self-fulfillment which the volunteer derives from giving of herself to those who need her so much.

This conference will bring the specific needs of children with reading difficulties into focus and suggest the means by which these needs may be met. There are new teaching methods which can help the volunteer to be more effective. Combining these new techniques with the great desire to be of service which so many women have, will bring joyful results and great strides ahead in the national "Right to Read" effort.

Sincerely,

Patricia Nixon

Miss Grace E. Watson
Conference Director
The Right to Read: The Role of the Volunteer
Washington Technical Institute
4106 Connecticut Avenue, N.W.
Washington, D. C. 20008

Miss Grace E. Watson
Workshop Director

It is gratifying to know that there is such an enthusiastic acceptance of the role volunteers can play in education.

As the workshop progressed, it became evident that volunteers could play a meaningful role in education. To be effective they require sustained assistance and training. During the concurrent discussions, presentation of both the positive and negative aspects of volunteerism clarified in many minds some of the more effective methods of utilizing the services of volunteers.

As "The Right to Read" effort moves forward there will be a pressing need for the services of both professionals and volunteers to meet the needs of the children to be served. It remains for the professional educators to open the doors of schoolhouses and use this human reservoir of talent to its fullest extent.

Grace E. Watson
Workshop Director

FROM THE OFFICE OF

Congressman Roman C. Pucinski

MARCH 26, 1970

"Reading makes a full man," Benjamin Franklin once wrote, and I feel privileged, indeed, to have this opportunity to greet your conference on "The Right to Read: The Role of the Volunteer," sponsored by the Washington Technical Institute under the auspices of the U.S. Office of Education.

Our nation's youngsters comprise its most powerful intellectual reservoir, and reading is surely the single most crucial skill they could possible acquire from any educational system. Because of my own personal belief in the establishment of a broad national priority for the teaching of reading and language arts skills, I became an early supporter of Commissioner James Allen's "right to read" efforts, and I am truly delighted to participate in the deliberations of this two-day meeting.

Traditionally, the entire burden for the teaching of reading has fallen to the classroom teacher. Despite their dedication and their obvious professional expertise, however, our nation's teachers — in terms of sheer numbers — simply cannot accomplish the reading education task alone.

We now know that reading is a highly individualized process, requiring almost constant attention from trained adults in tutorial roles. Therefore, it seems apparent that the future effectiveness of our nation's reading efforts will depend largely on the cadre of dedicated volunteers who so generously channel their talents and energy to this profound human experience.

The U.S. Office of Education estimates that in the 16 largest cities volunteers have already contributed approximately $21 million in man hours to the implementation of school programs. In *actual* dollars, however, we could not begin to estimate the value of their services in terms of the support, affection, enthusiasm, and genuine devotion which they bring to their assignments.

Nor could we really begin to repay them for their contribution to American education.

We *can* give them something even more important, however.

We as a nation can provide them with the best possible training available to help them do their job most effectively. And I believe that we should be devoting a substantial portion of Federal education dollars to this important effort.

I have long supported the view that priority in Title I of the Elementary and Secondary Education Act should be placed on compensatory reading programs. The ESEA Conference, on which I was recently privileged to serve, has reported out an authorization of more than $15 billion for Title I over the next three years, and I am very hopeful that this amount will be supported by both the House and Senate.

Presently, we are spending 60 percent of Title I funds on reading efforts — but I believe we must devote upwards of *100 percent* of this money for compensatory reading programs — including, of course, the training of volunteers for these operations.

The Learning Disabilities Act — which I had the good fortune to introduce and which has already passed the House — also includes a relevant provision for reading education. The "model programs" section authorizes a total of $56 million over a three-year period for training persons working with children who have severe physiological problems such as dyslexia, and presumably a portion of this money could be available for the training of volunteers.

The strength of America has been built on voluntary action — and on the unselfish efforts of countless millions of Americans whose talents have made the lives of others more productive and deeply satisfying. Yours is a noble mission, and I wish you every success in your enterprise.

PROGRAM

SUNDAY, MARCH 29, 1970

Registration

MONDAY, MARCH 30, 1970

Registration – West Lobby

General Session – Empire Room – Welcome

Introduction of Keynote Speaker
Dr. Cleveland L. Dennard, President
Washington Technical Institute

Keynote Address: THE RIGHT TO READ
Dr. James E. Allen, Jr., Commissioner of Education, U.S.O.E.
Assistant Secretary for Education, HEW

Introduction of Panel
Benjamin J. Henley, Acting Superintendent
District of Columbia Public Schools

Panel: WHAT DOES IT TAKE TO MAKE IT WORK?

Moderator: Dr. Anthony Campbell, Vice President for Student Affairs, Washington Technical Institute

Panelists: Dr. Jeanne Chall, Professor of Education, Harvard University

John C. Frantz, Director, Brooklyn Public Library

Benjamin Henley, Acting Superintendent, D.C. Public Schools

Mrs. Ruthe Farmer, Research Associate, Responsive Environments, Inc., Washington, D.C.

Speech: THE ROLE OF THE VOLUNTEER
Rhody A. McCoy, Unit Administrator, Ocean Hill-Brownsville School District No. 32, New York City

Luncheon Meeting – Blue Room – TRAINING FOR VOLUNTEERS: WHO IS RESPONSIBLE?

Presiding: Dr. Bennetta B. Washington, Director Women's Centers, Job Corps

Speaker: Dr. Cleveland L. Dennard, President, Washington Technical Institute

Concurrent Discussion Groups

Group A – CITIZENS AS VOLUNTEERS – Who Volunteers and Why?

Discussion Leader: Donald A. Mitchell, President, Childhood Resources, Inc., Washington, D.C.

Panelists: Charles J. Sherrard, Project Manager, Urban Education
American Telephone and Telegraph Company
"The Role of Business in Volunteering"

Mrs. Leon Price, President, National Congress of Parents and Teachers

M. Gene Handelsman, Director, Foster Grandparents Program, Administration on Aging, HEW

Felipe Perez, Student Tutor, Crenshaw Tutorial Program, Crenshaw High School, Los Angeles

Mrs. Sarah A. Davis, Supervisor, Volunteer and Tutorial Services, Los Angeles City School District

Group B – MOTIVATION – What Motivates the Child to Read?

Discussion Leader: Dr. Ralph L. McCreary, Vice President, General Manager, Hoffman Information Systems Division, Hoffman Electronics Corporation, Arcadia, California
"The Use of Useful Technology"

Panelists: Dr. Frances Ilg, Director, Gesell Institute of Child Development

Mrs. Augusta Baker, Coordinator of Children's Services, the New York Public Library

Mrs. Ida Kravitz, Reading Supervisor, Philadelphia Public Schools

Dr. Gertrude F. Bullen, Research Director, Council for Public Schools, Inc., and National Book Committee, Inc., New York, N.Y.

Miss Mildred R. Gladney, Research Associate, Tri University Project, University of Nebraska

Dr. Matthew Trippe, Professor of Education, Department of Special Education, University of Michigan

Nathaniel Potts, Coordinator, Department of Volunteer Services, Newark Board of Education

Group C — **METHODS AND SKILLS** — What Do Volunteers Need to Know?

Discussion Leader: Dr. Helen Huus, President, International Reading Association; Professor of Education, University of Missouri

Panelists: Dr. Tina Thoburn, Director, Tintern Research and Educational Enterprises; Educational Consultant and Writer

Dr. Barbara P. Burke, Language Arts Supervisor, Elementary Grades, Detroit Public Schools

Dr. Paul Olson, Professor of Education, University of Nebraska

Mrs. Frances M. Ross, Elementary Tutoring Consultant, Seattle Public Schools

Mrs. Vivian D. Adams, Supervisor, Tutoring and Volunteer Services, Cincinnati Public Schools

Dr. Gloria Mattera, Director, New York State Center for Migrant Studies, Geneseo, New York

Group D — **MATERIALS** — What Materials Do Volunteers Need?

Discussion Leader: Dr. Jeanne Chall, Professor of Education, Harvard University

Panelists: Mrs. Binnie Tate, Senior Children's Specialist, Los Angeles Public Library

Arno J. Jewett, Coordinator, Policies and Procedures, Division of Plans and Supplementary Centers, OE

Dr. Robert Hilliard, Chief, Educational Broadcasting Branch, Federal Communications Commission; Chairman, Federal Interagency Media Committee

Group E — **READING DISABILITIES** — Can Volunteers Help Children with Reading Disabilities?

Discussion Leader: Dr. Julia Haven, Professor of Education, University of South Florida
"The Magnitude of the Problem"

Panelists: Dr. Robert Jaslow, Director, Division of Mental Retardation, Social and Rehabilitation Service, HEW

Mrs. Paulina Davis, Diagnostic Reading Clinic, Cleveland Public Schools

Mrs. William Peterson, Parent and Volunteer Worker

Dr. James J. Gallagher, Deputy Assistant Secretary/Commissioner for Planning, Research and Evaluation, OE

Mrs. June Baehr, Coordinator, Volunteer Activities, St. Louis Board of Education

Dr. Bonnie W. Camp, Assistant Professor of Pediatrics and Psychiatry, University of Colorado Medical Center

Group F — **TRAINING TO TEACH READING** — What Do Teachers and Volunteers Need?

Discussion Leader: Dr. Carolyn I. Whitenack, Professor and Chairman, Educational Media Department, Purdue University

Panelists: Mrs. Charlotte E. Morgentime, Faculty member, Graduate School (Education), City University of New York at Brooklyn College

Dr. Douglas G. Ellson, Director, Tutorial Reading Project, Indiana University

Mrs. Cecelia O'Neil, President, National Retired Teachers Association

Mrs. Mildred Freeman, Associate Director, Urban Laboratory in Education, Atlanta

Mrs. J. Lincoln Spaulding, Coordinator, School Volunteers for Worcester

Dr. Robert D. Bhaerman, Director of Research, American Federation of Teachers, AFL-CIO

Dr. Nicholas Silvaroli, Director, Reading Center, College of Education, Arizona State University

Film Festival

Speaker: Mrs. Joan Ganz Cooney, Children's TV Workshop, on "Sesame Street"

Other Films: Who Grows in Brooklyn
The Pleasure is Mutual
My Name is Children
School Volunteer

TUESDAY, MARCH 31, 1970

Training Demonstration — Empire Room

A. The Role of the Volunteer in Child Development — classroom orientation into the factors that bear upon building a readiness for reading
Trainer: Mrs. Jeanne Quill, Vice-President, Childhood Resources, Inc., Washington, D.C.

B. The Role of the Volunteer in Utilizing Methods and Materials — a capsule demonstration of volunteer training sessions
Trainer: Mrs. Katherine C. Jackson, Reading Specialist and Trainer, Philadelphia Public Schools

Concurrent Discussion Groups

Group G — Administration — How are Volunteer Programs Run?

Discussion Leader: Dr. Dustin W. Wilson, Chief, Educational Administration Branch, BEPD, OE

Panelists: Dr. David G. Salten, Provost and Senior Vice President, New York Institute of Technology, Old Westbury, L.I., New York

Mrs. Marguerite Selden, Assistant Superintendent, Department of Summer Schools, Continuing Education and the Urban Service Corps, D.C. Public Schools

Mrs. Marcia H. Shalen, Director, New York City Board of Education Volunteer Program

Mrs. William Benesch, Volunteer Coordinator, Urban Service Corps, D.C. Public Schools

Mrs. Evelyn B. Taylor, Reading Director, Anacostia Community School Project, D.C. Public Schools

David Wilkerson, Community Action Volunteers in Education, Chico State College, California

Group H — FUNDING — Who Pays for Volunteers?

Discussion Leader: Dr. William L. Smith, Director, Division of School Programs, BEPD, OE

Panelists: Dennis Ducoff, University of California at Irvine

Mrs. O.L. Lewis, Superintendent of Schools, Indian Wells Valley Joint Unified School District, Ridgecrest, California

Robert Locke, Executive Vice President, McGraw-Hill Book Company

Mrs. Cynthia R. Nathan, Staff Advisor on Citizen Participation, HEW

August W. Steinhilber, Director, Federal and Congressional Relations, National School Boards Association

Group I — RECRUITMENT — Who Participates?

Discussion Leader: Nathaniel Potts, Coordinator, Department of Volunteer Services, Newark Board of Education
"THE FIVE W's"

Panelists: Howard H. Bede, Director, Project for Academic Motivation, Winnetka, Illinois

James Tanck, National Student Volunteer Program, OEO

Gilbert J. Solano, Chief, Operation Share, Santa Clara County Office of Education, California

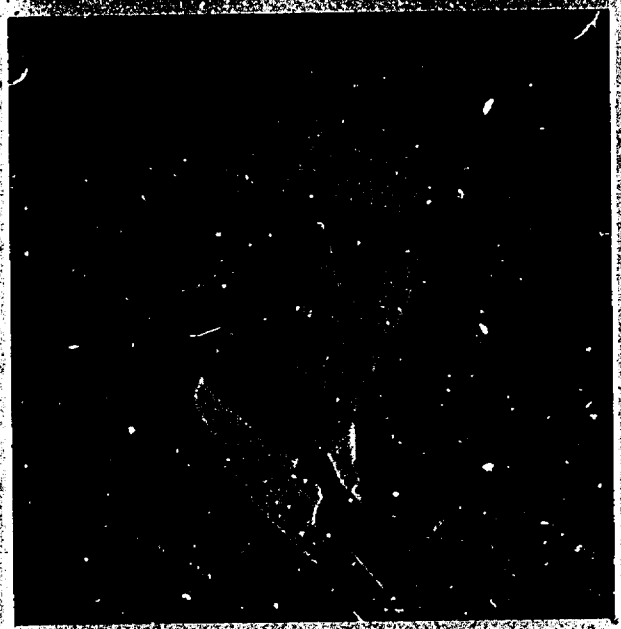
Luncheon Meeting — Empire Room — VOLUNTEERS: NEW WAVE FOR THE '70's

Presiding: Mrs. Anita F. Allen, President, D.C. Board of Education

Speaker: Dr. Don Davies, Associate Commissioner, Bureau of Educational Personnel Development, OE

THE RIGHT TO READ: THE ROLE OF THE VOLUNTEER

Address by James E. Allen, Jr.
Assistant Secretary for Education
and
U.S. Commissioner of Education



Dr. Allen stresses the need for volunteers in the Right to Read effort

Last September when I set forth education's moon-shot for the 1970's in a speech before the National Association of State Boards of Education, I hoped that the country would be responsive to my plea for a national commitment to the "Right to Read"—that it would be generally accepted that the right to learn to read is as fundamental a right as the right to life, liberty and the pursuit of happiness.

In the ensuing months, I have been more than gratified by the heartwarming response from all segments of society. You are a part of that response and it is indeed a pleasure to welcome you to this conference. This conventional phrase of greeting comes then with special warmth and fervor to this group today because I know that your reason for being here is an active interest in the "Right to Read" effort—an effort to which I am wholeheartedly dedicated, seeing in it a real hope for solving a problem that has for too long been allowed to sap the strength of our educational system and to deprive too many of a fundamental skill.

There is no need, then, for me to convince you of the need for the "Right to Read" effort. Nor is it necessary for me to go into detail concerning the dimensions of the problem. You are familiar I expect with such statistics as—

- One out of every four students nationwide has significant reading deficiencies.
- In large city school systems, up to half of the students read below expectations.
- There are more than three million illiterates in our adult population.
- Twenty-five million job holders may be denied advancement by reading weaknesses.

Furthermore, I imagine that many of you have seen for yourselves the results of reading failures and have had direct experience with attempting to deal with them.

The reasons our schools do not succeed in giving to all students the skill of reading—and the desire to use their skill—are as numerous and varied as the inherent differences among individuals, the differences in life patterns and conditions and the incredibly wide range in the character and quality of the school situations across this immense Nation.

Thorough analysis of these reasons and of the situation we now face are, of course, an essential part of evolving a plan for eliminating reading failure. It required only the most superficial consideration, however, to establish the absolute necessity of the help of the volunteer.

Central to the concept of the "Right to Read" effort from the beginning has been an active role for the private, the non-professional, sector of society. So great and difficult a goal as the complete elimination of reading failures demands a full marshalling of the vast resources outside the teaching profession—parents, other volunteers, youth, business and industry, public and private organizations.

To provide for this kind of partnership a National Reading Council is being established. This will be announced very soon by the President. Mrs. Nixon, with her background as a teacher and her strong interest in volunteerism, has graciously consented to serve as honorary chairman.

The Council will be headed by a Board of Trustees drawn from many segments of our society. It will advise the Office of Education and other Government agencies on priorities in the

"Right to Read" effort. Members of the Council will also assume key roles in directing and operating a National Reading Center.

The National Reading Council will include representatives of the education profession, State and local governments, labor unions, business and industry, the scientific community, the communications media, the foundations, youth groups, minorities, religious organizations, volunteer groups, etc., as well as individuals whose experience in such fields as publishing, public relations, advertising, entertainment and the arts may contribute to the achievement of the program's objectives.

The operating arm of the National Reading Council will be the National Reading Center, which will be established with Federal funds outside the official apparatus of Government agencies. Its primary purpose will be to carry out the partnership approach, coordinating the efforts of contributing organizations, organizing the training of citizen volunteers, developing public support, and helping the States to undertake similar programs.

But the ultimate aim of all of these activities is, of course, to provide better opportunities for the individual child to acquire the skill of reading. Given the complexity of the reading problem, it is almost impossible to generalize about its causes—but if any one cause is universally applicable, it is probably the simple one that help was not available at the time the individual difficulty first appeared.

It would follow, then, that to have such help available must be the cornerstone of corrective efforts. Making it available will not be simple because not only is every aspect of the school involved—finance, curriculum, staffing, training and all the rest—but also the entire outside world of the child as well. We know, for example, that what children experience in the years before they enter school affects markedly their ability to learn in school. We know, too, that education is far broader than the curriculum offered within the walls of a school building, that children learn at least as much outside of school as they do in it, and that they learn in many different ways.

But the obviously imperative need in making help available is personnel. Teachers even under improved conditions, with greater support and more effective methods, cannot provide all the necessary help—and there simply are not enough reading specialists to go around. Training more professional specialists will be an essential part of the overall attack on the national reading problem, but this will take time. Children cannot wait—the learning time for them is now—thus we shall have to depend upon volunteers to begin and to sustain the additional person-to-person, specialized help that will determine the ultimate success of the "Right to Read" effort.

Fortunately, providing help in reading is a task particularly well-suited to the volunteer. In the first place, the volunteer already possesses the knowledge that needs to be imparted. Then, too, the wide range of the degree of seriousness of reading difficulties offers opportunity for the use of an equally wide range of technical abilities in providing help.

Fortunate also is the fact that a reading difficulty is something that almost everyone can understand—a condition that naturally arouses sympathy and empathy.

Thus there is a tremendous reservoir of volunteer help to be called upon. Our task will not be so much how to arouse interest in helping but rather how best to use the time and talents of those who are willing and eager to take part.

This is the major question that you have been called together to consider. I do not propose to suggest specific plans of volunteer participation. The volunteer effort will range from tutoring, service as teachers' aides, library work, speech therapy assistance, counseling, work with parents, home visits—to service on local, State and national committees, and individual and organized efforts to gain the necessary financial and moral support, public and private, for the concentrated and concerted attack on the reading problem.

I am sure that you will have many ideas about the role of the volunteer and I hope that this conference will produce the basis for guidelines for the most effective channeling of the vast volunteer potential.

Any consideration of volunteer participation must include attention to training programs. These are the foundation of the volunteer effort and they must be educationally sound and appropriate if volunteer participation is to make the contribution it can and should.

The nature of these programs, their timing, their availability, are questions that will vitally affect their usefulness and appeal, and these are questions where your experience and interest can be of great value.

The establishment of sound training programs will be of tremendous help also in overcoming a barrier to the full use of volunteer power. Not all

Dr. Dennard and workshop participants listen to Dr. Allen's remarks

educators or schools welcome outside help. This reluctance stems from pride, fear of interference, honest doubt, inertia and many other reasons. But it must be overcome. The education community cannot remain isolated from outside assistance. Indeed the greatest encouragement for volunteer programs should come from the schools. This encouragement is being given in many instances, but where it is not, adequate training programs will be reassuring and a powerful argument for convincing the doubtful.

The development of training programs must include provision for their evaluation, which will be a part of the overall assessment of the effectiveness of volunteer participation.

In conclusion, then, let me say that I consider the volunteer effort not only an essential of the "Right to Read" effort, but also one of its most exciting features.

Expanded volunteer participation will, of course, strengthen our schools in terms of the educational services provided. But beyond this, our schools will gain the support of an ever-growing group of people who have the deep interest and understanding born of direct involvement.

This group will also be a tremendous source for the recruitment of talent for the profession—talent that will bring with it the conviction and motivation that makes for good teachers, reading specialists, counselors, etc.

Volunteer service is always satisfying but the "Right to Read" effort offers an opportunity for volunteer service of especial value and reward both to those who give and those who receive. The satisfaction of service here has to be measured against the far-reaching, often disastrous, effects of the lack of reading skill.

So it is that the elimination of reading failure must be accepted as a national goal not only by Government but by all the Nation's citizens as well. The primary task of the Federal Government will be supportive, coordinating the effort of marshalling of forces and resources on a nationwide basis and the provision of the technical, administrative and financial assistance required, all done in a spirit of total commitment and determination to succeed.

With the support of the Federal Government, the leadership of and the participation in the "Right to Read" effort will flow from State to local to PERSONAL levels.

Your presence here is testimony of your understanding of the responsibility at the personal level. I hope that all citizens, volunteer and non-volunteer alike, will be aware of a responsibility to be activists in the "Right to Read" program by learning what goes on in their schools in reading, by demanding improvement where necessary, and supporting efforts to achieve it.

If citizens will support Government efforts by accepting this responsibility and pushing unrelentingly for the elimination of reading failure, an irresistible momentum can be generated which will ensure that the end of the 70's will see the realization of the goal of the "Right to Read" effort—that no child shall be leaving our schools without the skill and the desire necessary to read to the full limits of his capability.

IMPLEMENTATION

Dr. Jeanne Chall
Professor of Education
Harvard University

Benjamin J. Henley
Acting Superintendent
District of Columbia Public Schools

Dr. Anthony Campbell
Vice President for Student Affairs
Washington Technical Institute

Mrs. Ruthe Farmer
Research Associate
Responsive Environments, Inc.

John C. Frantz
Director
Brooklyn Public Library

John Frantz and Dr. Anthony Campbell

Dr. Jeanne Chall and Mrs. Ruthe Farmer

IMPLEMENTATION: *What Does It Take To Make It Work?*

To lead off the "Right to Read" Workshop and give participants an opportunity to react to the speech given by Dr. James E. Allen, U.S. Commissioner of Education, the first panel addressed itself to methods of using volunteers to implement the right to read effort. All agreed that volunteers could play a definite role; the question was, however, how should that role be defined.

Dr. Jeanne Chall, professor of education at Harvard University, began by making a plea for continued and increased cooperation with professional educators. Assuring the audience that volunteers, in many instances, can handle problems professionals cannot, Dr. Chall warned against becoming enmeshed in many of the current ideologies which always come up when one discusses the magnitude of educational deficiencies. The Harvard educator noted the need for a reexamination and reorganization of many school systems to take advantage of the high level of competency found in their vicinity. Although there are great problems in the school system, they will not be solved by pointing the finger of blame at specific individuals or systems.

Speaking from a librarian's viewpoint, Mr. John Frantz, director of the Brooklyn Public Library, praised the services given by all volunteers, from the community residents who help with the bookmobile to the Scarsdale matrons who service the "shoebox" libraries, collections of paperbacks placed in groceries, barbershops and other neighborhood hang-outs. He emphasized that reading materials must be made more widely available. To this end libraries must escape the truism that books are more valuable as a piece of property than for the information they contain. Therefore libraries have made keeping books on the shelf and paying fines more important than seeing that the books are read. If the libraries are able to change their philosophy and image, volunteers can be a tremendous aid in seeing that people get full value from this resource.

Mrs. Ruthe Farmer, a research associate from Responsive Environments, shook the audience up when she questioned whether or not there is a role for volunteers in the right to read effort. She stressed too much reliance on volunteers in this effort will hinder the commitment of meaningful financial resources.

Although there can be a role for volunteers, that role can be determined only after the roles of the professional educator and public education system have been clearly defined. The role of the volunteer is to perform many of the ancillary school services such as manning cafeterias, supervising play activities and handling lines of school communications. The role of the volunteer is not teaching the fundamentals of the educational process, for which trained and paid professionals should be accountable and responsible.

Following Mrs. Farmer's presentation, Mr. Benjamin Henley, Acting Superintendent of the D.C. Public Schools, joined the panel and a lively,

sometimes heated, question and answer session with the audience ensued. The problem of relevant materials came to the floor immediately. Mr. Frantz stated flatly that enough materials are not available and those that are are underutilized. To overcome this lack, he strongly suggested the creation and use of locally-produced indigenous materials which may be more valuable than the trade publications produced for national consumption.

Mr. Henley responded to the challenge that it was the stress, tension and pressures of the school situation itself which caused many children to be failures. After admitting that the conformity required by the schools could stifle the creative instincts and talents of many children, the superintendent suggested that every teacher, regardless of his subject field, be held accountable for the reading ability of his students, and that public school systems, as they work with a child's right to read, carefully consider the need for continuing education so that adults, many of them the parents of these children, will have the right to enjoy and participate in the many facets of American life traditionally out of reach to them.

IS THERE A ROLE FOR VOLUNTEERS IN THE RIGHT TO READ EFFORT?

by Ruthe J. Farmer
Research Associate, Responsive Environments, Inc.

Having read extensively about Dr. Allen's educational goal for the 70's, I fully support a crash program to eliminate reading failures among those who have exposed themselves to the educational system in the past and to assure that no child who presents himself to the system in the future will leave twelve or more years later with a worthless certificate he cannot read.

I read once that "Reading can be the golden key to open golden doors." If this is true, then through compulsory attendance rather than compulsory education laws, we have forced all children to become prospectors with as little chance of finding that precious metal as many of those who formed the rush to the West in the mid-1800's. We know that the gold rush produced fortunes for some, not all of whom were prospectors themselves. Others dropped out of the quest after frustrated efforts, and still others continued the search for a lifetime. Our children "rush" to the schools, (I've never known a youngster who wasn't eager to begin school. Keeping them eager after initiation presents some problems.) Some find the "gold"; some continue the search for their "school lifetime"; but more and more drop-out, literally or figuratively, in the face of frustrated efforts.

If this Workshop follows the popular pattern much will be said about the "disadvantaged" child. We will hear that his home is devoid of books, that he has no one to read to him, that he comes to school ill prepared to participate in the school program. While we must not underestimate the problems of poor children, I suggest we look at the issues in a different light, one seldom discussed by educators.

The proposition can be stated as follows: Public schools were established to educate the public. Certain schools have become largely populated by the "disadvantaged" because others have been able to escape and become "advantaged." Therefore, this "disadvantaged" population becomes the schools' public. If the schools cannot effectively serve their public, that is effectively educate the disadvantaged, then they no longer have the right to exist.

The alternative to this premise, based on the ratio of failures to successes as the result of the institution's endeavors, would be to declare large segments of the population uneducable and reduce the resources so that they serve only those not so labeled.

At some point in the near future this issue will have to be dealt with openly and honestly.

Workshop Assumptions

This workshop and all of those participating in it assume there is a role for volunteers in the Right to Read effort which has been declared to be a right as fundamental as the right to life, liberty and the pursuit of happiness and a right which has been denied to more than a quarter of our school population and to three million adults. Dr. Allen has declared the Right to Read to be "education's 'moon', the target for the decade ahead." He has called for "a total national commitment and involvement in the achievement of this goal." He said further that "with the same zeal, dedication, perserverance, concentration and resources that made possible man's giant step of last July 20, this moon, too can be reached." I agree with him completely. We might solve our problem very quickly by requesting from NASA a

compilation of the roles and the number of volunteers required to land our astronauts on the moon.

National Priorities

Let us consider the resources devoted to national priorities in areas other than education. In a monetary society such as ours commitment is measured in dollars, not in volunteer hours. Included in the President's budget for fiscal year 1971 is $4.6 billion for Farm Income Stabilization, a euphemism for paying farmers not to farm; $1.7 billion for the Agency for International Development, a large portion of which will be spent in Vietnam to "help combat inflationary pressures and will allow the Vietnamese Government to provide essential services to *its* citizens." The Department of Defense will claim $73.5 billion in 1971. Compare these figures with the $200 million the President said he would request during fiscal year 1971 on the Right to Read effort, much of which will go into research, the benefits of which will reach students some years hence, if ever.

Too much reliance on volunteers to implement the Right to Read effort can obscure our failure to make a meaningful financial commitment to its goals.

This is not to suggest that there is no role for volunteers in school programs. But the role of the volunteer can only be defined after one defines the role of the professional educator and the public education system.

Expectations of Schools

Frequently it is said that too much is required of our schools. The President in his March 24 statement on desegregation said, "One of the mistakes . . . has been to demand too much of our schools; they have been expected not only to educate, but also to accomplish a social transformation." Others have said the schools are expected to feed, bathe, clothe and perform other social and medical-dental services for children. One vice principal in a Washington, D.C., junior high school was recently quoted by the press as saying that he serves as a "father" to the 90 percent of the 1,025 students in his school who come from fatherless homes. You will all agree that being a "father" to 900 teenagers is asking too much.

I do *not* agree that we expect too much of our schools, but perhaps we *do* expect too much of our educators. Let us consider stripping the tasks of the educators down to what they are trained to do, educate. I suggest we start with reading, writing and arithmetic.

There is another point to be made. There must be an awareness among those who promote and administer volunteer programs that communities, particularly minority communities, may not welcome with open arms hordes of white middle-class housewife volunteers. The majority of black families cannot afford the luxury of idleness that spawns volunteerism. Hence, there is a need for a vigorous campaign to identify volunteers within those communities where involvement would strengthen the sense of community and solidarity. A potential resource may be young adults and older students who are eagerly searching for ways to be of service to their own community.

Volunteer Services

What, then, are the ancillary school services that volunteers can provide? We can establish clothing collection and distribution centers staffed by volunteers where they are needed. We can establish cafeterias, manned by volunteers or we can issue credit cards to students to obtain food. Volunteers could certainly be used to supervise locker rooms for the shower program if this is a needed service. Playing in the sandbox, on the jungle gym, and finger-painting require no special training; volunteers can supervise these activities. Communications, (agendas, notices, telephoning) roll-keeping and registration of students do not require teaching certificates and should be performed by non-teaching personnel or volunteers.

And surely, there are males who would volunteer to reduce that principal's "father" - child ratio from 1 to 900 to something much less.

Ancillary services necessary to the well-being of students and the broader community should not provide the excuses by which educators neglect their educational responsibility. That the services are needed is unquestionable, but trained certificated personnel are not required for the performance of these tasks.

There is a role for the volunteer. That role is not in teaching the fundamentals of the education process, the Right to Read included, for which we have made *trained, paid* educators responsible.

With this approach, the professional teacher, provided with available technology, modern techniques and relevant materials can then be evaluated on tangible, measurable objectives, those of producing students who have indeed acquired the right to read, the right to 'rite and the right to 'rithmatic and all that that implies.

THE ROLE OF THE VOLUNTEER

Rhody A. McCoy
Unit Administrator
Ocean Hill-Brownsville School District No. 32
New York City

Rhody McCoy

It is difficult for me to speak so early at this symposium on the role of volunteers as it relates to the reading problems so prevalent across this country. I would like for you to bear with me while I set a stage to share with you some of my ideas, hopefully provoking you to a greater understanding of the total problem and accepting greater challenges.

An Illusion

I would like to entitle this "An Illusion" for it appears that we are viewing this reading problem in a very unusual way. As I listened this morning, I thought of an eye doctor who examined a youngster's eye by taking it out and sitting back while he studied the problem. Briefly, it appears to me that we are overlooking many of the basic elements causing us to have such a severe problem.

For one to believe that I have had and have worked with volunteers is not entirely true. Let me offer a short illustration. When Ocean Hill started we recognized we had severe problems with the library and library facilities, the greatest of which was staff shortage. A charming lady on the staff suggested we try to staff the library with volunteers. She recruited approximately 32 mothers and had a six-week training program. About midway in that program some ingenious individual introduced the idea of money and our program was no longer volunteer—it was quite successful.

The New York Setting

I would like to back up and talk about the problems of reading. Let us set the stage. In New York there is and has been for a number of years a tremendous teacher shortage accompanied by a tremendous turnover rate. And accompanying them has been a very negative attitude about inner-city children—black and Puerto Rican children.

Now, one would quickly get another illusion, that through the massive influx of people and input of funds this problem of reading will disappear. I suggest to you, it will not.

Necessity For Credibility

First, to get the people from the inner-city, the black and Puerto Rican communities, to come into the school and take any role, any part, is in itself, a tremendous job as these people have rejected the schools for their massive failures, for the lies and empty promises, and for the punitive nature of the school system. That's part one.

These community people believe sincerely that the professional staff has relinquished its responsibility, and before change can be made the professional staff must re-earn it's credibility.

When parents came into the schools in my district to take a part, we had drastic problems—baby sitting problems, economic problems because they were ashamed of their appearance, and their own feelings of inadequacy. Another little idea in their minds was that, if the professionals have not done their job, how can we community people—or as you call them, volunteers; or in New York, para-professionals—do it for them. I think those things have some basic implications for which direction we're heading.

Salary Difficulties

First of all, I do not suggest the use of volunteers; I don't think it is going to work. Therefore, we have another problem. Here's a typical

example. We had some 325 community people, para-professional, working in our schools. We got them into the schools because we submitted a proposal—one of those funny little processes—suggesting to the funding agencies that we would take these parents, particularly those on welfare, pay them $3.50 an hour, and guarantee a high school diploma to those without one. We would also work very diligently with one of the universities to get these parents in what is known as a career opportunity program. You see, I'm part of that illusion, and if I were really sincere, I'd say I was party to the fraud.

We moved expeditiously to get those proposals approved by the city, the city Board of Education and the State Department and started six weeks later. On the first pay day we had 325 screaming parents literally demanding my head because their pay checks showed $1.75 an hour. In checking with the city finance bureau we found out that Civil Service titles could not be proliferated and therefore people had to fit in with existing Civil Service titles, requirements, and expenses in order to get $2.25 or $2.50 hourly. I suggested that if they had these requirements then we wouldn't have unemployment problems. And if you do some quick multiplication at $2.50 an hour, five hours a day, and 190 school days, you will see that it is a pretty paltry sum.

Scheduling Problems

What I am suggesting here is that to talk about dealing with the problem of reading—and I also touch bases with mathematics because the two are quite comparable—we have to look at changing the entire educational atmosphere—do away with the punitive attitude and educational straitjackets. For example, this happens repeatedly: a very good lesson suddenly comes to a halt in the middle of things because it is time for a teacher preparation period, and the teacher leaves the class and the floating teacher, or what we call the MPT, comes in. Of course that is sanctioned by union contract. Then, there is that strange act of approach in how do we arbitrarily decide that the school day should run from 9:00 to 3:00 p.m.

I'd like to tell you of this situation. There is a 6-family apartment building that had no heat, no hot water, no running water, no sanitation service for over four months. Some of the youngsters from this building came to school and we found them sleeping in the back of the classroom. Some of our teachers suggested that the social worker or psychologist should talk to them. Some even had attendance officers marking them late or absent. That only points out the punitive environment of the schools.

Let's go beyond that. When we started the programs where we wanted parents in the classroom, first we had to convince them they had something to offer. We had to raise their aspiration level. So we proceeded to do so through a variety of ways and suddenly a spark caught on.

Benefits of Para-Professionals

Now let me get to some specifics. One summer we set up a six-week training program for para-professionals, for community people. We picked four of our teachers in whom we had great confidence and whom we felt would deliver, and they did. First they gained credibility and respect of the parents. Now in six weeks we didn't try to train the parents to take on the responsibilities for which the teachers had received four years of training; but we gave them some very specific skills so that they would be able to work with individual children in a classroom.

We then put the parents in classrooms to assist the teachers, talking about new partnerships in education and new coalitions to resolve the horrendous problems. Of course we met a great deal of opposition, some of which we had anticipated, and some of which took us by surprise. For example, some parents were able to do a better job than the teachers had been doing. They were able to maintain a wholesome atmosphere, thereby causing the teacher to feel a little insecure. In some instances, the youngsters related better to the community person. Now the teacher said this was a challenge to her, but really it threatened her authority. In other situations, a team approach, with teachers and parents working together developed, and children began to move forward. We had an ulterior motive and I share that with you now.

Testing Results

During the past year we took 28 of those parents and put 2 of them in each of 14 classrooms assigned to a carefully selected teacher. I think the academicians would call that differentiated staff. Now let me jump quickly to the results. In nine of those classrooms, the pupils showed an academic growth of 80 percent in both reading and mathematics. In two of the classrooms they showed 50 percent growth and in the remaining three we had all kinds of problems

because of classroom size, absenteeism, etc., and their performance was poor. Despite the poor results of the last three schools, the performance of the 14 teachers was 60 percent better than that shown in five other elementary schools with similar programs, similar in the sense that there were para-professionals in the classrooms full-time with the teachers.

Now we had to use some gimmicks and I think you'll understand what these gimmicks imply. We had to offer bonuses, because $1.75 an hour after 3 years is not a sufficient inducement for these parents, particularly when they began to see that they could not only manage a classroom, but also deliver a kind of instruction that brings youngsters up to and above grade level.

Teacher Certification

What I'm saying to you is that we must take a new look at the whole educational atmosphere as it relates to other institutions, and that's where the problem is. We are talking now about teacher certification. If we can use parents to give reading and mathematic skills to children operating under very poor conditions, with severe academic retardation, it gives us insights into what is needed at the teacher training institutions, into new levels of teacher certification and into new definitions of the roles of the teachers. To believe that the placing of large numbers of traditionally trained people into a classroom or a school will solve the problem is fuzzy thinking.

Community Bridges

Let me touch on two other situations. With our library program, as I mentioned earlier, we had severe staff shortages and our libraries were closed more than they were open. With the community people at work, our libraries manage to stay open all day and well into the evening, seven days a week. Our library supervisor feels they are doing at least the same job that licensed librarians would be doing under the same conditions. But in our situation, children now began looking at something different, looking at school for a little different reason. There is a bridge between the community and the school; there is somebody with whom they can identify and relate. The community person has a different kind of commitment, a commitment to see that all the youngsters learn.

From here we went a step further. We have a few problems in training teachers to work with para-professionals and they have not been re- d. It's rather difficult for a teacher to work with a para-professional and then look next door and find two para-professionals doing the same job she's doing or close to the same job. Then she looks down the hall and finds two teachers and two para-professionals in a classroom trying to resolve the same kinds of problems. Add to this the polarization created by the differences between the teacher's salary and para-professional's salary.

New Assessment Instruments

Now let me touch on something just a little more delicate, tests. I don't know how many of you know that at Ocean Hill we refused to participate in standardized tests of all kinds both state and city. There is a very simple reason for it; I don't think the results of standardized tests help either the teachers or the children and they fail to identify specific problems. So we eliminated standardized tests. What we did was to develop a new assessment instrument and train community people in the administration of this instrument and in the application of specific skills which the instrument indicated the youngsters needed. So we gave the parents not only a sense of work and dignity but also an opportunity to get involved in the line process on an equal footing.

Alien volunteers

Now we have looked at this problem of volunteers. I keep coming back to that word because it is going to highlight a different dimension. I ask this question over and over again, how can aliens come into the inner-city and expect to earn the respect and understanding of youngsters who know that these same aliens either help perpetuate or maintain that kind of oppressiveness in which they must exist. These aliens still come today as "do gooders," expecting attention, unmindful of the fact that to these youngsters and their parents they have helped keep them in their present suppressive state.

City Interference

But some volunteers have some very unusual talents to offer our youngsters. Let me give you this kind of dimension in another way. We wanted, for example, to give our youngsters the benefit of an enriching experience, and we called it instrumental music. If you know anything at all about black music, you know there are many, many professional musicians who live in our community, work at night and on the weekends. And the city has so few, so very few, licensed

instrumental music teachers. We reached out and got these musicians and they agreed to teach instrumental music to our children to replace beating those little tom-toms and funny little tongs and cymbals. Suddenly the Board of Education reared its ugly head by saying, "They don't have 12 credits in education," and/or "They don't have a college degree," and/or "They have arrest records." If you are at all familiar with black communities as far as musicians are concerned, most of them had been arrested for non-support. The point I am making is that until the system itself is changed, the mere use of people will not resolve the problem.

Let's talk about the problem from the cost dimension. I don't know how many of you are familiar with the present salary of aides in New York City. I think they lead the nation. And I am suggesting that if we can begin to train and utilize community people as para-professionals, elevating the pay raises on a graduated scale and including a bonus for qualitative service, we could probably do more in terms of resolving our financial difficulties.

Relations With AFT

When the teachers' union in New York City received such a wonderful contract, the first statement made was now that we have such a good contract we are going to do a better job of educating children. This is a fraud because the same supervisor, the same teachers, will be working with the same children in the same school buildings. And obviously money does not resolve the problem.

Now, we do have some ambivalent people in Ocean Hill. Many felt that having indigenous community people in the schools working with teachers would not produce the kind of quality education they wanted. You can imagine the flak when we turned the complete responsibility of a classroom over to two parents. The saving grace was that the para-professionals were able to pass on to the community information about what actually was taking place in the classrooms, thereby building up a tremendous store of interest, concern, and support. The unfortunate thing is that we are not able to get as many volunteers or para-professionals as we could if different financial arrangements could be made with the city. But we are saddled with certain rules, regulations, union contracts, that restrict how we can use, pay, even train indigenous community people.

Relations With The Board Of Education

Now we have had a couple of experiments—I hate to use the word when talking about black youngsters; I'd rather talk about educational options and college programs—where we actually had volunteers come into the program and we tried to set up training programs for them. In many instances, volunteers had an academic background and mental capacities far exceeding those of teachers in the New York City school system. Almost instantly, the children were victims of these two forces. Now we've tried to overcome these things, having made a determination to fight the institution and the establishment. Our success is proportional to the amount of pressure we have brought to bear on the Central Board of Education.

We have other problems with the Board of Education. A number of junior high school youngsters whom I suspect were motivated after seeing their parents become involved in the learning process took a new interest in school and we used them to tutor youngsters in the lower grades. Forced to take the New York City standardized test in order to go on to high school, these youngsters scored gains of 10, 11, or 12 points in both reading and mathematics. With this new motivation, they took the New York City Board of Education special high school examination and not one passed. It was suggested that they go to summer school for remedial work, then perhaps they could get in. This is an example of how a punitive system destroys students' aspirations.

Career Opportunities

Now I liken that to the para-professionals because we have talked to them for three years about career opportunities. And I'm afraid we're going to use these people to help resolve our problems and lead them down a dead end alley. We've examined most of the Career Opprotunities Programs in the city of New York and found that most require about 12 years to get a degree.

We also have problems with the teachers' union. Yesterday, I picked up the latest teachers' union paper and read the third in a series identifying large numbers of community people, basically blacks and Puerto Ricans, whom they had enticed to join the union. Once in the union they have enough of a power bloc to fight the Central Board of Education for a $6,000 base. On the other hand, this unionization has created

almost irreparable damage to the people's commitment to work with their own youngsters in their own community.

Community Accountability

Let me go into accountability. Once we have introduced community people into the school system and set up new processes, then we are on the threshold of accountability—people accountability, para-professional accountability, teacher accountability and supervisory accountability. When large numbers of community people are working in the schools, actually involved in the learning process, a different kind of rapport between community parents and the school develops. The door opens wide for parents to come in, to see and to talk because having community people working in the school provides an access for those who are not involved. They are no longer looked upon as interlopers; their presence does not create problems.

Now these para-professionals are also accountable. These volunteers, as you call them—and I call them paid volunteers because $1.75 an hour means they must be volunteers—carry skills back into the community, back into their own homes to work with their younger children. Some of these volunteers have formed a cluster and recruited 105 families, going into the homes in the evenings and on weekends to prepare parents to reinforce what the youngster has learned in school. Having indigenous community people involved minimizes, if not eliminates, the need for the alien volunteer as these people have access to the community, access to the homes, and access to all the people who live in the neighborhood. The aliens who come in, whether volunteer or professional, obviously have problems.

Irrelevant Concerns

Let me give you a classic example. On a Sunday morning, six of the district principals met with me in my office to meet 16 incoming student teachers. As we sat in my office, we looked out the window and watched the Lincolns, Grand Prixs, Cadillacs and Bonnevilles pull up. Out stepped these nice mothers in their mink stoles and fur jackets with their daughters who were to be our student teachers. They came into our office and for three and one-half hours not one of the student teachers opened her mouth. The questions were raised by the parents—such things as, what kind of protection are you going to give my daughter from the classroom to the ladies room so she won't get molested? Although they come to help, they bring with them so many hang-ups and irrelevant concerns that they only become another monkey on our back.

Although the idea of community involvement demands that the system give them a shared responsibility in the educational program, community schools cannot afford to carry another problem, the problem of the alien. We still have black-white problems in New York City. And we cannot begin to resolve these problems given the kind of institutional processes that affect the daily lives of these people.

Teacher Accountability

Now somebody will say we are talking about separatism, segregation, and racism, but let me give another example. About 3 weeks ago I walked into a teachers' room and asked five teachers, "Can you tell me what you subject competence is?" After about 3 minutes of deafening silence one young lady raised her hand and said, Mr. McCoy, I'm licensed for elementary school." I said, "You idiot, a license is a piece of paper. What's your competence? Do you feel comfortable teaching reading?" She said, "No, I try." And I said, "How many students in your class?" "Thirty-five." I said to the next teacher, "Do you feel comfortable teaching mathematics?" "No." "What do you do?" "I do the best I can." And so on down the line.

These professional staff members recognize their deficiencies. My suggestion to them was to assess individual competence and perhaps the one competent in reading could teach reading to the five classes, and the one in mathematics could teach math to the five classes. The response was, "Mr. McCoy, we have been told that you do not departmentalize at the elementary level." What I was suggesting was not departmentalization, rather education. I'm also suggesting that there is a new resource, a pool of community talent, not hung-up with all of the professional rhetoric and processes. We can take teachers out of classrooms and let them set up training programs in which they give these individuals from the community specific skills for attacking some very difficult problems in reading and mathematics. This is the only way we can attack this tremendous problem because I also feel that with current going rates for teachers education will price itself out of business before long.

I don't want to treat lightly this whole problem of accountability and teacher performance because it's crucial. Once the teachers know what has to be done, they will know how to do it. Let

me cite an example. I looked at a performance record of a teacher. Only 14 percent of the kids in his class showed progress. I asked the teacher how he accounted for the performance deficiency in the balance of the class. He told me, they didn't have any fathers; they had other kinds of social problems, but finally he admitted there was no legitimate justification except that he failed to recognize the individual problems of those youngsters. I would have loved to have fired him right on the spot, but I didn't want another strike.

Resolutions

If I can suggest anything to help resolve the problem, it is the formation of new partnerships and new coalitions. Until community people are actually involved, not only in making an impact into the system, but also in helping that system regain respect and credibility, 5,000 volunteers coming into the school system will not have any substantial influence.

Once local people again look to the public school as providing the kind of instruction that will educate their youngsters, knowing that they have had a hand, both as a participant and as a decision maker, in the formulation of that process, then we have got a chance to lick the problem.

GREETINGS

Dr. Bennetta B. Washington
Director, Women's Centers, Job Corps

I bring you greetings from Mayor Washington.

I understand you had a very provocative discussion this morning and I hope that this session measures up to your expectations. I am a great believer in that theory of expectancy. If you came to this workshop with all of your commitments and grappled with all the transportation and mail problems here, then I think we ought to make sure it is worth every minute of your time while you are here.

I am happy to open this session because I am so fundamentally and professionally interested in volunteers. I feel very much at home with volunteers and think you are really trying to take a good hard look at one of our most difficult problems, reading.

As principal of three high schools here in Washington, one a technical high school for boys, one a school for emotionally disturbed boys, and the third, a comprehensive high school in the inner-city, I had the invaluable support of a women's organization whose members worked with students every day of the week. I could not have done a job of this dimension at Cardozo without their help—that group of volunteers is the National Council of Jewish Women.

We initiated a very successful program. Youngsters, when I arrived, were called uneducable, unable to read. In spite of this, the talents and capabilities of those youngsters were amazing. Anyone who has ever looked at a group of young people knows that talent is there, it just needs drawing out. Therefore, we initiated a program which prepared many youngsters for college who never thought they would ever get there. It was a marvelous work study program. We watched young men and women from the inner-city, not only move into colleges and universities, but also into employment that was significant. We saw them become productive members of a highly technological society, so I speak to you not as a professor or someone from an ivory tower.

Cooperation of Groups

In my current job as Director of the Women's Centers of the Job Corps, we have had volunteers every step of the way. When doubters said to me that girls from 16 through 21 years of age, who were high school drop-outs, who were unable to secure an education, would not join the Job Corps, our WICS went out and found them. They went on the highways and byways of America to find them. When I talk about WICS I am talking about Women in Community Service. I am talking about not one volunteer, but 27 million volunteers from the National Council of Negro Women, the National Council of Catholic Women, the National Council of Jewish Women, the Church Women United, and finally, the American GI Forum which brought together every element in our society.

These women working together have added another dimension to our program. Their lives have been entirely changed since becoming involved in this program. They see their service as an extension of their own education, an extension of their own humanity rather than a sacrificial offering, and therein lies the difference.

Dr. Booker T. Washington

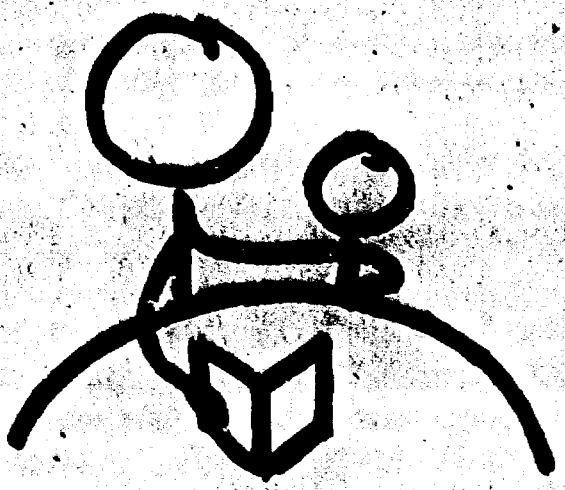
If you approach this as a do-gooder, making some kind of sacrifice while doing it only for your own particular needs, I am afraid you will not be very good. My volunteers can never be seen as Lady Bountifuls ministering to the needy.

The WICS national office here in Washington has a film produced by the USIA which tells the story of recruitment in our country. The film tells how people from diverse racial, economic, ethnic groups can work together on a problem. It is a true story. There are no Fifth Avenue actors in it.

I believe because the job we must do today is too big to be accomplished by any one group in this society, volunteers are so essential. It is not a matter of one giving and the other receiving - and the same idea applies to racial groups - both groups are equal beneficiaries of a productive program. Not all voluntary programs are well done. We are well aware of the pitfalls and the problems these programs encounter, the problems that occur when you work with professional and certifying groups who do not feel very secure in our society at this time. Indeed we have not helped them feel very secure. This is an essential world and we cannot afford to sweep problems under the rug. Indeed, our problems are so tremendous that there can be no one group with sole responsibility to solve them. I believe this is truly a symbiotic relationship. It doesn't work well if one person does all or feels that he is giving without receiving, it is a mutual relationship.

I am sure that Dr. Cleveland Dennard, President of Washington Technical Institute, has some exciting ideas to give you this afternoon. Dr. Dennard really believes we have got something going. He believes it because as President of the Washington Technical Institute, he feels a deep responsibility to provide an education and open opportunities for young people capable of responding if a way is provided.

It gives me great pleasure to present Dr. Cleveland Dennard.



TRAINING FOR VOLUNTEERS: WHO IS RESPONSIBLE?

Dr. Cleveland L. Dennard
President
Washington Technical Institute

I am delighted to have the opportunity to greet you briefly this afternoon, to share with you a point of view concerning the responsibility for the training of volunteers in our country. We stand today six years, three months and five days away from the 200th anniversary of the founding of this republic on the 4th of July in 1776. As those six years pass by and those three months tick away and the five days come to the point of the celebration, I am inclined to believe that in all of the nation, we will celebrate as only Americans can celebrate. The hopes and aspirations of all of the people will be geared to a full measure of what our nation offers as a democratic way of life.

Time Frame for Learning

It seems to me that in the decade of the 70's, in which this observance will occur, our time frame has been set for a NASA-type countdown on adjudicating the problems of learning, and specifically reading, in this country. I say that because so much of the vertical mobility of our people is predicated on what happens in our public schools.

We are now at a point where our cherished belief in the role of education for heightening productive power is a major priority. These convictions are pretty much agreed upon everywhere. It seems to me that the agreement tends to end just at that point. The direction in which our experiences in education should flow, the content of the adjusted educational programs, the control of the decision making process and the proper participating institutions are subjects of unremitting debate, demonstrations and confrontations.

Critical Problems

The Office of Education tells us that there are 11 million children who suffer from significant reading deficiencies. Surely this is one of the most critical problems in education today. We in this room must work to make it a national problem in the sense that resources can be allocated in a Marshall Plan fashion to resolve this problem in the same manner that we accomplished the goal set at the beginning of the 60's to soft land a man on the moon.

As we stop to examine the magnitude of the problem in light of the technological changes that have occurred in our society, we suddenly realize that this is not just a "nice" thing to be about. There are those who say that mankind has acquired more knowledge since 1900 than existed from the time that Moses took the Ten Commandments on Mount Sinai. If it is true that we have had this kind of geometric expansion of knowledge, it becomes increasingly important that individuals have at their disposal the skills and the competencies to sift the written page as verbal communications to distinguish that which is relevant from that which is not.

Crisis Behavior

Two incidents that are associated with specific years readily come to my mind. They grow out of a kind of behavior that occurs in our society whenever social crises exist. It appears that whenever a social crisis occurs, the federal government is always called upon to adjudicate that crisis. The first example of this is the fighting of that war 200 years ago when an infant country won its first major battle at the cost of its fiscal

Dr. Cleveland L. Dennard, President, Washington Technical Institute

resources. The response to that was the passage of the Land Ordinance Act of 1789 for the new Louisiana Territory, selling the land and rebuilding that defunct federal treasury, and also starting us on the road to public education.

If that could be construed as a crisis, it was nearly a century before something of that nature occurred again. This was in 1862 when Ward Bond and his fellows were crossing the Kansas plain in their wagon train, and people were having difficulty with the Indians, with tilling the soil in Kansas and Nebraska, and in laying railroads through the Great Divide. And again they turned to the Congress for adjudication. This time response was in the form of the Morrill Act of 1862. It came more as a social protest over the fact that the colleges of the East, whose purposes were to educate leaders, somehow were not dealing with the needs of the masses. With the development of the land-grant college movement, leading to our present-day public universities and colleges, state universities and colleges, there developed a capability for training that addressed the problem of not being able to farm the flat lands as well as the deltas. Consequently we were able to train engineers, technicians and craftsmen and we solved the problem when our nation was predominantly rural.

Community Institutions

Since the 1940's, our population has shifted from an agrarian emphasis to an urban concentration, and somehow those state universities have not followed the people from the farms into the cities. The concentration of our population can now be found in 50 major metropolitan areas. When we earnestly consider this, we realize what serious institutional breakdown or institutional failure in terms of intent and purpose has occurred. Because of that there has been a thundering in the land saying we need a new kind of institution, and community after community after community has responded to this to the point that in September of this school term more than 70 community colleges opened in the United States for the first time – more than one a week. And for the last six years this has been going on. It seems to me there is a parallel between the social conditions precipitating the need for community colleges today and those precipitating the establishment of state colleges and universities a century ago. Staring us glaringly in the face is the problem of using our permanent institutions as the vehicle for solving our dilema.

Volunteer Training

The responsibility for the training of volunteers belongs to the people. The people, through their representative form of Government, owe it to themselves to see that these new institutions, the community colleges, include in their urban services or in their continuing education programs or in their capacity to respond to their communities, a role whereby the citizenry can be given skills as volunteers to participate in the teaching of reading to our children. By that I do not mean that the community college ought to be the arena in which we debate whether or not we ought to use the oral approach or the aural approach. I do not mean that it should be the arena in which we debate whether we should begin with conceptualization or with syntax. I do not believe that this should be the arena in which the academicians should contemplate all of the psychological ramifications of educational technology. I think there is a more fundamental responsibility – program emphasis, starting with a simple fact that the purpose of this type of institution is to develop a competent citizenry.

There are many people, from every ethnic group, from every geographic area of the country, from every level of development, who can serve as volunteers, who can take courses other than in floral arrangements and how to make placements. These people can enroll in community colleges and take real gut level courses such as the techniques of tutoring and the processes involved in making audio tapes.

Relevant Materials

I am not sure that *Billy Budd* is relevant as reading material for some students in the Ocean Hill-Brownsville District or that *Silas Marner* with its emphasis on values might be meaningful in another such community, but I am certain there are many significant points of view that have been written over the centuries – many that need to be written today – that permit individuals to learn to enunciate words, to pronounce words, to give substance and meaning to them, to program them, to put them on tape. Through face to face, one-to-one relationships of this kind, students can be excited to have the same kind of meaningful experiences through reading that you and I have had. I think this is a real need and a real challenge.

I think there is a case for using the volunteer on both a full time and part time basis. I think there is rational justification for including in the volunteering notion some compensation; it is a

large enough problem for serious people to sit down and find ways to deal with it. But I would submit that the responsibility for this rests first in the vigilance of persons like yourselves, who in addition to your professional and non-professional identities, are also citizens. You must say to educational institutions including the one that I have the privilege of serving, "These are the kinds of things we expect from you and these are the areas of accountability we are depending upon."

Reliance on Government

But in addition to that we have the age old problem of turning to Big Daddy, the Federal environment, for resources. In 1957, Flesch wrote his interesting article in *Look Magazine* about why Johnny couldn't do what? — What? — Johnny couldn't read. But we lost track of what Mr. Flesch was saying because in the following October the Russians launched Sputnik I and we turned to the federal government again to adjudicate that problem because we didn't speak foreign languages, we didn't speak the mother tongue, we couldn't do mathematics. So we had the NDEA legislation and every classroom in the public sector of the United States today, if it has a closet, it has an overhead projector, it has a film strip projector, it has a tape recorder — it has all kinds of hardware — but the software is not there. Unless some of you go to those classrooms and interface with the professionals, the hardware will not be used. We have had the problem for a decade and it is more acute today than it was when Mr. Flesch tried very succinctly to conceptualize it.

You have heard from Dr. Allen, you have heard from the Secretary of HEW, you have heard from the Administration, that in the decade of the 70's we want to M-O-V-E in education. You have to help the Administration to live up to this. It is time now for plans, people, programs and dollars — and action. It can only be done in the community when we hold ourselves accountable and see that our institutions do not slip off of the hook at the state level where Title V monies of the ESEA Act for the strengthening of state departments are available. Such funds can be used for strengthening volunteer services to the people in each of the 50 states.

Urban Needs

At the city level we have an even greater need. We need to find a way to wiggle some of the money out of the states for the cities because it doesn't always get there. And the discrepancy between compensatory education on one hand and other kinds of categorical needs on the other must be resolved. This can only be done by people. And the people I am concerned about are those human beings who volunteer their intelligence, their energies and their time to make the institutions that serve you, serve you accountably. I think this is a propitious moment in our history — as we look forward to 1976 — to really take a hard look at what we want.

The distinguished gentleman from across the Potomac, Thomas Jefferson, had the privilege of being in France at the time of the French Revolution. When he returned to this country, to the banks of the Potomac, it was he who inculcated into the language of the Declaration of Independence these words: "We hold these truths to be self evident that all men are created equal. That they are endowed by their Creator with certain inalienable rights and among which are life, liberty and the pursuit of happiness. And to achieve these rights governments are instituted among men and when in the course of human events, governments fail to achieve these ends," ... it becomes what? ... What? ... the right and the duty of the citizenry to do what? ... abolish that form of government. We have not seen fit to do that in our country and it is not reasonable to assume that we will. But the citizen who is a volunteer has the responsibility to keep his institutions responsive. This will not happen without your involvement.

What I am suggesting to you is that the countdown for reading on which jobs are dependent, collegiate experience is dependent, and enriched personal life is dependent, is a part of our responsibility. We think that this must be a major thrust of our society in this decade.

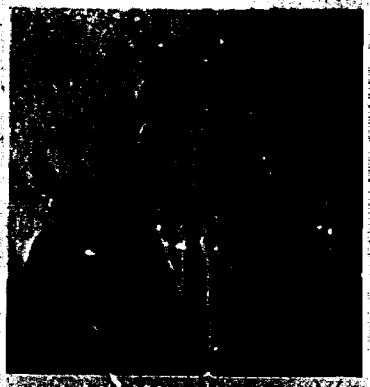
Current Panel Discussions

The panel discussions of the Workshop provided ample opportunity for a sustained give-and-take of ideas between participants and panel members chosen because of their expertise in various areas. Out of such discussions came suggestions for ways of improving and increasing the use of volunteers in schools, particularly in the area of reading.

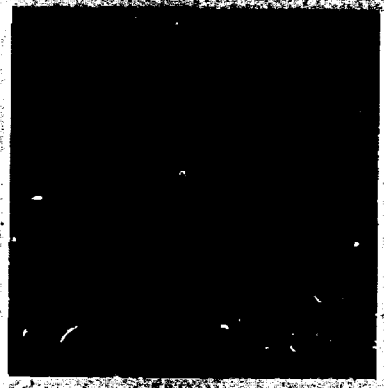
CITIZENS AS VOLUNTEERS

Charles J. Sherrard
Project Manager, Urban Education
American Telephone and Telegraph Co.

Mrs. Leon S. Price
President
National Congress of
Parents and Teachers



Donald A. Mitchell
President
Childhood Resources, Inc.



Mrs. Sarah A. Davis
Supervisor, Volunteer and
Tutorial Services
Los Angeles City School District

Felipe Perez
Student Tutor,
Crenshaw Tutorial Program
Crenshaw High School,
Los Angeles

M. Gene Handelsman
Director, Foster Grandparents Program
Administration on Aging, HEW

In discussing the use of citizens as volunteers, four major sources for recruiting volunteers were immediately identified by panel members: the business community, the suburban community, the high school and college communities, neighborhood residents and retired citizens.

Business

Speaking on the nature of corporate involvement in education, Mr. Charles Sherrard, of the American Telephone and Telegraph Company, noted that there has been much participation both by corporations and by individuals employed by the firms, primarily in the areas of improving learning skills, orienting students to the business world, developing specialized curricula and motivating students to remain in school. He stressed the need for further developmental reading programs. Clear evidence of this need was indicated by many high school graduates reading on fourth grade level at the time of hire by AT&T.

The Pioneers, AT&T employees with 21 years of service, has more than 5,700 volunteers serving in a variety of capacities to assist school programs. Many of these volunteers are granted released time for their volunteer activities. He felt that with more companies granting released time there is a growing need for meaningful instruments of evaluation to measure the effectiveness of volunteering and to determine what the ultimate pay-off is for the company. Mr. Sherrard defined "pay-off" as empirical data substantiating the worth of volunteering and the actual improvement of the student participating in a remedial program within a reasonable period of time.

Program Needs

Mrs. Sarah Davis, Coordinator of the Los Angeles School Volunteer Program, enumerated the needs of and demands placed upon established volunteer programs if they are to survive and expand. As programs have a strong tendency to maintain the status quo of their operation, the outreach of their recruitment effort is criticized for aiming at those parts of the community most likely to demonstrate success, rather than those having the greatest need for services. Often, the area having the greatest need is the geographic area having the largest concentration of poor people. When programs do locate in such areas, their survival is often threatened by community residents. Increasingly articulate, these "poor" not having been invited to participate in school volunteer programs in the past, frequently mistrust what the "establishment" has planned for them. They also fling a barrage of uncomfortably accurate darts at the middle-class orientation of most programs and sternly question the needs the programs are designed to serve. When persons from wider socio-economic circumstances are used as volunteers they not only serve to reduce the community feeling of distrust and insecurity, but also serve as a two-way line of communication between the school and the community.

Mrs. Davis noted that many school volunteer programs fall below their potential because they do not encourage volunteers to add new ideas to the experience of the professional school personnel, to bring a freshness of attitude to the classroom and to become a communication link between the school and the disenfranchised community which it serves badly, if at all.

Maintaining Interest

Once a person becomes involved in a volunteer program, Mrs. Davis stressed that it is the responsibility of school personnel to maintain that initial interest by having a genuine respect of the volunteer's skills and strengths, by instilling a sense of belonging through the planning of goals and objectives, by clearly detailing what is and is not expected of the volunteers and by keeping the volunteer informed of what is occurring in the school.

PTA Activities

Following Mrs. Davis' remarks, Mrs. Leon Price, President of the National Congress of Parents and Teachers, cited voluntary activities carried out by PTA chapters, especially those in the Cleveland area. Noting that the PTA had given "74 years of voluntary service to the Nation," Mrs. Price listed such PTA activities as providing library assistants from Shaker Heights to the Cleveland Public Schools, tutoring parents for whom English is a second language and establishing a one-to-one tutorial program using high school tutors for elementary pupils. Mrs. Price also mentioned that many PTA chapters were attempting to develop more meaningful relationships between the school and community and to

eliminate the stereotype of a PTA as a "group of ladies pouring tea."

High School Tutors

To highlight the role of high school students as volunteer tutors, Mr. Felipe Perez, a high school student from Los Angeles, explained the Crenshaw program which he initiated and heads. In this inner-city program, students from the public and parochial junior and senior high schools tutor in the elementary schools after class. Although they receive no formal training and must create their own tutoring materials, the high school tutors have met with much success as the elementary pupils see them not as teachers who criticize, but as friends who can take as much time as needed to teach and reinforce a particular skill. Recruited through word-of-mouth advertising and notices in school papers, Crenshaw volunteers have given more than 2,500 hours in five years. Mr. Perez stated that an immeasurable benefit to the tutors had been an increased awareness of and interest in community problems and ways of correcting them.

Older Adult Volunteers

Mr. Gene Handelsman, Director of the HEW Foster Grandparents Program, stated that older people form a group normally overlooked in the recruiting of volunteers. Possessing love, interest, experience, patience and maturity in abundance, elderly persons, with some training and supervision have shown a knack for working with the lonely and withdrawn child on a one-to-one basis. Because of the experience, senior citizens can work in an easier harmony with professional educators, benefiting both children and school.

Mr. Handelsman cited several programs in which older citizens had been extremely successful as volunteers. In Illinois the elderly worked effectively with school children to develop academic motivation; in Oregon and Florida they served successfully as teacher aides; in Vermont retired persons are operating the only community libraries in two remote rural areas, and in Georgia they serve in OEO child care centers.

Under new legislation, the Older American Act Amendments of 1969, Mr. Handelsman stated that his program will be able to provide small stipends to meet the out-of-pocket expenses of those volunteering. He stressed that the feeling of being needed and appreciated was much more important than the stipend. The stipend would merely make it possible for many older citizens, who must exist on fixed incomes, to be volunteers.

In closing Mr. Handelsman added that as improved labor-saving techniques and machinery increase leisure time and lower the age at which many retire, these retirees will create an ever-increasing reservoir of skill and talent not fully utilized.

Recruiting Techniques

The question, "How does one recruit volunteers?" elicited substantial response from both panel and audience.

Mrs. Davis identified satisfied volunteers as the best recruiters. To recruit the more than 6,500 volunteers currently serving in over 500 Los Angeles schools, she has also found newspaper and television announcements, as well as speaking to community groups, extremely helpful. In setting forth a recruitment procedure, Mrs. Davis said, "Go into the community; knock on doors and ask people to help. Locate community leaders, talk to them and get them involved because they will help you find others. Teachers can also help in the identification of concerned parents for possible recruitment."

Requiring only a willingness to serve, Mrs. Davis firmly believes that the crux of a good program is to find a place for all wanting to give of their time, regardless of their background and educational qualifications. Working under this "place for all" philosophy, the Los Angeles School Volunteer Program has had to dismiss only three volunteers out of more than 6,500 in six years of operation.

In recruiting business personnel to serve as volunteers, Mr. Sherrard stated that letters to employees, particularly those under 30, indicating the need for volunteer service had been effective. He added that the more successful programs were those with a volunteer coordinator and those which recognized the need to train volunteers as interest alone was not enough. Such training, he added, must not be limited to academic matters, but must take into consideration the socio-economic of the community to be served.

A volunteer from Cleveland took the PTA to task for not relating to many of the problems in urban areas. She stressed the need for a change in PTA tactics in pressing for more funds from the state and federal level instead of increased city property taxes to support the rising cost of education. Among her positive suggestions were the use of children as volunteers and the use of

volunteer advisory committees to tackle local problems in education.

Another member of the audience recommended the use of community organizations as a vehicle for arousing community involvement. She cited the Community Reading Assistant Program of the Anacostia Community School Project, stating that many of the parents currently working as paraprofessionals had begun as volunteers handling crisis situations within the schools.

Other questions were raised concerning the use and value of "alien" or middle-class white volunteers in inner-city, black schools. Perhaps this problem will be best resolved when the words of a volunteer from Philadelphia are put into practice, "There is a need for all types of volunteers, including the alien suburbanite, to meet the many needs of the children. The thing which is of prime importance is that the children receive the needed help, not who gives it."

MOTIVATION

Dr. Gertrude W. Bullen
Research Director
Council for Public Schools, Inc.

Mrs. Augusta Baker
Coordinator of Children's Services
New York Public Library

Dr. Frances Ilg
Director
Gesell Institute of Child Development

Mrs. Ida Kravitz
Reading Supervisor
Philadelphia Public Schools

Miss Mildred R. Gladney
Tri University Project
University of Nebraska

Dr. Ralph L. McCreary
Vice President, General Manager
Hoffman Electronics Corporation

Dr. Matthew Trippe
Professor of Education
Department of Special Education
University of Michigan

Mr. Nathaniel Potts
Coordinator, Volunteer Services
Newark Board of Education

To begin the discussion on motivation, Dr. Ralph McCreary of the Hoffman Electronics Corporation, said that he felt motivation to be a very personal thing; one knows what it is about, but cannot describe the details of it. It is analogous to breathing. If one ceases to breathe, he is physically dead; if one stops being motivated, he is perhaps emotionally dead.

Dr. Gertrude Bullen, research director for the Council for Public Schools and National Book Committee, discussed methods by which children can be motivated to read. The popular belief is that children will become motivated to read for pleasure when they become interested and that all children reach this point of interest eventually. However, for many children, especially those described as "disadvantaged," this has not proven to be true. What is needed is a definite program encouraging children to read whereby they expand horizons, heighten aspirations and are uplifted from the daily environment.

Need For Involvement

The Fall River, Massachusetts Program attempted to motivate children to read. As there were few books, magazines and newspapers in these homes, the first thing was to get the parents involved because they are the most consistent influence on the child. Working with and through the schools, it was determined that the major influences on a child were parents, peers and other adults. Other adults were doing nothing to motivate children to read because the schools were doing nothing. Other adults in the community were involved in the program as volunteers, working with the children in the classroom once a week and emphasizing the pleasure and joy that can come from reading. Each child received four books yearly for his personal library; thus parents were stimulated by seeing books come home. The total cost of the program was $1.60 yearly per child for the four books.

Research was done, using 15 control classrooms and 15 experimental classrooms. In the control classes a set of books was made available to the children. In the experimental classes, volunteers worked with children, encouraging them to take books home and interesting them in the library. After a year, it was ascertained that the experimental group preferred to read books more at home and in school, to visit the library and own books. It becomes obvious that the schools must begin to provide a program specifically designed to motivate children to read.

Early Readers

Dr. Frances Ilg, director of the Gesell Institute of Child Development, discussed school readiness, describing growth as the greatest motivational force. Therefore there is a tremendous need for more knowledge about both growth in general and as it relates to the individual child. Potential future patterns are laid down at conception. A child is programmed to read, to speak, to develop motor control from conception, but this human computer system is open-ended. When external or environmental stimuli mesh with internal forces of growth or genetics, success is inevitable. It is that "mesh" which is sought.

Often it is possible to judge at one year of age whether a child will be an early reader. Surrounded by toys, he picks up his book to play with. At 18 months, he is an avid listener; and asks "which dat" as he points to letters on the backs of books at two. Soon he memorizes nursery rhymes. By 4 to 5 years he can read road signs, cereal boxes, TV commercials. He spells out words to find out what they say or mean but never sounds out. He is self-motivated and by 5 to 6 years of age reads on his own. The danger with early readers is that they don't know how to play; they need volunteers to give individual attention to sti[illegible] them in the play area. One rarely finds a[illegible]eader who is emotionally mature. These[illegible] account for about ten percent of all[illegible]

At the ot[illegible] the scale, there is the 10 percent that[illegible]. They show no interest in books and w[illegible] long enough to listen to a story; they a[illegible]ly hyperactive. Even at 5 or 6 they w[illegible]nly if occupied by some activity, such[illegible]ing or playing with clay. They don't k[illegible] letters until they are 9 to 10 years old;[illegible]t read road signs until 10 years or later[illegible]y to stimulate them before they are re[illegible] run into the danger of turning them[illegible] producing stress. Though their interest i[illegible]d, they still go through all the stages o[illegible] which must be respected even though[illegible]olding is slow and often dependent up[illegible]l help.

Listening Abilities

For the majority of children, listening represents the first stage of growth and should be emphasized far more than it is, even after a child begins to read by himself. A two-year old will listen to a short story, especially one with pictures. By three, he knows the story so well by repetition that he picks up variations and will not hesitate to correct the reader. At four, his capacity to listen verges on gluttony; his interest in letters is beginning and he can now pick out the letters in his name, not knowing what they are. From 5 to 6 he names letters, spelling out words and picking out road signs. He will copy capital letters and print his own name.

Because of the development pattern of eyes first and then hand development, a child will be able to recognize lower case letters before his hands can form them. Children should continue to use capital letters until they "burst themselves" into the lower case ones.

By six, a child will look on the page as he is read to and pick out words, especially those beginning with capital letters. If left on his own during the next year with lots of good reading material, not formally presented, at his disposal, he will "cross over," reading and reading well. However, normal educational patterns tend to deprive children of the luxury of learning to read by themselves. Success is the greatest motivation for children as they move from one stage to the next.

Maturation Appraisals

It is important to have a maturation appraisal, even before kindergarten to determine if a child's personal time table is slower or faster than the one outlined above. Children should not be allowed to enter first grade unless they have a potential for success. Slower developing children can still move with the group even though they may be two years behind or eight years of age entering first grade. But in the five to eight year old period they need language experience, including picture reading books without words. They need to work through activity and tell what they have done. These children must be allowed to choose the reading material having meaning for them, more often fact books than fantasy books. Children who need individual help - not remedial reading, especially when they have "crossed over". That help should come from older children, fifth to eighth graders. Junior highs should be abandoned; that age group should be brought back to schools where they can relate to and help the younger child. The adult volunteer should be used to mobilize the older children to help others rather than help themselves. The ones in the upper grades having trouble in reading are also gainers; they learn most from teaching.

The child more than three years behind demands more than usual measures. He should be separated out because he cannot swim in the stream of education. He learns best through doing, a true activity program with few abstractions and formalized reading much delayed. It would be better to wait until he is nine or ten before beginning remedial aid, thus reducing the possibility of causing needless stress. He is just one cycle behind; what should have happened at seven is delayed one full turn until he is 13. Many children come on at the 13-year old stage. What is most important is that the right to grow at one's own rate precedes the right to read.

Methods of Motivating

Following Dr. Ilg, Miss Mildred Gladney of the University of Nebraska, gave several ways to motivate the seven, eight or nine year old who has turned off on reading. First the human element is most important; adult people interact with child people and both learn from each other. Many of the non-readers have decided that learning to read is not desirable, not fun, useless and quite painful. They are exercising their right *not* to read, based upon previous bad experiences in earlier attempts to learn to read. Therefore these bad experiences must be counteracted, recognizing that the final decision is up to the child.

However, the following things may help a child decide he wants to learn to read: Listen attentively to the child, responding to him with interest and with enthusiasm. Give the child time to talk, what he has to say is important. Let the child know that the way he talks is acceptable, use his language, phrases and ideas. Let him know that learning to read is not always fun, but is often dull, hard work. Let him know that learning to read does not guarantee a good job, particularly if he belongs to a minority group. Let the black, Indian or Puerto Rican child know that he has a unique culture which is full of rich resources for reading experiences and that full use will be made of these resources.

Mrs. Ida Kravitz, a reading supervisor from the Philadelphia Public Schools, pointed out the necessity for publicizing the successful reading programs and making reading a priority, espe-

cially in big city schools. To make reading such a priority, several things are necessary including more money, the training of competent teachers, greater staff development and increased parental involvement. Motivation in itself is not enough, but must be linked with accountability and evaluation. How can you know what you're doing if you can't measure it?

As children are the prime focus of all interested in education, it is necessary to realize that underachievement is a universal factor and schools today are not worse than they were in the past; they are better, just not good enough. Since the base of teaching will be done by teachers, the real question is how does one motivate teachers. There is no need to argue about materials; this is the golden age of materials, both relevant and irrelevant. What is imperative is that more than lip service be given to individualization of instruction. Because a child does learn best in a one-to-one relationship, the real problem is to utilize all those willing to help children.

There have been many new developments in the field of learning theory. It is now accepted that children learn differently; therefore the single package put together by any corporation does not fit every child. It is important to view every child as individual, pinpoint his particular needs and then use the materials which will best help him move along. While the teacher doing the initial teaching should be the best possible, the extra people, the volunteers can serve to reinforce these skills.

Definition of Reading

What reading is must also be defined. Frank Jennings in *This is Reading* says it is a two-way process between what someone writes and what someone understands and the sometimes awful difference in between. Many in the field view reading as a four-way process involving decoding symbols, comprehension, study skills and language use.

Proximity is important. Just as a child near the ocean swims, so a child with books constantly available will read. Books should be placed in the home to place language of literature in the hands of children when they have most need for it. need for it.

Nathaniel Potts, director of the Newark School Volunteer Program, began by stating that the major difference between the schools' ability to motivate suburban children to read while failing to do so with inner-city youngsters stems from teacher preparation. The worst prepared reading teachers in Newark are in the schools which tested lowest on the city-wide reading examination.

One major problem in striving for reading improvement is that school systems are unwilling to put money into it. Without money, nothing happens. Another problem is that material relevant to the ghetto child has yet to arrive in sufficient quality and quantity to be effective. The success factor which is an inherent part of his background is underemphasized. One does not reach back far enough into the child's background to make use of his experience. Also necessary is emphasis on the positive value of reading — you can't make it if you can't read.

Books Are Fun

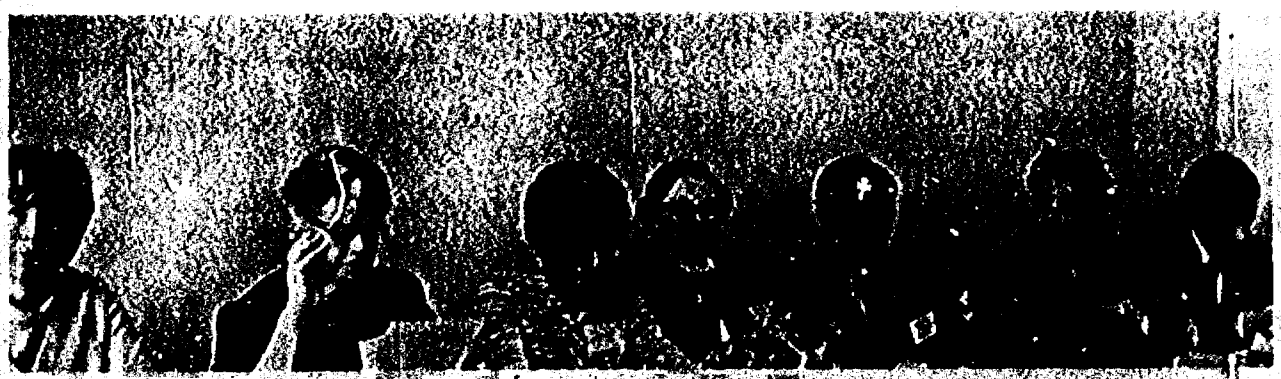
That books are fun was the premise put forward by Mrs. Augusta Baker, coordinator of children's services for the New York Public Library. There is a pleasant feeling in reading. Children respond to pleasure as well as need. If books are made exciting to them, if they hear stories well told or well read, many will gain the desire to read. Adults must be enthusiastic about books; if they do not enjoy reading, how can that nonexisting spark be relit in children? The school or public librarian can give guidance in the selection and preparation of materials. Through the sharing of stories, either told or read, children can be reached. If the reader enjoys the books he reads, the message is transmitted to the child and his interest will be stimualted.

Dr. Matthew Trippe, professor of special education at the University of Michigan, addressed himself to the right to read for those children with I.Q.'s of 90 to 95. He stressed that half the children in schools have I.Q.'s below 100. In teaching reading to children who have totally tuned out the first thing is to promote within them confidence and respect for themselves. Secondly, motivation for this confidence can come through.

If one is aware of the way reading is taught, what can be done about it?

Resource Views

Following Dr. Trippe, many of resource people gave their views on the subject of motivation. Most felt that the children are eager to learn and desire the individual instruction and attention volunteers provide in good measure. Also stressed was the need for school volunteers and library volunteers to work together to reinforce and



Members of the Motivation panel respond to a question from the audience (from left to right) Dr. Gertrude Bullen, Dr. Frances Ilg, Miss Mildred Gladney, Mrs. Ida Kravitz, Nathaniel Potts, Mrs. Augusta Baker and Dr. Matthew Trippe.

maintain the specific skills the children gain in the class. There is also the need to provide bicultural, bilingual motivational experiences for the Chicano child.

A student volunteer from the University of Washington explained elements of his tutoring program which put strong emphasis on imagination as the primary motivational force. There the need is to motivate the educators to follow up gains made by tutors.

Mrs. Margaret McNamara, of the Reading is Fun-damental Program, suggested that this program is one way of getting books into the homes. As a motivational program Title I monies can be used to support the purchase and distribution of relevant paperbacks.

Dr. Trippe summed up the need for motivation when he stated that motivation is really determining what kind of experience does a child need to enjoy the activity you want him to engage in. The problem with reading is not the goal itself but the lack of imagination displayed to attain it. The challenge that every child have the right to read ought to include the right not to read and the right to read in his own time. While many agree that there is nothing magical about reading in the first grade and are aware of the stresses it often causes, yet it is accepted and lived with as a man-made reality.

The human organism being the only one born with nothing imprinted on it, capable of developing in a variety of directions. If it goes wrong, the error is not in the child; the error is in the fit between what we provide and what he brings with him. The need is to modify the experience provided, not the child.

The goal of the Right to Read is different from the goal of landing a man on the moon. The latter required individual excellence and the former will bring forth broad range competence. A culture dedicated to excellence builds that excellence on the enriched experiences of some and the total denial of others. Measurement, evaluation, grading and forcing children into situations which are unpleasant and even beating them when all other forms of control fail is related to fostering excellence not broad competencies. This gets at the heart of our social fabric. One cannot talk about children reading without considering the myriad of alienating experiences they are forced to endure.

METHODS AND SKILLS

Dr. Helen Huus
President
International Reading Assoc.

Mrs. Vivian D. Adams
Supervisor of Volunteers
Cincinnati Public Schools

Dr. Tina Thoburn
Director, Tintern Research
and Educational Enterprises

Dr. Hugh Rudolph
Tri University Project
University of Nebraska

Dr. Barbara P. Burke
Language Arts Supervisor
Elementary Grades, Detroit Public Schools

Dr. Gloria Mattera
Director, New York State Center
for Migrant Studies, Geneseo, N.Y.

Mrs. Frances M. Ross
Elementary Tutoring Consultant
Seattle Public Schools

To begin this discussion, Dr. Helen Huus, President of the International Reading Association, outlined four ground rules or basic assumptions. The first assumption was that volunteers are being used and will continue to be used. Secondly, there is a wide variety of people serving as volunteers. They may come from within the community and outside the community and they will be on different economic and on differing age levels. They will have different educational backgrounds and some are paid while others are not. A third ground rule was that volunteers can serve in a variety of places. In educational agencies, they can give to schools, from nursery through college, libraries and churches. In noneducational agencies, their services are useful to business and industry, store front schools and block organizations. The last assumption was that there are a variety of jobs volunteers can perform depending upon where they work, their individual capabilities and the needs of the situation.

Dr. Huus further stated that the discussion would center only on the volunteers job of helping children learn to read and what methods and skills in reading they must have to attack this problem.

Dr. Tina Thoburn, formerly with PACE Association, saw recruitment as the most important factor of volunteer training. Potential volunteers need to know what is expected of them, how long they will serve and what is the eventual goal. Those organizing the program should inform the volunteer what specifically will be expected of them in the school situation in which they will be working. They should also know what to expect from a child at a given age, what is meant by phonics, comprehension, word recognition skills, what materials are used in the classroom and what can be supplemented. While the volunteer can help in reading, she is not a miracle worker and must be prepared to end the relationship with the child and formulate some form of a report on the child's gains.

Dr. Barbara Burke, Language Arts supervisor from the Detroit Public Schools added that the impression should not be given that the volunteer need to have either the expertise of the professional or the ability to carry out only menial tasks. While some volunteers may have had some professional training and experience, the essential difference is that the professional is accountable and the volunteer is not. The essential question is how we best make use of the time the volunteer gives in a one-to-one situation. One example is to use volunteers to develop oral language skills in children. The child dictated stories and talked to the volunteer about families, pets, etc. The volunteers then typed them into books which the children read with great pride. Also important is the role of the volunteer as a "warm listener" who seeks to instill good self-image in a child who is not achieving. From this can come a child's conceptualization, "What I think about is important enough to talk about; what I talk about, I can write about; what I write about I can read, and then I can read the writings of others."

Concept Questioned

Questioning the entire concept of the right to read, Dr. Hugh Rudorph of the University of Nebraska, believes that children have the right not to learn to read, at least in the first grade. They are often made into failures because they do not respond to a structure, a system that says the prime emphasis of first grade is to teach reading. There is a strong need to change the system, to do away with standardized tests and irrelevant materials and to establish a relationship among the child, teacher and volunteer so that learning comes from an unstructured array of stimuli presented in the classroom.

Mr. Frances Ross, of the Seattle Public Schools, explained the type of training given to volunteers in the local school volunteer program. All volunteers are given eight hours of instruction in which they gain diagnostic tools to learn where the child is. The first of these is a phonic inventory to know that the child is aware of sound. An oral reading test locates the level of frustration in reading.

Also stressed during this training is the importance of the volunteer knowing what is happening in school and what the youngster must learn. The volunteer's main job is to guide the child to independent reading, through the use of comic book, student-written stories, primers, but always keeping in mind speech patterns, word attack skills, study skills, etc. To assure the volunteer he is not alone, members of the school staff visit them from time to time and staff consultants are readily available. Also helpful are seminars and half-day meetings, with or without professionals, at which there can be a free flow of ideas.

Cincinnati Procedure

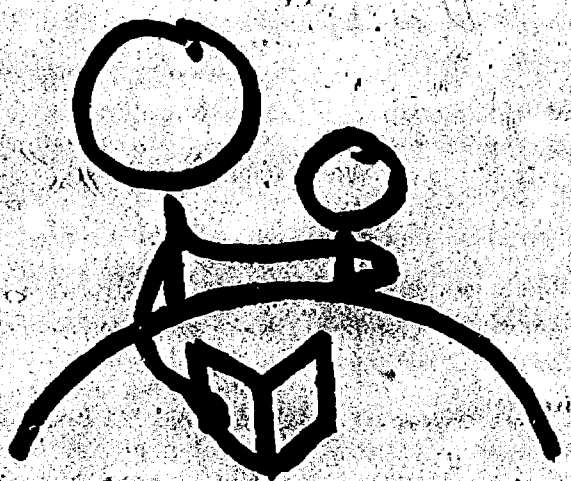
Discussing the procedure used in the Cincinnati schools, Mrs. Vivian Adams, Director of Tutoring and Volunteer Services, said that her program which is funded by the Cincinnati Public Schools, is aimed at improving the reading skills of pupils in the second and third grades and is concentrated in schools whose principals were amenable to working with volunteers. Volunteers tutor during school hours and staff after school tutorial sessions, for grades two through six as well. Once volunteers have been recruited by local organizations, they participate in a week-long workshop at the beginning of the school term at which time a training film depicting a lesson in comprehension and a lesson in phonics is viewed. Volunteer tutors are instructed in the application of an interest inventory and the development of comprehension skills to develop a sense of time, place, etc. Classroom materials are not used by volunteers.

Dr. Gloria Mattera, director of the New York State Center for Migrant Studies, presented slides demonstrating a method of attacking reading problems with younger children. She stressed the use of activities, color determination, spatial relationship in order to make reading relevant. The prime consideration is that if the materials and activities used relate to and enrich the child's life, he's bound to learn to read. She also stressed the use of cooking and field trips with good preparation and follow-up as examples of ways through which children can be encouraged to read.

References Listed

During the following question and answer session several good references were listed. They included the International Reading Association's publication *Handbook for the Volunteer Tutor; Teacher* by Sylvia Ashton Warner; *The Parents' Guide to Children's Reading* by Nancy Larrick, and the Dolch Word List. Another member of the audience pointed out the relationship between the teacher and the tutor remains a big problem which can be partially solved by assigning a volunteer to individual children rather than a teacher. It was added that sensitivity training sessions involving teacher and volunteer can also help reduce this type of friction.

Another audience member stressed the need for tutors to know how to plan, prepare and hold story-telling sessions for small groups of pupils. Other persons pointed out the difficulty in finding material suitable for secondary students. Suggested sources included driver's manuals, cookbooks, and how-to-make it books.



Members of the Materials panel (from right to left) Dr. Arno J. Jewett, U.S. Office of Education; Dr. Robert Hilliard, Federal Communications Commission; Dr. Joanne Chall, Harvard University; Mrs. Binnie Tate, Los Angeles Public Library.

MATERIALS — *What Materials Do Volunteers Need?*

Opening the panel on materials, Mrs. Binnie Tate, senior children's specialist for the Los Angeles Public Library, declared that it was a farce to make a blanket statement of needs in the area of reading. There are distinctly different needs in different regions and neighborhoods. The most important elements to be considered are:

a. Incentives . . . how do you motivate a child to read?
b. Relevance . . . what will turn a particular child's interest toward reading?
c. Parental Involvement . . . how can the parents be made partners in the child's learning process?

The move toward generalized expectations is not necessarily an advantageous one. There exists a gulf between the educational system and the library system. To bridge this gap would be an excellent project for volunteers. The libraries have a wealth of materials and need to get them to the children. The educational process can extend to after school and evening story telling sessions involving library facilities.

Mrs. Tate further explained that one must accept the reading level of an individual if he is to be helped. It is questionable that there really exists a "non-reading" population. They read the racing form, the TV Guide, etc.

Dr. Robert Hilliard, of the Federal Communications Commission, emphasized the use of audio-visual materials to help children learn to read. Children live in a twentieth century aural and visual world, yet nineteenth century printed materials continue to be used to try to solve the problems of motivating and helping children to learn to read.

Media has changed content and we refuse to recognize this fact. By the time a child reaches third grade he has spent three to four thousand hours watching TV. He has a special awareness of visual observation and learning. By the time a youth is in high school he has spent fifteen thousand hours watching TV and ten thousand eight hundred hours in the classroom. A transister radio is frequently glued to the ear of a teenager throughout the day.

The child in the ghetto is bored with core books. We must first reach out and motivate this child using means to which he is attuned . . . radio and TV instead of printed symbols. The child learns about the real world and socializing situations from TV. His potential to learn to read is clearly evident from the meaningful and effective decisions he makes every day, just to survive. Able use of TV and radio is the most effective way to motivate a child . . . later a transfer to the printed page can be successfully made.

To pinpoint material services now available for use by volunteers, Dr. Arno Jewett, from the Division of Plans and Supplementary Centers, Office of Education, recommended the following materials as motivating interest in readers:

1. *American Reading Instruction* by Nila B. Smith; gives an overview of reading instruction from 1607 to 1965
2. *How to Increase Reading Ability* by Albert Harris; makes specific suggestions to help overcome persistent difficulties such as reversals
3. *Learning to Read: The Great Debate* by Jeanne Chall; provides excellent review of research on the problems of reading
4. *Teaching Children to Read* by Beratz and Shuy for National Council of Teachers of English
5. *Reading - What Can be Measured?* by Roger Farr of Indiana University; stresses that standardized tests may give a false view of reading ability, that tests should be criterion-referenced
6. *Teaching Reading Through Industrial Arts* - A New York City Schools pamphlet
7. School Volunteer News - a publication of the Public Education Associate which has been working for twenty years in New York City
8. *How Children Learn* by John Holt
9. *How Children Fail* by John Holt
10. *The Reading Teacher* - a periodical published by the International Reading Association
11. *Elementary English* by National Council of Teachers of English; reviews new books for children and lists new approaches to the teaching of reading.

Dr. Jewett also recommended two bibliographies, *Gateway to Readable Books* published by the H.W. Wilson Company and *Negro Literature for High School Students*, as invaluable source materials.

To translate educational research into classroom practices, there are fifteen Research and Development Centers and Regional Laboratories which are funded by the Office of Education. Dr. Jewett then gave examples of the varied types of activities carried on in some of the Centers. The Centers at the University of Pittsburgh, directed by Robert Glazer, and Stanford University, directed by Patrick Suppitz, emphasize computer assisted instruction. At the University of Georgia, the Center seeks to develop educational stimulation programs for children, ages 3 through 12. In Miami, the Center is developing a new type of reading program for the disadvantaged.

In the Regional Laboratories, the Appalachia Lab is creating a film program while the Northwestern Lab in Oregon tries to develop materials so that the child can teach himself to read. The Southeastern Lab strives to improve programs in bi-lingual education as the Center for Urban Education in New York attacks the multi-faceted problems of big city schools.

As additional motivational devices, Dr. Jewett suggested *Peanuts* cartoons, *Mad* magazine, hunting and fishing magazines, *Sports Illustrated*, *Road and Track*, such games as Scrabble, and alphabet blocks, and paperback book clubs such as that from *Scholastic* Magazine. In general materials should be guided by grade level, interest and background of the volunteer, and nature of volunteer duties.

Following the presentations of panel members, members of the audience spoke of many other materials and techniques they had found useful in the teaching or tutoring of reading.

Mrs. Helen Pollard, a Milwaukee teacher with 25 years' experience, stated she had yet to find a poor black child who doesn't *want* to read. She deplored the fact that many black ghetto teachers can't read and feels it is the fault of educational systems for placing them in teaching positions. Mrs. Pollard added that materials for volunteers must be kept simple. A handbook helps. The materials should be correlated. The child needs the printed page in front of him. Start with a book.

Mrs. Willene Murphy, from New York City, felt that all types of materials, records, cameras, tapes should be used. The Behavioral Research Laboratories put out good cartoons to use with older children. All children do not react to the same method. Teachers are fed up with theories . . . children are able to learn much earlier than we are starting them. Speaking from her own experience as a volunteer, she added that using suggestions by Glen Doman we cut wooden dolls into pieces and lettered the names of the parts. We played games with them. Later we constructed our own books. We did this with 3 - 4 year old children. You can't discount the TV and radio . . . some children teach themselves to read.

Mrs. Tate suggested that *A Parent's Guide to Children's Reading* and the list of integrated school books compiled by the NAACP should be standard references for any person dealing with reading difficulties.

Another audience member, Mrs. Julia Palmer from Brooklyn, New York, spoke of her success using a bookmobile and 1,500 volunteers. A

training program has been set up which encourages the volunteer to use everything possible to motivate a child. The "Go Fish" game is popular. . . . Intent is to "surprise" the child with a pleasant success experience. Never use the school readers. Encourage taking books home. Use experiential material (let the child tell you a story), games are good. Study the child's interests and gradually introduce him to books that relate to the child. The volunteer must read a book before presenting it to a child. You can't sell what you don't know about!

From the Cleveland School Volunteer Program, Mrs. Cynthia Burks suggested that volunteers work within your own school system and develop materials that will supplement and support the classroom unit in use. Supervisors will work with community people. There is too much use of the word "ghetto". The question of reading ability does not depend upon rich or poor, black or white. The division is strictly between "reader" and "non-reader."

An unidentified participant offered the information that Dr. Douglas G. Ellson at Indiana University has written "Programmed Tutoring" for first grade and it WORKS!!!

At this point Dr. Jeanne Chall suggested that the session break up into small discussion groups in order that resource people could share their information with other workshop participants.

READING DISABILITIES — *How Can Volunteers Help Children with Reading Disabilities?*

Members of the Reading Disabilities panel (from left to right) Dr. Robert Jaslow, Division of Mental Retardation, SRS; Mrs. June Baehr, St. Louis Public Schools; Mrs. Joy Peterson; Dr. Julia Haven, University of South Florida; Dr. Bonnie Camp, University of Colorado Medical Center; Mrs. Pauline Davis, Cleveland Public Schools; Dr. James Gallagher, U.S. Office of Education.

Dr. James J. Gallagher, Deputy Assistant Secretary/Commissioner for Planning, Research and Evaluation, opened the discussion on reading disabilities by stating that the crucial aspect of the problem of dyslexia was the recognition of developmental discrepancies; that some youngsters, for unknown reasons, fail to develop in certain areas which are necessary if one is to learn to read. He then highlighted the major recommendations of the Secretary's National Advisory Committee on Dyslexia and Related Reading Disorders which were:

1. The need to focus on programs on reading disabilities with the concomitant establishment of an Office of Reading Disabilities in the Office of Education.
2. The need to strenghten research, primarily through the establishment of 10 to 20 centers whose prime emphasis would be the development of a better set of educational alternatives.
3. The need to increase manpower and research development through the funding of model programs and strengthening of training programs.

As children with reading disabilities require the need of trained specialists, a need which training institutions are incapable of meeting in the remainder of this century, volunteers are needed as they are the only hope for making an impact on the problem. At the same time, the training institution must begin to turn out top-flight specialists who are not only trained to do remedial work, but also equipped to train others to do direct remediation.

Reading Tutors

Dr. Bonnie Camp, of the University of Colorado Medical Center, then described the training method used in the tutorial center she coordinates for children with reading disorders. When a new volunteer enters the program he watches a lesson and then tries to teach what he has seen under the eye of an older volunteer. The volunteer then learns the 26 procedures of the reward system of learning to read. There are four parts to the reward principle. First the new vocabulary is pulled out and the child attempts to say the words, receiving a reward token each one said correctly and repeating those which are missed. The child then reads the story which is printed, by paragraph, on individual cards. Again he receives a reward token for paragraph read correctly and must repeat those on which he stumbles. After reading each paragraph perfectly, he then reads the whole story again getting reward tokens. In the final phase the child is asked comprehensive questions on the story for which correct answers are rewarded and incorrect answers being only the need to reread and reanswer. At the end of the lesson, which runs a half-hour daily, the child may trade his points in for money, the minimum wage being a dime, or save the points to earn a bigger bonus. After 20 lessons the child can earn a book, generally *Peanuts* or *Dennis the Menace*.

Special Materials

Returning to the microphone a brief moment before he left, Dr. Gallagher stated that there is a need for special methods and materials for those with major deficiencies. While such materials are being created, volunteers and teachers must be trained to identify these problems. To go with such identification the development of informal testing devices, whose application does not require the services of a trained psychologist, is necessary.

From the audience, Dr. Gerald Minskoff, from the Bureau of Education for the Handicapped, OE, added that early screening can be done with the development of a behavioral check list which would zero in on specific problems. Such a check list, in conjunction with other tools, would enable the teacher to know what the child can and cannot do and where the need for remediation lies.

Mrs. Pauline Davis, of Cleveland's Diagnostic Reading Center, began by defining disability as the difference between a youngster's ability and achievement. Because all children are unique individuals, the Cleveland schools, through a variety of programs, have been able to use all who volunteer. An example of this is Project Read, in which all required of volunteers is sincerity, interest in the children and regular participation. Reward is two-fold, for the volunteer gains a feeling of accomplishment as the child makes improvements.

In the diagnostic center, volunteers with at least a bachelor's degree work on team with psychologists and speech and hearing therapists to assist children with more pronounced disabilities, receiving training on a one-to-one basis. Last year the center enrolled 450 children.

Dr. Robert Jaslow, director of the Division of Mental Retardation, SRS, added that volunteers can use the creativity they bring to accomplish the goals and aims set by school personnel. He cautioned against using volunteers only as robots programmed to carry out specific tasks.

Intensive Training

Mrs. Joy Peterson, a volunteer from Louisville, Kentucky who is the mother of three dyslexic children described the Saturday and summer program of the Kentucky Association for Specific Perceptual Motor Disabilities which is under the auspices of Dr. Charles Shedd's Reading Research Institute at Berea College. The highly specialized tutoring program, which currently serves 118 children, provides training in two workshop sessions which all volunteers must attend. In the first, volunteers receive extensive grounding in the characteristics of the children with whom they will be working. In the second, they receive intensive instruction in the actual tutoring methodology which places emphasis on the use of word families.

Volunteers are also used extensively in the reading programs of the St. Louis public schools. Mrs. June Baehr, volunteer coordinator for the St. Louis schools, stated that many work with Reading Is Fundamental, a program of paperback distribution started by Mrs. Robert McNamara. As in Cleveland, volunteers with a bachelor's degree work in the reading center which serves 90 children. Noticing how much a primary *Touch-Me* book appealed to children of all ages, a group of volunteers have produced two volumes, *How Things Feel, I and II*, which promote sensory perception and help reading problems. The two volumes have also been translated into braille for use by blind children.

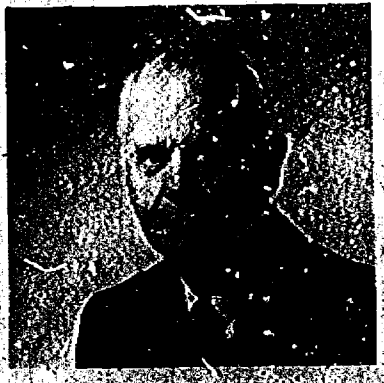
TRAINING TO TEACH READING

Mrs. Charlotte E. Mergentime
City University of New York
at Brooklyn College

Miss Cecelia O'Neil
President
National Retired Teachers Association

Dr. Carolyn I. Whitenack
Professor and Chairman
Educational Media Department
Purdue University

Mrs. J. Lincoln Spaulding
Director
School Volunteers for Worcester



Dr. Doubles G. Elson
Director
Tutorial Reading Project
Indiana University

Mrs. Mildred Freeman
Associate Director, Urban Laboratory
in Education, Atlanta

Dr. Nicholas Silvaroli
Director, Reading Center
Arizona State University

Dr. Robert D. Shaerman
Director of Research
American Federation of Teachers

Mrs. Charlotte Mergentime, faculty member of the City College of New York at Brooklyn, opened the training discussion by asking for less fragmentation and more articulation between teacher and volunteer to implement and reinforce what the child learns. She also called for the development of an interdisciplinary approach to volunteering in which all the community resources - hospitals, clinics, universities and colleges, public agencies are utilized. Until such an inter-disciplinary program is operationable, there will continue to be the same fragmentation and diversity of effort which has characterized most remediation programs to date. Only through the use of every possible resource will real improvement be seen.

Programmed Tutoring

Dr. Douglas G. Ellson, Director of the Tutorial Reading Project at Indiana University, then outlined the method by which paraprofessionals are trained to serve in the Indianapolis Public Schools. The 10-year old Indiana program assumes that the paraprofessional is an amateur who comes to the school with little or no training in education and certainly no special training in reading. The program is called programmed tutoring; "tutoring" inferring that the person works with one student at a time and "programmed" meaning that almost every word the tutor uses has been specified in advance. It is first specified by the operational program which tells the paraprofessional how to teach sight reading, meaning in context, phonics and comprehension.

The activities of the tutor are high prescribed and tightly structured. Each child goes at his own rate; one determinate of what the tutor does is the ability of the child. From the point of view of training, the program is simple; we know what we want the tutors to do, they are told and shown, they can practice, and they are monitored. Therefore the procedure is highly transmissible. We have very few instructions to give a tutor; the actual training is simple and may be done by volunteers. While the program has proven to be very successful using paraprofessionals, it may not work with volunteers for if the program is to be successful it must go on [illegible] 15 minutes per child. That tutors receive [illegible] a useful administrative device as it assures [illegible]ally presence. Volunteers generally prefer to come in once or twice a week for a few hours at a time.

Reservoirs of

Mrs. Cecelia [illegible], President of the National Retired Teachers Association, identified an additional reservoir for aid to school programs. There are more than 770,000 retired teachers in the United States, 270,000 of which belong to the National Retired Teachers Association. Many of these people do or are willing to serve as volunteers. Although they hold teaching certificates some retraining would be necessary to retool old skills and acquaint them with new techniques.

Another source is the 1,800,000 members of the American Association of Retired Persons. While not teachers, they do possess a variety of skills which may be used in the classroom with some pre-service training.

Readiness of School

Before volunteers go into a school, Mrs. Mildred Freeman, associate director of the Urban Laboratory in Education at Atlanta, holds that one should ascertain whether or not a school is ready for volunteers. The five areas which should be checked include: (1) the overall tone of the school; (2) the teachers' style of teaching; (3) the curriculum; (4) the amount of pre- and in-service training given teachers, and (5) the degree of parent and community. Some schools are highly structured with skills built sequentially for the first to the most advanced grades. Teachers in these schools are skilled in the tools of diagnosis and prescription and volunteers who work in these situations will have no trouble.

Tutors in Atlanta attend 10 workshop sessions set up according to the procedures in the International Reading Association's *Handbook for Tutors*. Once training is complete, bi-monthly meetings are held with the tutors with workshops held to teach the use of a variety of materials. Teachers working with tutors attend a 2-week workshop to sharpen their skill. Time is also spent with local schools of education to improve the courses of instruction given to graduate teachers.

In-Service Training

Mrs. Robin Spaulding, coordinator of the School Volunteers for Worcester, described the

training program for Worcester teachers which provides in-service training to bring about more effective communication between the teachers and volunteers, resources available in the community or in specialized areas. A year ago the volunteer advisory board saw that more emphasis needed to be put into the training of teachers who work with volunteers and in conjunction with the school staff development division a teamwork approach was evolved.

A slide program was developed to show how volunteers and teachers can work together. Teachers receive suggestions for using volunteers more effectively. The last half of the training session serves a discussion group where teachers meet on grade level to discuss various aspects of the volunteer program. As a result of this training volunteers are happier because the teacher is more capable of utilizing and challenging them.

Dualism in Education

Pointing out the new dualism arising in American education, Dr. Robert Bhaerman, AFT director of research, said that the distinction between instructional and non-instructional duties is not as precise as it might seem. This leads to confusion as to what paraprofessionals and volunteers can or should do and not do.

Children learn by example as well as by doing, therefore maintaining order falls in the instructional realm. So then would running a film strip, for example, as a continuous dialogue often exists between the operator and the class. Even putting paints away implies the necessity of discipline.

It has been said that teacher aids should be allowed neither teaching responsibilities nor engage in any instructional activities. There is a need to distinguish between the various kinds of tasks performed by paraprofessionals and pros. Those talks which relate to or involve learners in any way are in essence instructional. If a person performs such a task as grading multiple choice or true-false tests, maintaining order, or supervising children, he is performing instructional tasks and in effect is a teacher. The question is when does one become a teacher? A person involved with children to the extent that he has the opportunity to influence behavior in some way operates as a teacher.

Whatever paraprofessionals or volunteers do is instructional, other than a clerical job. Because of this, they should be carefully and continuously trained. Great care must be made in the selection of volunteers and even greater care shown in determining how they will be utilized.

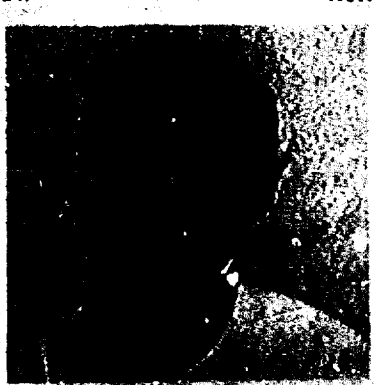
Although he has never had much confidence in the use of volunteers as the American culture is primarily moved by the profit motive, Dr. Nicholas Silvaroli, director of the Reading Center at the University of Arizona, nonetheless felt that volunteers can be used, given the political tenor of the time. Volunteers can be used in the areas of health, nutrition and education. Community volunteers are generally more effective than the alien because they can talk to the families of the children they see in school. But to utilize to their fullest potential their goals must be clearly defined and training provided. Talented community people, parental involvement and teamwork form the basis of true and successful volunteerism.

ADMINISTRATION

Dr. Dustin W. Wilson
Chief, Ed. Administration
Office of Education

Mrs. Marcia Shalen
Director
New York City Volunteer Program

Dr. David G. Salten
Provost and Senior Vice President
New York Institute of Technology



Mrs. Jean Benesch
Urban Service Corps
D.C. Public Schools

Mrs. Marguerite Salden
...istant Superintendent,
...C. Public Schools

Mrs. Evelyn B. Taylor
Reading Director,
D.C. Public Schools

Mr. David Wilkerson
Project CAVE
Chico State College, California

To discuss the problems of administering volunteer programs, coordinators and directors from a variety of programs were assembled. Among those on the panel were the director of a totally volunteer program, the head of a college volunteer program, the director of a community-based paraprofessional program, two assistant superintendents who handle volunteer services and a school volunteer coordinator. Each described techniques of administration, using his own program as a frame of reference.

Mrs. Evelyn Taylor, reading director for the 15,000 student Anacostia Community School Project, outlined the philosophy of administration inherent in the Community Reading Assistant program, a program in which community people assist all of the Anacostia elementary teachers in developing better reading skills in their pupils. Hired to increase the degree of community involvement in the schools and increase the children's reading achievement, Community Reading Assistants (CRA's) received their initial training from a private firm and continue with in-service training supplied by the reading director and innovation team composed of two teachers and a CRA from each of the eight elementary schools. Related in-service training is also given teachers and administrators so that the three groups are better able to function as a productive team.

Evolving Levels

The varied levels of administration is evolved from (1) the needs of the learner, (2) services CRA's can provide, (3) the training necessary for CRA's and (4) the need for overall coordination. These lines of administration are not clear-cut and often overlap. The teacher and innovation teams provide direction for the day and afternoon programs; the reading director provides training and the principal checks on the overall aspects of the program to assure that jobs are carried out with quality. Purely technical and administrative functions are handled by the deputy director of the total project. The structure of the program should be based upon (1) the needs of the child and his modality of learning, (2) the services to be supplied by the volunteer to meet those needs, and (3) the training of the volunteers. In the meeting of these three factors, the personnel needed to accomplish these will be [illegible]ed. The structure begins here and is then [illegible] into the larger framework of the meeting of the reading needs of the specific learner — a coordination of all personnel attempting the total task of accepting the responsibility of teaching the child how to read.

Basic Training

Mrs. Marcia Shalen, director of the New York City School Volunteer Program, described how her program operates. Volunteers are recruited in every way possible, through spots on radio, through referrals from other volunteers and through a recruitment film prepared by the city. All potential volunteers must submit a medical reference, a personal reference and a chest X-ray, and undergo an in-depth interview conducted by a trained volunteer. Many a prospective volunteer receives a letter stating they are unacceptable. New York has 1,100 volunteers in 83 out of 900 schools.

Basic training is given in the volunteer offices. To administer this program there is a staff of 14. Volunteers receive five sessions of training for one-to-one reading tutoring or five sessions for working as a teacher's assistant in early childhood education or five sessions for two-to-one tutoring of English as a second language depending upon her interest. After training, the volunteer is placed in a school as close to her home as possible, in a school where there is a need for her services.

In each school there is a volunteer chairman in charge of all volunteers in that school relating to a liaison person on the staff. Central staff coordinators visit each school constantly to settle problems and the director deals with the school principals. Because of their budget, the New York program is able to purchase materials, games and books beyond those normally used in the classrooms.

The question paid versus non-paid volunteers was raised and it was suggested that a more accurate distinction might be residential vs. non-residential as the salary paid was usually not enough to constitute a living wage. Another problem which sometimes arises is how well paid and non-paid paraprofessionals work together. The panel agreed that this usually was not a severe problem as all were interested in the welfare of children. The larger problem often is how well the teacher is able to utilize the paraprofessionals working with her.

College Programs

Documentation of the role of administering a college volunteer program was given by David Wilkerson, director of the Chico State College Community Action Volunteers (California). On the college setting there is strong need for leadership that is more facilitating than administering. Students, generally an exciting group of people, need, at least in the totally student environment, a strong sense of direction. They need someone to help them establish their goals and objectives, determine how they will implement these goals, and decide what evaluation and feed-back on these objectives must be provided.

Therefore, to carry on a successful program, one must be authoritative with those with whom an institutional relationship is established, i.e., the school districts and state hospital served by volunteers, and yet be the opposite in dealing with the students or else none would volunteer.

Money is a necessity as it provides often a means for people to do things for and with other people. One kids himself if he thinks a person volunteers for totally altruistic reasons, a person volunteers also to do something for himself. The job of an administrator is to get that job done effectively within constraints imposed by other people.

Chico State runs eight different programs, one involving tutoring. There is also a Big Brother, Big Sister program and a state hospital program. The efficacy of the volunteer programs is not that they lobby outwardly for change in the system, but they bring people into the schools and let them see how bad things are, therefore stirring up political action in the community.

Mrs. Marguerite Selden, a District of Columbia Assistant Superintendent, and Mrs. Joan Benesch, a volunteer coordinator, discussed the methods by which the Urban Service Corps of the D.C. Schools is administered. Mrs. Selden defined the different facets of administration as: funding; determination of needs; pre- and in-service training; orientation and continuing training. Other aspects include scheduling, supervision, curriculum decision making, assessment and evaluation, handling of insecurities and public relations.

funding; determination of needs; pre- and in-service training; orientation and continuing training. Other aspects include scheduling, supervision, curriculum decision making, assessment and evaluation, handling of insecurities and public relations.

Volunteer Administration

Mrs. Benesch then explained the functions of the Urban Service Corps. For this program all administration is done by volunteers. Each program, art, music, special education, reading aides, is handled by a volunteer coordinator who works

John Sessions, AFL-CIO, and Mrs. Barbara Simmons, Washington Technical Institute, exchange ideas at the Combined Exhibit.

with a staff liaison person. There is a resources bureau, not connected to any one school, which will set up special programs upon request. Lawyers who volunteer serve to write up proposals to assure further funding of the program.

Dr. David Salten, Provost and Senior Vice President of the New York Institute of Technology, said that a volunteer program need not undergird or support a system that is intrinsically feeble nor should it find it necessary to defend the sometimes excellence of the present system; they should attempt to attack the bad features of the system.

Volunteerism must not be viewed as a means through which money can be saved in producing an educated citizenry; it is not a new approach to the economics of education. Although the country spends $55 billion for education, this pales to insignificance besides the sums of money which the economy produces for anti-social and useless activities. Volunteerism is a means of bringing into the classroom the help of a warm and interested person. It is a remedial action taking place hopefully at the same time more basic and drastic action is being taken to improve the educational system.

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FUNDING – *Who Pays for Volunteers?*

Robert Locke
Executive Vice-President
McGraw-Hill Book Company

Dr. William L. Smith
Director
Division of School Programs, O.E.

Mrs. Cynthia Kaiden
Staff Advisor on Citizen Participation, HEW

August W. Steinhilber
National School Boards Association

Dennis Ducoff
University of California at Irvine

Mrs. D.W. Lewis
Superintendent of Schools, Indian Wells
Ridge Crest, California

In leading off the discussion, Dr. William L. Smith, from the Office of Education, noted that the majority of volunteer programs receiving federal support are funded primarily under Titles I and II of the Elementary and Secondary Education Act, with some Title III monies for exemplary projects. However the bulk of volunteer funding has come from the private sector and it has been directed toward experimental programs. Dr. Smith stated that much of the government's hesitancy has arisen from the fact that there is little or no empirical evidence to show that volunteers make a significant difference in progress and achievement of individual pupils, particularly in the inner-city.

After noting that the workshop could not possibly lead the way to additional government funding through the Right to Read effort, the suggestion was made that an alternative might be to discuss methods of achieving the most meaningful results with the funds available. Needless to say, this suggestion did not meet with wide acceptance by the audience.

Following Dr. Smith, Mrs. D.W. Lewis, Superintendent of the Indian Wells Valley School in Ridgecrest, California explained how her district ran a volunteer-paraprofessional program with a low outlay of funds. Discovering that in the local tax code she was allowed 6 cents per child for community services, aides were hired with these

funds and an after-school remedial program began, many meeting in heretofore closed up supply rooms.

Creating Materials

With only $500 to spend for materials, many teaching devices were created by volunteers and children. Bolts of flannel and old blackboard frames were turned into individual flannel boards by the children; numbers for math games were cut from empty plastic jugs scrounged from the local hospital.

Audio-visual funds were spent to lease materials, rather than purchase them, placing a library in each of the Indian Wells schools for the first time. Tape recorders were rented and parent volunteers prepare tapes of a week's homework assignments and other permanent materials which the children check out. Matching funds from an NDEA grant provided all hardware for the schools, while parent-paraprofessionals and volunteers and teachers created much of the software used in the new equipment.

Grantsmanship

Mr. Dennis Ducoff, from the University of California at Irvine, next outlined the basic steps in the art of grantsmanship. He stressed that foundations look for good research built into a pilot project that has meaningful endorsements, i.e., written support from the community so that the answer will be "yes" when the foundation asks if the community can take over when the pilot project is completed.

In formulating the proposal, the method of presentation is extremely important. Mr. Ducoff suggested the use of prestigious names as having some involvement in the project. Presentations are made more vivid through an audio-visual approach, incorporating pictures and tapes, for example, as well as statistics. It is also helpful to know where the program emphasis of the foundation lies. For example, the Alfred P. Sloan Foundation is interested in attracting minority students to the medical sciences. Therefore if the proposal is concerned with getting kids into college, the foundation may be interested.

The moderator, Dr. Smith, added that program monies can be found in every city from a number of small, local foundations interested in developing programs. However, these programs must be geared toward some priority and as the Right to Read effort becomes a priority more organizations will move to fund programs aiming for this

Welfare Funds

Mrs. Cynthia Nathan, staff advisor for Citizen Participation, Social and Rehabilitative Services, HEW, enumerated sources of funding available under welfare legislation. According to the Harris Amendment to the Social Security Act of 1967, each state must plan for the use of unpaid or partially paid volunteers in relation to the state of local welfare program. The federal government will reimburse 75 percent of the costs, including the costs of a coordinator and other supportive services. However, many states have not moved to implement the provisions of this amendment. As SRS feels that volunteerism is a right, not a privilege, volunteers can be reimbursed up to 75 percent of their actual expenses. Many of these programs provide tutorial assistance to AFDC or foster care children located in neighborhoods having a high concentration of actual or potential welfare children.

Under the Administration on Aging, another branch of SRS, partial payment is made to volunteers assisting children under the jurisdiction of the courts through the Juvenile Delinquency Act. If appropriations are made for the Retired Senior Volunteer Program, RSVP, older persons will receive out-of-pocket expenses and constitute another source of volunteers and money.

Other Federal Aid

To emphasize the difficulty of getting federal funds for volunteer programs, August Steinhilber, of the National School Boards Association, stated that the federal government provides only seven percent of all funds spent on education and provides no general aid to education unless a program can tap into the Title I ESEA program at the local level. He stressed that no one will hand out money simply because the program involves volunteers. The program must prove its own case and prove it well.

He did list some possible sources for program support including: (1) training for volunteers on the Education Professions Development Act, (2) books and library materials on Title II, ESEA, (3) supplemental services and centers under Title III, ESEA, (4) program equipment under Title IV, National Defense Education Act, and (5) continuing education under Title I of the Higher Education Act.

Both Mr. Steinhilber and Dr. Smith quickly added that these sources all necessitate close involvement with a local school system or institution of higher education as grants are made primarily to these two sources.

Members of the audience immediately began to give case histories of the difficulties involved in trying to work a program through the local school system when that system is not aware of or sensitive to the particular problems of many of its clientele, particularly members of minority groups – blacks, Chicanos and Puerto Ricans. Citing his firsthand experience in dealing with a reluctant school administration as director of the PACE Association in Cleveland, Dr. Smith stated that one must determine what can be sacrificed "in terms of the nitty-gritty" if the program has worth to kids.

The difficulty in amending federal legislation to make it more amenable to specific needs of communities was pointed out by a member of the audience from New York and Mr. Steinhilber explained that the concept of community participation is in a political minority in most Office of Education legislation. That small portion of community involvement clearing committee hearings is usually knocked out of the final legislation by a coalition of Southern Democrats and conservative Republicans.

Returning to the way in which funds may be secured, Mr. John Hopkins, of the Metropolitan Applied Research Center, explained that a barrage of pitfalls and red tape make public monies all but inaccessible unless there is someone who knows all the ins and outs of grantsmanship willing to hand carry one over the hurdles. He suggested that a good strategy for a private citizens group is to first approach a private foundation, IBM, ESSO or Xerox, for example, as not only do they have monies set aside, but they also have good staffs who know the laws and can lead the group to the proper contacts in the public sector.

Once money is secured, Mr. Robert Locke, of McGraw-Hill Book Company, suggested three good ways to spend money for materials: (1) Don't just buy books, remember that children really learn to read through a variety of methods. Include different material, books, tapes, records, filmstrips and study prints. (2) Buy multi-ethnic materials that are representative of the real world and society as it is. (3) When talking about a reading program as distinct from simply a collection of books, be sure the publisher can give proof of how the program has been tested and what those results were, not simply advertising blurbs.

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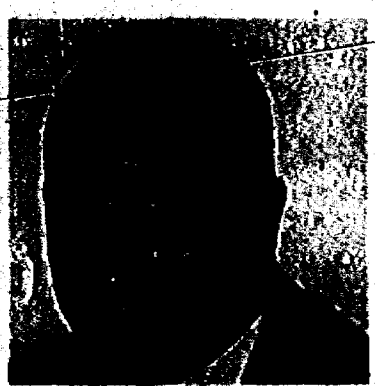
RECRUITMENT – *Who Participates?*



Nathaniel Potts
Volunteer Coordinator
Newark Board of Education

Howard H. Bade
Director, Project for Academic Motivation
Winnetka, Illinois

James Tanck
National Student Volunteer Program, OEO

Gilbert J. Sylvia
Chief, Operation Share
Santa Clara, California

Nathaniel Potts, Coordinator of the Newark Public Schools Department of Volunteer Services, opened the session by describing his method of recruitment, commonly known as "The Five W's." Basically, the five W's consist of: (1) WHO – identification of those persons in a community, often only one or two square blocks, whom others listen to and respect; (2) WHAT – establishing through firsthand knowledge what the community needs and wants so

that the program can operate on the basis of facts, not assumptions made by a coordinator; (3 and 4) WHERE and WHY - development of key contacts with individuals, civic, social and church organizations, political and radical groups, who are able to give more detailed information on specific programs which are needed; and (5) WHEN - organization of program around specific problems with all factions of a community involved so that you can know how they feel, what their differences are, and then involve them in the decision making process of program planning.

Screening

In terms of screening, the Newark program requires that each potential volunteer submit two letters of character reference and take a chest X-ray. Once accepted, volunteers participate in various types of training including sensitivity group panel. Mr. Potts pointed out that to be effective the recruiter must be honest with those he approaches, aware of the needs of individual communities and, above all, must be able to sell his program.

Mr. Potts added, "We in volunteer service have to stop thinking that we're the answer to a maiden's prayer" and that volunteers must not be used to cover up for weak and unqualified teachers.

College Students

James Tanck, of the National Student Volunteer Program, OEO, next outlined specific problems relating to the recruitment of college students as volunteers. First the recruitment program needs to be specific, emphasizing what kinds of talent are needed and how they will be used. Secondly, the program should be set up to use certain skills rather than have skills develop out of the program. Thirdly, there is a need for the volunteers to know how they will be involved and what will be expected of them.

Mr. Tanck also felt that volunteers can be an instrument to make the educational institutions more relevant. If volunteers find a bad teacher, there should be some authority to hear and consider their grievances. The semantic question of what is a tutor also arose. Mr. Tanck felt that the word "tutor" does not fully describe the necessary skills, rapport and action expected. On the issue of giving class credit for tutoring, he stressed the necessity of insuring the involvement of the college tutor would remain for an entire year; a 10-week term involvement would be of little benefit to the tutor.

Motivation

To explain ways in which persons are motivated to volunteer, Mr. Tanck used the managerial grid summary, stating that the best volunteer would be a 9-9 person, one who feels that he gets back as much as he gives to volunteering. The 1-1 person would tend to be an isolationist and be frustrated, while a 9-1 individual would feel that he is giving of himself and getting nothing in return.

Following Mr. Tanck, Howard Bede, director of Project for Academic Motivation in Winnetka, Illinois, and himself a volunteer for ten years listed what he believed to be necessary in a good recruitment program. Successful recruiting begins in the classroom where needs are determined and students in the greatest need of assistance are selected. While recruiting need not be a production operation, it is not easy, but civic organizations such as the Rotary, Lions, League of Women Voters, can be a tremendous aid when coupled with an effective publicity and canvassing campaign. To operate such a campaign requires a full office staff including coordinators, public relations personnel, typists and schedulers.

There are many sources from which volunteers may be recruited including older persons, students, retirees, industrial employees and those about to retire. On recruiting it is important to remember that individuals with enthusiasm usually attract others and that all volunteers do not wish to, nor should they have to, be tutors.

Need For Training

Mr. Bede stressed the need for trained coordinators in schools where volunteers serve. Among the coordinator's duties and responsibilities must be consultation with volunteers on tutoring efforts, and meetings with teachers and school administrators to assess the effectiveness of the program. However, the prime function of a trained school-based coordinator is to make the entrance of the volunteer into the classroom an easy one.

That educational systems have completely failed children and volunteers can take some small steps to redress this failing was the premise put forth by Gilbert Solano, Chief of Operation Share in Santa Clara, California. He felt that volunteers constitute the most creative, and therefore the most threatening, element in education today.

Believing that volunteers are most effective when they work outside the traditional school

structure, Mr. Solano outlined how SHARE volunteers, the majority of whom are college students, go into the children's homes, thus overcoming the stifling quality the school building often imposes on learning. Operation SHARE works with Chicano children who experience academic difficulty because of their bi-lingualism.

In summary, members of the panel and audience felt that a strong volunteer program must have meaningful community involvement, which in turn means that parents begin to know what is occurring in the school. Armed with this knowledge, they then demand that the schools be accountable for the product they turn out.

Parents are gaining greater awareness of the distinction between good and bad teachers and will increasingly demand the removal of those not doing their job. As a teaching certificate begins to lose the aura of mystery and impressiveness which has long surrounded it, parents will want to know what specific services teachers are rendering for their increased salaries.

Through their personal experience as volunteers, many parents now know that humanity and empathy for children go a long way toward providing an effective learning situation.

"SESAME STREET"

Presented by
Mrs. Joan Ganz Cooney
Executive Director, Childrens TV Workshop

Mrs. Joan Ganz Cooney, executive director of the Children's Television Workshop, presented filmed segments of "Sesame Street" to workshop participants on the concepts and realities of experience of which "Sesame Street" is the result. Utilizing contemporary television techniques to help preschoolers begin to acquire some of the skills necessary for formal education, the hour-long show is shown daily by nearly 190 stations across the country.

Television has created, within our society, an information revolution and has a tremendous potential for instruction that education either fails to come to grips with or overlooks. Indeed, educators often look upon television as a competitor, as an act too difficult to follow. The clear challenge for education in the 70's is to make television an ally by adapting to its own uses this versatile medium. "Sesame Street" represents the first national effort to understand, cope with and use aspects of this electronic revolution in education.

"Sesame Street" is the outgrowth of research undertaken for the Carnegie Corporation in 1966. From the study three major phenomena relating to preschool children were identified. First, 96 percent of all families in the nation owned television sets. Secondly, youngsters in these homes spent as much as 60 hours weekly, and before they started school may have spent more hours in front of the tube than they would spend in classrooms in the first five years of schooling. The third factor was that educators in the early childhood field feel the need to begin education earlier than the traditional age of five or six, especially the so-called disadvantaged child who may be a year or more behind his middle class contemporaries when he enters primary school.

The program then received additional impetus and funds from Carnegie, the Ford Foundation and the U. S. Office of Education. In forming a curriculum it was imperative to consider how the medium normally functioned, including cartoons, jingles and commercials. Researchers, psychiatrists, writers and teachers worked with cartoonists, film makers, musicians and television producers to hammer out a curriculum having as it goals: recognition of the alphabet, recognition of numbers 1 through 10, simple counting ability, beginning reasoning skills, vocabulary development, and increased awareness of self and the world.

Although the cost of such a program is not small, "Sesame Street's" $8,000,000 budget amounts to little more than a penny spent for each of 8,000,000 children who watch.

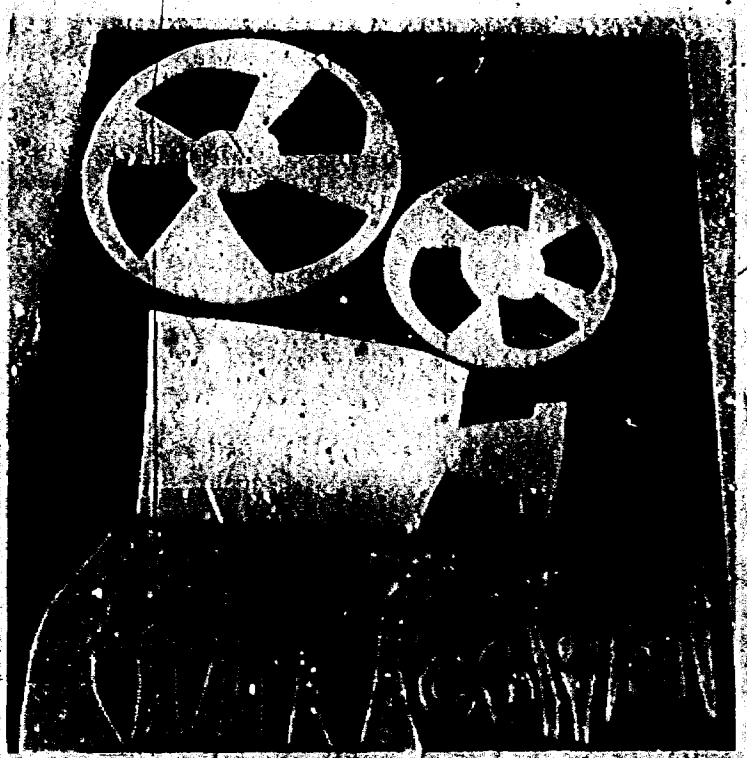
Evaluation of "Sesame Street's" impact will be completed during the summer. More than 1,200 preschoolers in Arizona, Massachusetts, North Carolina and Pennsylvania were tested by the Educational Research Service, an independent research agency, before the series began. Their

educational achievement level will again be tested at the end of the series and the results evaluated.

For the coming year, the format and target audience of children from 3 to 5 years old would remain the same, with continued emphasis given to the educational needs of disadvantaged children. The curriculum will also be expanded to capture the interest of older children. Aimed at reading preparation, goals for the expanded curriculum, include emphasis on letter sounds and sight vocabulary; advanced numerical skills, including the teaching of sets and simple addition and subtraction; a more comprehensive approach to reasoning and problem-solving, and the inclusion of new material designed for better communications with ethnic groups, especially the teaching of English vocabulary to Spanish-speaking children.

It cannot be overstressed that "Sesame Street", regardless of its outcome, was not designed to replace the classroom. It cannot provide a comprehensive preschool education for young children. The primary argument is that it places in the reach of educators a powerful weapon, the television screen, that they can employ to their own educational ends or allow it to undermine their best efforts.

Joan Ganz Cooney



Film Festival

THE VOLUNTEER IN THE EARLY CHILDHOOD CLASSROOM

by
Jeanne Quill
Vice President, Childhood Resources, Inc.

Jeanne Quill

Children come in all sizes, shapes and colors, very often requiring a different approach when first entering a classroom setting. This is why we need volunteers in early childhood education. We need volunteers for a variety of reasons; to supply language and labels to children; to give them opportunities to talk to children; to have someone to listen to what the children say.

Slide Example — Adults and children holding up a rabbit.

The volunteer with the rabbit is talking to the children about the rabbit, calling their attention to details about the rabbit and asking them to do some critical thinking here. This is an example of the one-to-one relationship.

We talk about language as being the base of reading. To whom does one talk most constantly? Not to the person you feel you must impress, not to the person in authority, but to the person who says, "I like you the way you are. It doesn't matter whether your shoes are off or your hair is not just right, let's talk." This is the same with the child. In a classroom with one-to-one communication an interested volunteer evokes the same feeling, by supplying language, adding to language, and listening to children. People do not listen to most children. They get a lot of "aha," "yow," "beautiful," but to really listen, to see with the eyes, to hear what a child is saying and respond, these things build self-concept for a child. This is communication which says to a child — this is important, to talk to be listened to, to feel good about yourself. This is a base for reading readiness. Language is more than holding up a card and saying, "What is this?"

Slide Example — An overview of an early childhood classroom with children working together.

Classroom Setting

Another part of language is setting up your classroom where children have opportunities to talk to one another. The classroom allows for interchange of communication — listening, speaking, and reacting. Children have things to talk about, they want someone to talk to. This is another part of building language.

Slide Example — Two children talking on the telephone.

Equipment in a classroom should be designed to stimulate and encourage communication skills. Classrooms that have telephones, tape recorders, charts and other materials children will use should also have the intangible contribution of an atmosphere where the child is accepted and his way of doing things is accepted. Sometimes we make reading and all language such a grim process instead of a very exciting process. It is a process of discovery and should be a joyous one. Then the classroom setting can help the child develop and invite him to learn. All the natural characteristics of a child are used, urge him to move when he needs to move around; his natural inclination to work with and communicate with other people; his need for success, and successive experiences with success. Programs for early childhood should be designed with these ideas in mind.

Learning Center

This slide is a typical language center. Let's look at the rationale behind these learning cen-

ters. Volunteers might wonder where they fit into these centers.

Art

One learning area is art. "What does this have to do with reading?" It has a great deal to do with reading.

Slide Example - Two children painting at easels.

The expressive arts enable children who are limited in language, all children are limited in language to a great degree because it's a new area for them, to open the flood gates of feelings, emotions and ideas. Art lets ideas come out in a form that a child can see. It frees him to express himself. I think that is the beginning and the strengthening of children's language.

Slide Example - Child viewing his own art with his own words written on the picture by a volunteer.

A child will talk about his picture, particularly if there is someone there to listen. A teacher usually does not have an opportunity to follow up the leads children give to learning and yet the child wants to talk about the picture. This is an ideal place for the use of volunteers. A volunteer can write the story down and the child can see a purpose to reading. It's saying the most wonderful words in the world, his own words to be read a week or a month later. A child may say, "Hey, this is not such a bad thing. I see the point to reading. I see what is happening." He begins to look at letters and see the association of sounds when they are pointed out to him. Coordination skill, fine muscle control, hand and eye, are working together. All this takes place in art, as the child develops the coordination his pictures show more design, more form and more shape. This child is saying something in his own way.

Slide Example - Child's art work.

The name is in the upper lefthand corner so that the child gets the left to right concept. Sometimes his own words describing the picture are written below it, such as "See the airplanes flying over the ocean." Those are important words to him. He said them, and they are on his picture together with his name. This provides an opportunity to see the left to right progression of reading and the association of reading with his own language.

Art plays another important part. Children who have strong emotions, who have problems, who need to express themselves don't have the language to put them into words. They need an outlet for these emotions and art is one outlet. It frees children to put more of their time and energy into the learning process rather than coping with emotional situations that are often too big for them to handle. In art they use muscles that strengthen the fingers and hands with clay, pencils and markers. Scribbling is an important process in art which has the lines and shapes the child will use in all his letters. In representational art the child symbolizes his own experiences, his own actions, his own ideas in another form. A child looks at things in a problem solving situation and anticipates outcomes which is another part of reading.

Slide Example - Child finger painting.

Everybody laughs at finger painting, but when children finger paint on the table, using their muscles, this relaxes some of their tension.

Housekeeping Center

Another learning center is the housekeeping center, with a miniature stove, sink and refrigerator. What has this got to do with reading readiness? Think about a child who lives in this world with so many bits and pieces of information flooding in on him, so many ideas beginning to build concepts, and so many impressions. How does he organize them in a way in which he can handle them, in a way that has meaning for him, in a way that gives him concepts upon which to build? How does he put language to them? Adults can write an outline a, b, c, d, – not the child. The child has to re-inact, to re-live, to pull together all he understands, so he puts on the shoes and clothes of other people so as to understand their actions, their words, and their feelings. He fits himself into that picture, which is important. Until he finds a place, until he fits himself into that picture, he is still groping.

Who am I? Where do I belong? It's a life-long search, and yet it's an important base for reading. The child must get the message he is a competent person, he can deal with the world he lives in, he can handle the things that arise, he can anticipate problems and deal with them, so here the readiness also is involved. Dramatic play is encouraged and facilitated in early childhood classrooms.

Slide Example - Picture of cereal boxes, cans of soup, and other items familiar to children.

There are many packages and many labels with which children have already formed an association. These items are used in their play. Children talk about them and begin to talk about things that have happened to them. There is social and verbal interchange. They act out the things that are most important to them, the home and the family. What's the mother's role? What's the father's role? Where do I fit in all this? These concepts about home are very important to young children.

Slide Example - Children practicing skills.

We talk about children and the need for drill, and yet children are self-drillers. When they learn a new skill they practice it over and over again given the opportunity. This provides the muscle involvement and body coordination needed to handle himself. It is important for the child to have a good impression of how well he can handle himself.

Slide Example - Boy with cup.

When I took this picture I was so afraid it would not come out that I said to the boy, "Would you pour a little bit more coffee in your cup?" He said, "No, my mother only lets me drink half a cup."

Therefore, it's not playing, it's living for these children and becomes a basis for their knowledge of reading.

Outside Environment

All learning does not take place inside the classroom so we utilize the outside environment.

Slide Example - Street signs.

Reading is out there and children know this so we bring it into our programs in obvious and subtle ways. Trips offer children new things to talk about, and awareness of new activities.

Slide Example - Child talking to mailman and milkman.

This includes meeting people who live in the community, seeing the mailman, the milkman, going to the grocery store, and then coming back to build on these experiences. Materials and equipment should be supplied so that the children can re-inact and again relate this experience with reading. Dress-up clothes provide an opportunity to study occupational roles, such as the fireman's hat, the men's ties, etc. At the same time children are developing their own concept of themselves as male or female. We see this reflected in their play activity.

Slide Example - Child with a mirror, looking in it.

"Who am I? Where do I belong? Am I a competent person? I can do all these things. Sure I can read. I'm looking forward to reading." This is important.

Materials Used

Block building gives the child a chance to discern likenesses and differences, foresee sequence, develop language, and social give and take. All of these things are basic to readiness. The volunteer can help a child with the concept of over, under, through, next, around, behind, in, out. The volunteer and teacher can work together. The teacher is the organizer of the physical and human resources available in the room; the volunteer is the person who can carry out activities. The teacher analyzes and diagnoses the needs of a particular child and delegates specific duties to the volunteer.

Slide Example - Children working at carpentry bench.

Carpentry where a child's hands and eyes have to work together and carry a task to completion develops his attention to detail.

Slide Example - Child with puzzle.

The volunteer can help children with more formal matching games, use of tape recorder, poetry, association of sounds with letters. Flannel boards are again a stimulus to use letters, numbers and recall stories. A volunteer may help develop material so that a child can re-tell a story he has heard before — working with symbols from his earlier experiences. The volunteer can also point out relationships and differences in forms and shapes.

Music

Slide Example - Two children with saxophone and rhythm instrument.

Music is also an important part of training the ear and providing auditory discrimination. Many games and activities can be played which will help a child concentrate on the differences he can hear. This ability will be important to his reading. Help a child make inferences. The ability to make logical and accurate associations is a part of reading. He does this in his living and he can bring this skill to his reading. A volunteer may bring a talent to a room that otherwise is lacking.

Jeanne Quill, "Children come in all sizes, shapes and colors."

Slide Example - Science Table - including bird's nest, potatoes, leaves, rocks, etc.

Materials bring to the child an awareness of and interest in the world. Let's put these things out where children can handle them, talk about them, put labels on them and use language.

The things children bring to school and the equipment in the classroom all call for reading. Using recipes the child begins seeing left to right and up and down. It is very important for the child to have an opportunity to do the cooking so that he may learn many other things about reading. And of course the culmination of this is the eating. A response to work is built in the child and has a meaning that might not otherwise be learned. All the things done in the room call attention to the pleasure of reading.

Parent Involvement.

Parental involvement in this kind of program is very comfortable and natural. Parent participation is very important because they see what's going on in a school and continue the learning process at home. They see why it is valuable.

Classroom roles take study and interpretation on the part of both volunteers and teachers. It takes both scheduled time and some unscheduled patience and good humor when you work in a team situation in the classroom. Some of the jobs are not so glamorous but I caution against saying they are nonteaching jobs. They need to be done with the children and when one does things with children they are being taught. They are acquiring attitudes and values from you, they are learning things that become a part of their experience. These could be negative as well as positive learnings which is a point to keep in mind. Your primary job of course is working with a child in a one-to-one situation, giving him the feeling that someone is interested in him and is trying to do things that are important to him.

Books

I realize that the one-to-one relationship is difficult to achieve in a classroom that is fluid and flowing. There will often be other children involved. The interest of many can be held if you are a good story teller and the books have been well chosen.

Slide Example - Adult reading to several children.

Books should be displayed so children can touch, feel and use them. Pictures can be used to tell stories so children will learn to tell stories from pictures. When they leave the early childhood class they're ready to move into a more formal approach to reading.

No one can predict or, as far as I know, measure the impact of one human personality upon another, so no one can tell you what your presence will really mean to a particular child in a classroom. Our psychology books spend a lot of time talking about "the significant other." It may be that you are a very "significant other" and it may be on occasion that you are the only significant other in some child's life. You may influence him in countless and unkown ways. I think that is important to remember. You are needed as a volunteer.

THE ROLE OF THE VOLUNTEER IN UTILIZING METHODS AND MATERIALS

Mrs. Katherine C. Jackson
Reading Specialist and Trainer
Philadelphia Public Schools

Katherine C. Jackson

The great majority of volunteers work in a one-to-one situation with children. Volunteers are trained to work under teachers' supervision and direction. Orientation and training are given in three basic 2-hour pre-service sessions and at least one in-service session. Periodic in-service meetings are held at the site of their work. Teachers work with curriculum consultants in either reading or math. The training program is supported by the reading supervisors, language arts specialists, and in some cases, by reading teachers who are given our training outline. They are free to be creators and use the basic guideline to get volunteers started.

The training consists of a general orientation of volunteers to give a better understanding of the under-achievers' problems. These problems are not always due to lack of intelligence. Boys and girls want to succeed. Part of the training sensitizes the volunteer to the problems that hinder the child's learning. A greater understanding of the children the volunteer will work with is gained.

Reading problems are different from general problems, so orientation sessions develop an understanding of how reading fits into the language arts development. Reading is a higher step in the sequence of language development which includes oral language - listening and speaking - based on experience. From exposure to and participation in varied experiences, children learn ideas and related words, thus bringing meaning to, as well as receiving meaning from, the printed page.

The skills involved in reading are thoroughly discussed during the training session. The usual belief is that reading is simply having a child read orally from the printed page. This is just practice, for many skills are involved in reading and volunteers have the ability to work with some of these basic skills. Volunteers are given direction and materials by the teacher when special areas are to be covered. Time is spent in an area of interest of the child to encourage reading. An underachiever labeled as a non-reader will very frequently read baseball cards he has in his pocket. Volunteers are encouraged to use this type of material and to be creative in the use of material. Basic guidelines are given to the volunteers, but we suggest creativity in the use of materials. Some time should be spent in an area of interest to the child. In no other program is there time devoted to the interest of the child; in this case the program may even *follow* that line of interest.

SCHOOL VOLUNTEERS TRAINING SESSIONS

SESSION ONE

I. Overview of the Volunteer Program
   A. Basic philosophy of the Volunteer Program
      1. Purpose of the program
      2. Role of the Volunteer
      3. Attitude of the Volunteer
   B. Administrative Procedures
      1. Assignment of Volunteer
      2. Hours Volunteer will work
      3. School schedules and regulations
      4. Location and availability of curriculum materials
      5. Record keeping by the Volunteer
      6. Relationship with Volunteer Chairman
      7. Relationship with School Personnel
   C. Curriculum Areas
      1. Language Arts
      2. Mathematics

II. Basic Principles of the Language Arts Program
   A. Objectives of the Language Arts Program
   B. Sequence of language development
      1. Listening
      2. Speaking
      3. Reading
      4. Writing
   C. Nature of the Reader
   D. Reasons for Reading difficulties
   E. An Adventure in First Grade Reading

SESSION TWO

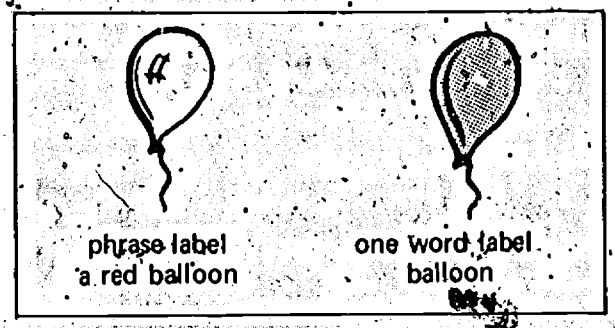
I. Suggested Approaches to Reading for Volunteer's Use
   A. Working with Reading Materials in Books
      1. Discuss areas to be covered
         a. Readiness
         b. Guided silent reading with comprehension check (Explain varied types of questions which may be used to check comprehension)
            (1) Factual
            (2) Inferential
            (3) Vocabulary
            (4) Experiential
         c. Re-reading - silent and/or oral (with a purpose)
         d. Skill development *and* practice (games, puzzles, workbooks, etc.)
         e. Enrichment activities
            (1) Added ideas and information about the topic
            (2) Literature - classic and contemporary
      2. Workshop (Use workshop material in kit)
         a. Use reading selections for discussion and illustration of varied type questions
         b. Have volunteers practice working with reading material
   B. Using Children's Language as Reading Material (Language Experience Approach)
      1. Discuss a picture, object, film, book, TV program, etc.
      2. Record student's ideas about the experience in one of the following ways:
         a. List
         b. Sentence
         c. Paragraph
         d. Outline
      3. Use recorded ideas for reading
         Examples:
         a. Have child read the selection line by line. If necessary, read *each* line to the child *first;* then let child read it after you. Proceed until the selection is finished.
         b. Ask questions about the selection
         c. Make flash cards of the words in the selection
         d. Use the flash cards for games and activities

II. Current Approaches to the Teaching of Reading
   (Optional. This material may be discussed if questions are asked. Give a brief description of each method illustrating the distinguishing characteristics. Transparencies illustrating them are available.)
   A. Linguistics
   B. Programmed Reading
   C. I. T. A. (Initial Teaching Alphabet)
   D. Words in Color

SESSION THREE Meeting the Student: Continued Reading Help

I. Reading Help in Skills Areas
   A. Alphabet Study - activities for learning and strengthening knowledge of letters of the alphabet
   B. Sight Vocabulary - activities for stimulating and reenforcing learning of basic sight words

C. Word Recognition - activities and games to strengthen ability in
1. Use of picture clues



2. Use of context clues
John went fishing in the_____.
(Let volunteers suggest appropriate words.)
Show how phonics would help children decide which word is correct.
3. Use of Context and Phonics
John went fishing in the s_____.
John went fishing in the s___m.
John went fishing in the stre__m.
4. Phonics - (Use phonics booklet and phonetic analysis skill sheet in Kit)
Illustrate how to teach sound using concrete objects, pictures and follow-up activities, including games and/or puzzles
5. Structural analysis - (Refer to items on structural analysis skills sheet) Illustrate

D. Comprehension skills - refer briefly to sheet on comprehension in kit
E. Study skills
Discuss important activities to strengthen basic skills needed
F. Appreciaition skills

II. Getting Acquainted with Pupil
A. Introduction
B. Determining interests and talents
C. Determining skills and abilities - (use Interest Inventory)
1. Alphabet Check
2. Dolch Basic Sight Vocabulary List
3. Phonics Inventory
4. Oral Reading Check - make note of difficulties

III. Demonstration with child (if possible)

SESSION FOUR IN-SERVICE
(to be held about four to six weeks after volunteer has begun working with children)

I. Sharing Experiences of Volunteer Service
A. Experiences with pupils
B. Experiences with staff
II. Question and Answer Period
A. Discussion of pupils' specific needs
B. Presentation of suggested techniques for meeting individual needs
III. Presentation of Informal Materials for Volunteers' Use
A. Discussion
B. Examination of materials by volunteers
1. Games and puzzles
2. Books
3. Magazines, etc.

Demonstration

This demonstration will only highlight basic portions of the orientation noted in the outline.

Sometimes people just don't understand why children have reading problems because they don't remember having had problems themselves. For this reason we give them what we call "An Adventure in First Grade Reading." You will participate by looking at the screen as the slides are shown. We will highlight what a good reading lesson includes, taking a few minutes to go through part of the workshop material that we use with the volunteers in which the demonstration volunteers here actually will be involved. And finally, we will show some informal material that can help a child gain the skill of learning a sound. In the "Volunteers in Education" booklet, on page 153 you will see the description of a sound box and some activities that will help boys and girls learn sounds and the letters related to them.

Welcome to our volunteer program. You know how much our boys and girls need you. You are about to become a Very Important Person, a VIP. These letters have been used in that sense before, but now they mean that you are going to become a very important person in the life of a child. It also stands for Volunteers In Public Schools.

You probably have forgotten how you learned to read. Perhaps you are saying to yourself, "I just don't understand why they have difficulty with reading because I didn't have problems; my children don't have problems; as a matter of fact I don't know anyone who has problems." Perhaps it seems that the longer children are in school the

Katherine C. Jackson, "I would like to give you an Adventure in First Grade Reading."

less they seem to be learning. Reading is in the headlines all the time. I would like to give you this morning "An Adventure in First Grade Reading."

It's probably difficult for you to begin all over again because you have a great deal of experience. You already know the letters of the alphabet and sound. Therefore we have devised for you a set of symbols that are going to look very strange, but remember that these symbols will look strange to you in the same sense the alphabet looks strange to the children (from *A Primer for Parents* by Paul Mckee).

Breaking the Code

ΛC+Λ VUΛΛV⊗ ⊔⅂⊗⊥⊥ ?+2 (may)

Π⊗(be) ∘UU⊗, +⅄U· UΛ ?+2 Π⊗, ⊥C‡⅂Λ.

Π-∘Λ ΛC+Λ VUΛΛV⊗ ⊔⅂⊗⊥⊥ U⊥

δ‡Λ(hot) ⊥ll∘+⅂⊗, ?⊗M.

I'd like you to read these symbols. From this experience you'll find out a number of things about how your child learns to read that you can't readily find out in any other way. You'll appreciate most of the problems a first-grade teacher talks about because you will have just experienced them at firsthand yourself. I'm sure by looking at it you can tell me something about it. Is there anything familiar at all? Surely you're not going to admit that you're mentally slower than a first grader! You're not, of all things, a remedial case, are you?

You say it looks like algebra.

Yes, some of the letters are repeated and some of them are reversed.

Although you cannot read the words your experience again is helping you. What about the punctuation? Familiar? Does the punctuation give you any idea as to what the last word might be? A name? That definitely reflects experience, doesn't it?

Do you see how much experience you can bring to this situation even if you've never seen these symbols before? Consider the child who has not had this kind of exposure - doesn't know the punctuation symbols - doesn't know that a word set off at the end of a sentence could be a person's name.

We are going to ask you now to be first grade boys and girls, as well as yourselves. I'd like you to participate in two ways. First I'd like you to act as my students and second notice some of the ways I'm working with you. Now let's meet the first character in our story. This is Sam. There is an English representation of his name in parenthesis here that will help you know what the word is. This will represent my putting the word on the board for you as the teacher would do, or showing it to you on flash cards or playing games with it. What we would like you to do is really look at that symbol and try to remember what it says.

Word Association

Now tell me, what is Sam doing?

You used several different words. I heard "duck", "animal" and "target". The kind of word used in naming things like this tells something about the child's experience.

Suppose the child said, "He's shooting at a bird." Though he's familiar with birds, he does not know the name of the bird. Is there anything wrong with calling it a bird? What would you do if he wasn't able to tell you exactly what it was? Wouldn't this be a good opportunity to help him? Certainly. If the child doesn't know a word you simply tell him what it is, and perhaps supply a little explanation. This is what you're going to notice as you work with the children.

Logical Reasoning

As you look at the boy shooting at the bird, do you think he is going to knock it down?

We have a difference of opinion here, some say "yes" and some say "no". Tell me; why do you say "no"?

"Coordination might be off."

Why do you say "yes"?

"He knows how to handle the bow and arrow; his posture is correct."

We have a difference of opinion here. What we're trying to do is have the child do some thinking. By talking about the story, he's getting involved.

What's going to happen next? Do you think he'll be able to knock the duck down? You notice that I accepted your "yes" with your reason and your "no" with your reason. Encourage them to have a reason for giving a particular answer. I think you'll find that many children will be a little shy, or will look at you and wonder what you want them to say. They will look at your facial expression and try to please you. What you want here is really freedom of thought and logical reasons for giving an answer.

Sam looks happy doesn't he? He was able to knock it down. Do you see how you can raise a question in the mind of a child and how he has the answer as soon as the page is turned.

See how quickly you are catching on to some of the symbols. Let's turn to another page. Here are Dad and Sam walking through the woods. Let's find out what they're talking about. I see some very interesting things happening, the very things that we would see happening in the classroom. I see some of you moving fingers under the symbols. This simply means you are working with the material. When we're not sure of something, frequently we revert to the use of our fingers. Isn't this what our boys and girls do? Somehow we feel that touching the words might help a little.

I heard a great deal of oral reading. This also happens in the classroom when you give boys and girls material that is difficult and they are not familiar with the words. Why weren't you able to read smoothly? You did very nicely with the first few pages.

This is something very important to remember. When boys and girls are absent from school, the class doesn't stand still and wait for them to come back. The lessons move on. Do you see what happens to a boy or girl who comes back after several days absence and finds himself in the middle of a page with nothing that looks familiar? You weren't working with many words. Did you see any of those words on this page? You did remember something, didn't you? But as quickly as we went over the story I wouldn't have been surprised if you had forgotten even those few. We really didn't play any games with the words as we might have done in a classroom. We didn't use these words enough.

Pressure to Succeed

This is what happens to our boys and girls. Before they have a chance to feel secure with a word, really remember it, they are moved on into new material and find they are confronted with a mountain of words. This very frequently shows up in our sessions with volunteers. We know that we don't have to remember the words, but what about the boys and girls in the classroom? They know they are going to be graded - that they must measure up. Do you see the kind of pressure that's put on children? This kind of pressure is on teachers too. Sometimes they feel that because the class next door is on page 15, their class must be on the same page. Because there is competition between teachers, there is increased pressure on the child. Rather than moving through the material too rapidly, each child should feel secure and comfortable with it. It might be necessary to move through books at a slower pace since some children need more repetition. Do you see the value of repetition in the material?

We're going to ask you to begin working with the child as a friend, *not as a teacher*. Some of you may have teaching experience, and while this is valuable, the tutoring will be more relaxed and informal if you can go in just as a person who is interested. You will find that if you use material

a little different from the classroom, you may have more success.

Materials of Interest

We're going to talk a little bit about some of the materials you will want to use, but first we'll go into our workshop. When working with reading material we will want to consider the most important things to be covered if we're really going to help. In your kits you have some material that will help you with the five basic parts of a reading lesson. We would first like you to give some attention to getting *the child* ready for reading. Let's take a short period of time to get the child's interest. Now if he has selected the materials he is interested in there will be no problem. If he's interested in dinosaurs, you might pick out a book on dinosaurs, or if he likes baseball you might select this kind of material. Let's have a period of time during which you are going to have some discussion about the topic whatever it might be.

Children don't come to us empty headed so we're going to try to find out exactly what it is they know. If there are ideas with which they are unfamiliar, we're going to help fill in their background. This is also a time during which you might introduce some new words or ideas which you think might be difficult. In a few minutes we will give you some practice in doing exactly that.

Silent Reading

When you ask the child to read, let him do some silent reading. This is reading for himself and he will be able to work better with less pressure. Suppose I should ask one of you, right now, to stand up and read this page to the audience. Suppose I hand this book to you, without any preparation. See the reaction. Sometimes you don't even show it, but you feel it inside. You may say to yourself, "Why didn't she ask me to do that ahead of time?" Boys and girls feel exactly the same way. You're more or less putting them on the spot when we call upon them to do oral reading. So we're going to ask you to let them do silent reading *for themselves.* If you have stimulated enough interest, or have interesting material for him to read, he will want to learn from that material and get answers to his questions. Now I know what is going through your mind. You're going to say, how will I know that he knows the words. How do I know he understands. Tell me, what *would* you do to find out if a child understood some material he read?

"Ask him questions." Certainly. And that's exactly what we recommend. The child will read and you'll follow up by checking his understanding with questions. On your sheets of paper we have four types of questions which should be used so you will be able to do a good job of preparing reading material for children.

Check for Understanding

The first type of question is the factual type. This type of question is the kind that most of you will be able to ask. Most of you will tend to ask questions based on the material in the book, something that you can see very easily. While this is good, it really doesn't have the child do much thinking. We would like to recommend that you use inferential questions. This is the type of question that will really find out whether or not a child can read the material, think about it and then, more than that, react in some way. Can he get the implication from it? Is there something that's referred to but is not really spelled out? Let me give you an example of the inferential type question. Suppose we are working with a story that says: "Mr. White arrived at the store just as the sun was coming up." You could very well ask the child, "At what time did Mr. White arrive?" and expect the child to be able to say something such as "very early in the morning" or "at dawn" to show he's gotten the meaning. And then you might say, "About what time is that?" Through experience a child can answer, or he might be helped to answer. By the way, this is a nice informal kind of assignment. You might say, "At what time do you get up in the morning?" "Well, if you're not sure, why not look at the clock when you awaken in the morning and then look out the window to see whether or not the sun is up. This will give you an idea of the time." This is generally the type of thing we would like you to do. We have silent reading, check for understanding and then give some opportunity for rereading.

Rereading for Skill Development

This is also a point at which you might have some oral reading. If your child reads something and you find he didn't get the answer, you can ask him to go back to the material saying "Read the section that tells about the dragon. And what does it say about the dragon?" This is re-reading with a purpose, not just to read some words to you. You should spend some time on skill development. What is skill development? Simply showing the child how to do something he doesn't

know how to do. Suppose you find he cannot sound out a word. This is a point at which you will want to help with that skill. We have materials that will assist you. There is a booklet, "Learning Letters and Sounds", that you will find in your kit which gives many suggestions. Once you have shown the child a particular skill, such as writing a letter of the alphabet or sounding out words, you will want to give him an opportunity to practice, practice it so many times that he will master that skill. You might do this by means of a game, puzzle or workbook page. We would like to encourage you also to provide good literature either classic or contemporary. Read it to the child if he cannot read it himself and discuss it. Let's look at some sample questions on a piece of material from an easy book.

Here is a very short piece of reading material, yet it is possible to ask different types of questions. You will see that your factual questions have the answers right on the page. When did the snow start? The snowplow pushed the snow away. The story doesn't say it was snowing a long time, but the idea is that if they had to use a snowplow, the snow was deep. For the snow to be deep, it had to be snowing for a long time. This is the kind of inferential question that you will ask the children. The vocabulary question checks the basic understanding of a word or a phrase. You can ask, "What is a snowplow?" And the child gets a chance to explain.

Experience Questions

Finally we have the experience question. Here the child is given an opportunity to talk about his experience. Notice that the answers at the end included several possible answers. You will have ideas in your mind as to what you think the child will answer. Notice it says we should accept any sensible answer. Give a child credit for thinking of things that you may not have thought of and it will really build up his ego. I think there is one thing you may be a little nervous about. If you ask a question, or the child asks a question, about some area with which you're not familiar, what should you do about that? Yes, admit you don't know - that you'll have to look up some information. That's fine. In other words, if a child realizes that adults also have problems, he'll feel much more comfortable.

Now we will give you an opportunity to work with some reading material. This is just a short period of exposure to these types of questions, but I think you have the idea.

On the next piece of material you have a sample of fourth grade level reading. Let's find out what it is. I'll give you a minute or two to read this first part of the material to yourselves for two reasons. First, let's read it to get the flavor of the selection, then as you look through the material, I'd like you to note any ideas you think might cause difficulty for a child. I'll be asking for your response in just a moment. . . a moment.

Which ideas did you think might cause difficulty? By the way, you will notice I didn't say what age the child was. I simply asked you to look for the difficult ideas because it is possible that children in different grades might be using this material.

You are right. The child may not have a concept of a steamboat or a wood-burning engine, for those are not modern concepts and therefore might pose difficulty. Let me ask you a question. Don't most of our children know something about engines? They know wood, don't they? They know what burning is. Then what makes "wood-burning engine" difficult, even though they know each segment of that phrase?

Yes, the engine that is spoken of here is not the same as the kind children are familiar with. This one uses wood power, and the one the children are more familiar with runs with a different kind of fuel. You can see that familiar words put together often make difficult phrases. Select phrases because phrases as well as single words present difficulty.

Is there another difficult idea? Floods and rivers may not be familiar to city children. Is there anything that we could do, with the word "flood" to help a child better understand, even though he might have not have had the experience? How could we illustrate that word for a child? A downpour of rain might produce a flood. They might know about floods, sewers and possibly a basement that flooded. Is there anything else that you think might be difficult?

Chores? Fine. Some of these words in this passage are words that we don't use too much any more, though they are easy to understand once the explanation is given.

Preparation of Material

Here is a list of things we would do to prepare any kind of reading material for use with a child. If you plan to help a child, you ought to be very familiar with that piece of material. Read it thoroughly. Look for ideas that might cause dif-

ficulty. What would you do to help a child understand the main idea of this selection? This material indicates different things that you could do. You might give an explanation for something. You might show a picture of something. You might talk about it in terms of something that they already know. And of course you've had a great deal of experience so you will be able to add information in many of the areas that will give difficulty.

Can you ask a factual question on this material, something that would be very important to ask? Something that you would want them to remember? When did the steamboat come? . . . Very good. Where did it come? . . . What did you expect to be your answer? . . . Along the Ohio River . . . You see you have to be aware of an answer yourself.

Now let's try another question. Try to think of something not really spelled out in this material, but related to it or implied, which might be checked. You might ask, "Why did Amos expect the steamboat that day?" That's not really spelled out here. Some other suggestions? How did Amos feel when he saw the boat coming down the river? If he can't answer, you might have him go back to the material to find the clues. At one spot it did say something about how he might have felt.

Here is a question that might fall into the category of experience. "What might have happened to Amos when his father discovered he hadn't done his chores?" The child might give an idea of what happens to him when he doesn't do as he is supposed to do.

For more practice try your hand at all the types of questions when you have tim

VOLUNTEERS: NEW WAVE FOR THE 70'S

Dr. Don Davies
Associate Commissioner
Bureau of Educational
Personnel Development
Office of Education

Dr. Don Davies

The content and spirit of the Workshop is evidence that the spirit of volunteerism is very much alive and well. If this spirit can be translated into specific and effective practice back where you live, the "Right to Read" effort can receive an enormous lift.

I considered preparing a regular speech for this setting. This is a large audience and perhaps deserves a formal statement, but I decided against that. I spent all this morning talking to people here at the Workshop and reading the reports from the various sessions. I now have enough material for three and a half hours of summary and presentation.

Rather than give you the usual kind of organized and polished speech, I want to try to draw from what I think is the sense of this meeting – some of the ideas and major themes and recommendations that have come out of this Workshop.

Now, you recognize, of course, that whenever a speaker says this, he is also free to take the liberty of inserting his own biases and feelings and attitudes into the presentation, and that's the case here. I'm selecting those things which I think are important, and including some of my own views about them because I have some very strong ones. I am saying this now because I would in no sense have anyone think that what I am going to do in the next 15 minutes provides a complete summary of the points of view at this Workshop. It does not. But I have gleaned from the notes several points which I am going to convey to you rather quickly.

Place for Volunteers

The first is that there is a place, an important place, for volunteers in schools and in libraries and in other agencies where the educational process is going forward. Moreover there is a place for all kinds of volunteers – teenagers working with other youngsters, college students, middle class housewives, businessmen, people from disadvantaged communities working in the schools that serve those communities, retired people, people who are paid for their volunteer services, people who are not paid, people of all colors, people with all kinds of background. There is a place for all these kinds of people in volunteer programs if they are properly organized.

Encourage Parents

The second point is that major attention, much more attention, should be given to encouraging and helping and working with parents, parents in all kinds of communities so that those parents can, in turn, work with and help their own children.

What do you do to help parents? Well, obviously you can give them some encouragement. You can give them some confidence that it is all right to work with their children and to talk with them and to help them. Then, of course, you can give them some specific skills, have informal kinds of orientations, get-togethers – I hesitate to use the word "training." What we propose here would not be any kind of academic or terribly pedantic approach where you take 17 hours of lectures to tell parents what to do with their

children. Rather, I am suggesting a much more informal, grassroots approach to give some skills to mothers and fathers in how they can read to their children, how they can elicit language responses from their children.

Working with parents in a much more intensive and extensive way than we have done in the past would seem to me to be one very important idea for you to carry away from this project. We are supporting a new reading training program in Portland, Oregon in cooperation with the Public Schools and Portland State College, which is designed to prepare elementary school teachers to be effective teachers of reading. But included in this program, interestingly and significantly, is a series of workshops, first for parents so that they can do a better job with their own youngsters, and second for aides and volunteers who will have a part in the reading program. We can provide additional information about that program if you are interested.

Total Involvement

The third point: All interested parties should be involved from the very beginning in planning, conducting and evaluating programs for the improvement of reading skills through volunteer efforts. By all interested parties, I mean most specifically the community around the school being served, parents of the children being served, teachers in that school, administrators in the school and various organizations in the community involved in and interested in the volunteer effort and the schools. This particular piece of advice is nothing new to you. It's very commonly given — yet it's seldom followed in practice.

I think we have passed the point in American education when so-called disadvantaged communities are going to be willing to have outsiders do things to them and to their children. And I think we have also passed the time when the teachers of the nation are willing simply to carry out on command somebody else's orders or somebody else's program.

This means that participation and involvement of teachers, and of the community, and of the parents, as well as other interested parties, are essential keys to the success of any such program. Imposition from the outside or paternalism in any of its many forms is an absolute guarantee for the failure of the program.

In everything we are doing in our Bureau of Educational Personnel Development in the Office of Education, we are trying to build in this notion of the involvement of the people affected by the program in its planning, in its development and in its conduct.

Career Opportunities Program

I think the best example of such a program, the one that is closely related to the interests of many of you here, is the Career Opportunities Program which is the largest new careerist program in the country. Beginning this coming summer in 130 cities across the country, it is designed to bring low income and minority group people into the schools as teacher aides and to get them started on a career ladder, making it possible for them to become assistant teachers, associate teachers and teachers. This is a work study approach. While working in the schools they may take college courses for credit and may earn a batchelor's degree in a period of four or five years. The program brings into the school the talent of the community and provides a bridge between the school and the community.

Youth Teaching Youth

Simultaneously, this Career Opportunities Program, in about 75 percent of the communities, is providing an umbrella for an extremely important component we call Youth Teaching Youth. This Youth Teaching Youth idea was first identified,

Mrs. Anita F. Allen, President of the D.C. Board of Education, introduces Dr. Davies to the audience at the closing luncheon session.

labeled and promoted by Judge Mary Conway Kohler of New York City and her National Commission on Resources for Youth. The project now exists in 30 or 40 places across the country and its premise is simple: get young, disadvantaged, low achieving teenagers involved in working with, teaching, and tutoring younger disadvantaged, low achieving children in their own community. The evidence is already very convincing that when this happens, the young children being tutored learn, they increase their learning skills. At the same time, the teenagers doing the tutoring increase *their* skills and *their* motivation. It is one of those nice kinds of programs that has a very important two-way effect, both for the tutor and the person being tutored.

Both of these programs are examples of Office of Education efforts to involve the community — the participants and the clients themselves — in developing and carrying out its own programs rather than having someone else's programs imposed upon it.

I should add just one other point before I leave Youth Teaching Youth. Before too many days pass, I hope you will see in the newspapers an announcement of a very new and very exciting program related to the "Right to Read" effort this summer. Through the cooperation of the Office of Economic Opportunity, the Department of Labor, and the Office of Education, we hope to have upwards of 50,000 young people in The Neighborhood Youth Corps tutoring other children this summer in every State and in every large city of the nation. This would be an enormous amount of energy to release — 50,000 or more young people working on tutoring as a part of the Neighborhood Youth Corps assignment, as contrasted with raking leaves or performing some of the menial tasks that often are assigned in that kind of program.

Accountability of Schools

A fourth point: Volunteers can play an important role in a program such as "Right to Read," as I've already indicated. Volunteers are necessary. Today volunteers are essential. But let's understand this: A good volunteer program should put itself out of business very quickly. Our concept of a volunteer program is essentially a remedial program.

What I'm saying — and I hope you're hearing it — is that the fundamental responsibility for teaching children to read rests with the school and with the teacher. The existence of any effective volunteer program should never be used as an excuse for the school not doing its job.

I'm also saying to the school people in the audience that the existence of a lot of volunteer energy and spirit in the community is no excuse for you to get off the accountability hook. This "accountability" that we are talking so much about these days, and which I think is of tremendous importance, means that schools and teachers must carry the responsibility for the success of each of their clients, every kid. It means that the attitude of school people must be that their main job — the main job of the institution — is the development of the potential of each of their clients.

The primary job of the school is to help people develop their potentials. The primary job of the school is *not* sorting, labeling, classifying and weeding out. If the child does not achieve, it is time for schools and the teachers to say it is our failure and not the failure of the child. It must be clear that it is time to stop saying the reason Johnny can't read is because he is black, is because his father doesn't subscribe to LIFE Magazine, is because they don't have encyclopedias in their home or because the family income is under $7,000 a year.

Teacher Education Improvement

The fifth point: If teachers and schools are, in fact, to be specifically accountable for the reading achievement of their clients, we need to do a much better job than we have done before in schools and in colleges in providing these teachers with the skills and training they need in order to do the job.

Blaming the failure in reading on teachers is hardly fair if the colleges which prepare them in the first place or the schools which receive them do not give them the kinds of materials and training that they need. Now of course I'm talking about a very large problem: the renovation, the rehabilitation and the improvement of teacher education in the United States. It has to do with reading, of course, but it has to do with a great many other things as well.

In our Bureau in the Office of Education we are supporting a wide variety of efforts, all designed to help colleges and universities develop more effective and more relevant programs. They are designed as well to help school systems develop more relevent and effective in-service training programs for their teachers.

It's dangerous for me to start talking about

training, for it's my field and my special interest and I could easily get carried away — but I do want to say a few things about it.

Utilization of Volunteers

It is very important to provide experience and specific training for teachers in how to work with other adults in working with children. Teachers themselves must be trained to work with, to orient, and to supervise volunteers. Teachers must be trained to work with, orient and supervise teacher aides and other kinds of people who are going to be involved in the school, or in the library, or in any other educational agencies. This requires special kinds of skill. We often ignore that fact.

We simply cannot put volunteers or aides in a school and say, "Here they are." The result is sometimes hostility, sometimes under-utilization or misutilization of talents which leads to frustration on the part of the aides, the volunteers and the professional teachers. It need not be. We can do something very specific about this problem.

Concern for Attitudes

Finally, on the point of training, it seems to me to be terribly important to worry, not just about knowledge and skill in the training process for teachers and tutors and volunteers, but to concern ourselves very specifically and very productively with the affective or the feeling and attitudinal side. It is often attitudes toward other people, attitudes towards children which are the blocks to effective teaching or tutoring in reading, rather than the lack of specific skills. Some of you agree with that point; if you do, it will require some action beyond that which we usually take.

If it is true that most of us know quite a lot about giving information to other people, demonstrating various kinds of skills and providing various kinds of knowledge to people, it is also true that most of us know very little about how to deal with attitudes and feelings. Most of us, as a matter of fact, are rather frightened as educators of getting into the whole attitude and feeling business. We tend to say that it is somebody else's business. But it is not somebody else's business for the simple reason that nobody else is attending to it. What I am trying to say to you is that in training teachers to do a better job of teaching reading, in training tutors, volunteers and teacher aides, we must attend to the affective, the feeling side as well as to the thinking and knowledge side, or our efforts are not going to have much pay-off.

Focus on Child

The next point of concern is a need to focus, as teachers, as tutors, and as volunteers, on the child — on his needs, on his problems and his achievements. This thought keeps repeating itself in a variety of ways and in a variety of the Workshop reports.

There is a tendency for institutions — such as schools, libraries, organizations, groups — to focus more on their institutional life and purposes and ambitions than on the needs and problems and ambitions of the clients being served. This must be why, for example, schools and public libraries almost never work together in providing materials for children. They are both serving the same client and they both have very strong motivation and interest in serving that client — and yet they seldom talk to each other. They almost never share resources. The same thing is true, I believe, in the relationship between schools and community organizations, where both institutions or organizations tend to focus on their own institutional development, rather than on the needs of the child.

The next point is closely related to the preceding one and it is a very old point for those of you who are in education and for those of you who have been very close to children. It is simply this: Success in teaching or in tutoring reading or other subjects depends on the ability of the teacher or the tutor to use and draw out the resources of the child. It is the child who has the primary resources for learning inside him. This is much more important than anything the teacher says or than any materials which are provided for that child. It is the simplest point in the world about teaching and learning, and yet the one that most of our educational institutions neglect.

Most teachers, and in fact most tutors, assume that their job is to bring something to the child in the form of information, and in fact to pour it into the child as into a receptacle. Well, the child is not a receptacle; he is a person who learns by remaking and reshuffling his own life and his own experiences. The job of the teacher is to encourage and to help that process. Each of us learns by building what is inside of us and not by taking something that is imposed upon us. That is lesson No. 1 about American education — and, in my book, it should be lesson No. 1 in the estab-

lishment of any tutoring or any volunteer program.

Impact of Technology

The next point has to do with the impact of technology. A number of people at this Workshop have pointed out that the child's senses are bombarded by exciting new media constantly, almost from the time of birth. Others here have pointed out that the child finds libraries and schools and conventional educational settings and activities sometimes dull and lifeless compared to the vitalities of the moon shots, professional football, or "Sesame Street." I think that is a very good point. I think it is true. I think some of our conventional educational approaches are in fact dull and lifeless.

This is one of the reasons why we constantly talk about motivation of children. We want them to go to schools, want them to do the things we think are necessary for them to do. We do not talk about motivation at all. We have all seen youngsters with their portable radios listening endlessly to the Beatles without any teacher or tutor or volunteer motivating them. Now it seems to me there is a good deal to be learned from that. We need as educators and/or as volunteers to harness technology for our own purposes and to exploit that part of the life of the child which comes to him through the media. We need to use the machines of technology to enliven, enrich and make more powerful the work that we do with children. We need to harness the machine and harness technology for our own purposes rather than to assume, as humanists, the machine is our enemy, and that the humanizing aspect education will be destroyed by technology. I maintain that technology, properly utilized, can play a real part in humanizing education.

Administrators' Acceptance

The next point is addressed specifically to those in the audience who are teachers and administrators in schools and in colleges. I would like to urge all of you who are educators to take much more initiative and a much more positive attitude towards the volunteer movement in education in this country. I would urge you all to provide your skills, insight and expertise for volunteer programs so that the energies and talents and spirit of the volunteer can be engaged properly in helping the client — the child. This has been said many different ways and many different times at this Workshop. I am saying it again because it seems to me that we still live with the problem of skepticism, suspicion, and some anxiety on the part of professionals toward these new people who want to do something to help. I am suggesting to you that it is time to put all that behind us and for educators to take the initiative in providing the kind of professional skills and know-how they have to make this volunteer program work effectively in communities across this country.

View Total Problem

Just helping a child to achieve literacy — to learn how to read — is obviously not a sufficient target for our society. As a society we now need to be concerned about finding effective solutions to the problems of racism and violence, housing, drug abuse, crime, racial conflicts — all of the problems we know exist. All of these things are important. But there is a tendency on the part of many people these days to become discouraged by the sheer complexity of our society and its many problems and to think they ought to go open a hot dog stand at the beach instead of staying plugged in to these problems. In this context, being involved in a reading program as a volunteer or as a teacher is not a total answer to the problem. It is one place to start and I think it is an excellent place to start.

I think that Commissioner Allen, if he were here, would agree that reading is not the final solution to all of man's problems or to all of education's problems. However, it is one basic element of the solution and it is a place where all of us as teachers or as volunteers can begin and begin now.

Action Steps

I would like to propose that when you go back to your home community, you immediately organize a small informal group — if you want to use the bureaucratic jargon, a "task force." It doesn't really matter what you call it — a group of interested parties representing the various interests in your community. Then do three things:

First, make an inventory of the resources in your community for reading. That means schools, libraries, media and agencies of all kinds.

Second, make a comprehensive inventory of those programs, projects, and people which or whom are already doing something that seems to be promising or significant. In every community represented here there will be a great many things

going on. Often the people involved in one project do not know there is another project, do not know who is involved in it. So I am suggesting that an inventory of current activities would be useful.

Third, each of these small informal groups should start tomorrow to identify the nature and extent of the reading problem in the community. Exactly what is it? What are the reading skills and reading problems of youngsters in the school? What is the level of adult illiteracy in your community? What are its sources? How big a problem are you talking about? What are the target groups that we need to be concerned with? I am suggesting that this has not been done in most communities. We assume and we know that there is a problem; we do not know its size and its extent and we do not know its exact locale and cause.

These small and informal groups that you form in each community might then become the nucleus for a local "Right to Read" council which would be ready to go to work when the State "Right to Read" councils and the National Right to Read Council are formed sometime in the next few weeks.

Will to Succeed

One final point: I do agree with Commissioner Allen that the "Right to Read" effort is a national necessity. It is not just another interesting project or an Office of Education gimmick of some kind. I hope that this meeting will trigger scores of new and revitalized volunteer programs across the country. A great deal of time and money and effort have gone into this meeting. I hesitate to total up the amount of man hours, and hence the amount of money and energy that goes into bringing together six or seven hundred people from all parts of the country for a session such as this. It is a fantastic investment in energy and time, and if nothing happens after this final session it will amount to a real squandering of our resources.

I hope that most of you have found here new understanding, new stimulation, new insight — perhaps new confidence, new hope — that you will transmit to your friends and your colleagues back home. If citizens and educators together have the will to solve the reading problem, it will be solved.

We do have the capacity, the knowledge, the skills and the resources to solve this and any other educational problem that we face. The big question about solving educational problems is not the capacity, not our skill or knowledge, but whether or not we have the motivation and the will to do it.

And that point leads me to share with you a small gem of philosophy from my favorite philosopher. Pogo once said: "We have met the enemy and he is us."

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