

NRC

# National Reading Conference

AN INCORPORATED EDUCATIONAL NON-PROFIT ASSOCIATION

MARQUETTE UNIVERSITY

MILWAUKEE, WISCONSIN 53233

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February 3, 1969

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REPLY TO:  
LESTER L. VAN GILDER  
MARQUETTE UNIVERSITY  
MILWAUKEE, WISCONSIN 53233

Dr. Alton L. Raygor  
161 Eddy Hall  
University of Minnesota  
Minneapolis, Minn. 55455

Dear Al:

We are ready to have a reprint of the N.R.C. By-Laws hence I thought I would send a copy to you for a quick perusal. To the best of my knowledge, this is the most current and up-to-date By-Laws we have. I know of no changes or versions voted upon by the Board, however, I want to be sure about this before we have a new quantity re-printed.

Should you spot any official changes, let me know at once before we go to reprint.

By the way, I am also enclosing a copy of the invitation to publishers to exhibit at Atlanta. We have already received a check for 1 table (at \$40.00 per) and three more requested but not paid. Believe me, our Nellie is a gem! Thanks, too, for the note you addressed to her.

Best regards,

L.L. Van Gilder, Treas.  
NRC

LLVG:new  
Enclosures

Announcing  
the  
1969 EXHIBITS  
for the  
Nineteenth Annual Meeting  
of the  
NATIONAL READING CONFERENCE  
AN INCORPORATED EDUCATIONAL NON-PROFIT ASSOCIATION  
at the Sheraton-Biltmore Hotel  
Atlanta, Georgia  
on December 4, 5, 6, 1969

Fee: Forty dollars per eight foot Exhibit Table

Reply to: Lester L. Van Gilder  
Marquette University  
Milwaukee, Wisconsin 53233

BY-LAWS  
OF  
NATIONAL READING CONFERENCE INC.

ARTICLE I - MEMBERS

Section 1 - Annual Meeting - The annual meeting of the members shall be held on the first Thursday in the month of December in each year, beginning with the year 1962 at the hour of 9:30 o'clock a.m., for the purpose of electing Directors and for the transaction of such other business as may come before the meeting. If the day fixed for the annual meeting shall be a legal holiday such meeting shall be held on the next succeeding business day. Such meeting shall be held at such place as may be designated from time to time by the Board of Directors.

Section 2 - Special Meetings - Special meetings of the members, for any purpose or purposes, unless prescribed by statute, may be called by a majority vote of the entire Board of Directors.

Section 3 - Notice of Meeting - Written notice stating the place, day and hour of the meeting, and in case of a special meeting, the purpose or purposes for which the meeting is called, shall be delivered not less than thirty (30) nor more than ninety (90) days before the date of the meeting, either personally or by mail, by or at the direction of the President or the Secretary. If mailed, such notice shall be deemed to be delivered when deposited in the United States Mail, addressed to the member at his address as it appears on the record books of the corporation, with postage thereon prepaid.

Section 4 - Quorum - Forty (40) per cent of the members in good standing of the corporation, represented in person or by proxy, shall constitute a quorum at a meeting of the members.

Section 5 - Proxies - At all meetings of the members, a member entitled to vote may vote by proxy appointed in writing by the member or his duly authorized attorney-in-fact. Such proxy shall be filed with the Secretary of the corporation before or at the time of the meeting.

Section 6 - Waiver of Notice by Members - Whenever any notice whatever is required to be given to any member of the corporation under the provisions of these By-Laws or under the provisions of the Articles of Incorporation or under the provisions of any statutes, a waiver thereof in writing, signed at any time, whether before or after the time of meeting, by the member entitled to such notice, shall be deemed equivalent to the giving of such notice.

## ARTICLE II - BOARD OF DIRECTORS

Section 1 - General Powers - The Board of Directors shall exercise general supervision and control over the property and affairs of the corporation, shall decide all questions involving cooperation with other professional organizations, and shall supervise the execution of approved policies. The Board of Directors shall have authority over the property and affairs of the corporation and shall take such actions as are necessary and proper to facilitate the purposes of the corporation, within the powers delegated by these By-Laws.

Section 2 - Membership, Tenure and Qualifications - The Board of Directors shall consist of the Past-President, the President, the Vice-President, the Secretary, and the Treasurer of the corporation, and three (3) additional members elected by the membership. The Editor and the Associate Editor of the Yearbook shall be ex officio members. The

President shall serve as Chairman of the Board of Directors. Two of the members of the Board elected by the membership shall serve for a term of two (2) years, and one shall serve for a term of three (3) years. Each term of office shall begin on the first of January next following the election of such Director.

Section 3 - Regular Meetings - A regular meeting of the Board of Directors shall be held without other notice than this By-Law immediately after, and at the same place as, the annual meeting of the members. The Board of Directors may provide, by resolution, the time and place for the holding of additional regular meetings without other notice than such resolution.

Section 4 - Special Meetings - Special meetings of the Board of Directors may be called by or at the request of the President or of any five (5) members of the Board of Directors. The person or persons authorized to call special meetings of the Board of Directors may fix any place and time as the place for holding any such special meeting of the Board of Directors called by them.

Section 5 - Notice - Notice of any special meeting shall be given at least thirty (30) days previously thereto by written notice delivered personally or mailed to each Director at his business address, or by telegram. If mailed, such notice shall be deemed to be delivered when deposited in the United States Mail so addressed, with postage thereon paid. If notice be given by telegram, such notice shall be deemed to be delivered when the telegram is delivered to the Telegraph Company. The attendance of a Director at a meeting shall constitute a waiver of notice of such meeting, except where a Director attends a meeting and objects thereat to the transaction of

any business because the meeting is not lawfully called or convened. Whenever any notice whatever is required to be given to any Director of the corporation under the provisions of these By-Laws or under the provisions of the Articles of Incorporation or under the provisions of any statute, a waiver thereof in writing, signed at any time, whether before or after the time of meeting, by the Director entitled to such notice, shall be deemed equivalent to the giving of such notice.

Section 6 - Quorum - The President or the Vice-President and three (3) voting members of the Board of Directors shall constitute a quorum for the transaction of business at any meeting.

Section 7 - Vacancies - Any vacancy occurring on the Board of Directors may be filled until the next succeeding January 1 by the affirmative vote of the majority of the Directors then in office.

Section 8 - Budget - The Board of Directors shall request the preparation of a budget by the Budget Committee annually and shall accept or modify it.

Section 9 - Nomination and Election of Board Members - The Vice-President and the three (3) non-officer members of the Board of Directors shall be elected by ballot.

The Elections Committee shall prepare a slate of nominees as provided herein, which shall include a Vice-President and sufficient nominations to fill any vacancies on the Board of Directors. Where unexpected vacancies have occurred during the preceeding year, the Board of Directors may request the Elections Committee to add other Directors. Two or more candidates shall be nominated for each vacancy. Advance consent shall be secured by the Elections Committee from each nominee. A vita for each nominee shall be prepared.

A plurality of the votes cast shall constitute an election. In case of a tie, a ballot for the two highest nominees shall be taken at the annual meeting of the members.

### ARTICLE III - OFFICERS

Section 1 - Number - The principal officers of the corporation shall be a President, a Vice-President, a Past-President, a Secretary, and a Treasurer. The elected officers of the corporation shall be the President, the Vice-President, and the Past-President. The appointed officers of the corporation shall be the Secretary and the Treasurer who shall be appointed by the Board of Directors.

Section 2 - Election and Term of Office - The elected officers of the corporation shall serve for a term of two (2) years and such term shall start on the first day of January next following the election.

Any member of the corporation in good standing is eligible to be elected as an officer of the corporation.

At the expiration of his term of office the President shall become automatically the Past-President for a period of two (2) years. At the expiration of his term the Vice-President shall automatically become the President of the corporation for a period of two (2) years.

The Secretary and the Treasurer of the corporation shall be appointed by the Board of Directors for a three (3) year term, and may be reappointed at the discretion of the Board. The Secretary and the Treasurer may be replaced for incapacity or incompetency by a majority vote of the entire Board.

Section 3 - President - The President shall act as the executive officer of the corporation. He shall preside at all meetings of the members

and as Chairman of the Board of Directors. He shall countersign all contracts and other instruments of the corporation except checks. He shall exercise general leadership and supervision over the affairs of the corporation in implementing its purposes. He shall execute such additional duties as are defined by the Board of Directors from time to time. He shall assume the duties of the Treasurer in the event of the death or incapacity of the Treasurer until such time as the office is filled in accordance with these By-Laws.

Section 4 - Vice-President - The Vice-President shall serve as a member of the Board of Directors and as Chairman of the Program Committee, and shall fulfill such other duties as are assigned to him by the Board of Directors from time to time. He shall assume and perform the duties of the President in the event of the absence, incapacity, death or resignation of the President. In the event the office of the President becomes vacant, the Vice-President shall become President immediately and shall serve the unexpired portion of the President's term in addition to the normal two (2) year term which he would have served by virtue of his normal succession to the Presidency.

Section 5 - Secretary - The Secretary shall: (1) Execute the duties essential to the maintenance of records and correspondence of the corporation; (2) Act as Secretary of the Board of Directors; (3) Accept members into the corporation and maintain the roster of members.

Section 6 - Treasurer - The Treasurer shall: (1) Have custody of the funds of the corporation which shall be deposited in the name of the corporation at such bank as the Board of Directors may from time to time specify; (2) Collect dues and other monies due the corporation;



(3) Sign checks and drafts on behalf of the corporation for the disbursement of funds, in accordance with the budget approved annually by the Board of Directors; (4) Provide a bond for an amount fixed by the Board of Directors, the bond to be filed with the President and the cost of which to be paid by the corporation; (5) Cooperate fully with a Certified Public Accountant at the time of the annual audit; and (6) Have such additional duties as may be assigned by the President, or the Board of Directors.

Section 7 - Communication Between Meetings - The President and the other officers of the corporation are authorized to consult the Board of Directors by mail, telegram or telephone concerning important decisions which must be made between meetings.

#### ARTICLE IV - AMENDMENTS

These By-Laws may be altered, amended or repealed and new By-Laws may be adopted by the members at any regular or special meeting of the members as follows:

1. By proposal of five (5) members of the Board of Directors, or
2. Petition of forty (40) or more active members of the corporation.

Amendments shall be adopted by either of the two following methods to be determined at the discretion of the Board of Directors.

1. Amendments may be adopted by the affirmative vote of two-thirds (2/3) of the voting members present at a regular or special meeting of the corporation, provided that the proposed amendment has been mailed to each voting member at

least thirty (30) days in advance of the meeting of the corporation.

2. Amendments may be adopted by mail ballot mailed to all active members of the corporation. If a mail ballot is used, only the ballots returned to the Secretary within thirty (30) days after the date the ballots were mailed to the members shall be counted. An amendment shall be declared adopted if it is approved by two-thirds (2/3) of those members voting who have returned their ballots within the prescribed time, provided that ballots are returned by at least forty (40) per cent of the total voting membership of the corporation.

#### ARTICLE V - COMMITTEES

##### Section 1 - The Publications Committee - The Publications

Committee shall be responsible for all official publications of the corporation. It shall make overall plans for the Yearbook; it shall explore the needs for other bulletins or publications in reading, which may be sponsored by the corporation. The Board of Directors shall delegate to the Editor of the Yearbook and to the Associate Editor the responsibility for carrying out the plans developed, when they are approved by the Board of Directors. The responsibility for publications other than the Yearbook may be delegated to other Editors, with the approval of the Board of Directors. The Editor and the Associate Editor of the Yearbook shall be ex officio members of the Board

of Directors, appointed by the Board of Directors for a term of two (2) years.

Section 2 - The Program Committee - The Program Committee shall make plans for the annual meeting of the corporation and such other meetings as may be authorized by the Board of Directors. The Vice-President shall be Chairman of this Committee.

Section 3 - The Elections Committee - The Elections Committee shall function as defined in the provisions of these By-Laws relating to the preparation of a slate of nominees for Vice-President and Directors of the corporation.

Section 4 - The Budget Committee - The Budget Committee shall examine the income and expenditures of the corporation and shall be responsible for preparing the annual budget prior to the annual meeting of the corporation. Members of the Budget Committee shall be the President, Past-President, Vice-President, and Treasurer.

Section 5 - Standing Committees - The number of standing committees may be increased or decreased upon the recommendation of the Board of Directors. The number of members of each standing committee shall be determined by the Board of Directors, provided that the number of members of each committee shall not be less than three (3). The members of the standing committees shall be appointed by the President with the approval of the Board of Directors. Committees shall serve for the term of the President unless otherwise specified. In making appointments, consideration shall be given to the desirability of an experienced gradually changing personnel. The Chairman of each standing committee shall be appointed yearly by the President with the approval of the Board of Directors, except with respect to the Chairman of the Program Committee.

Section 6 - Temporary or Special Committees - Temporary or special committees may be authorized from time to time by the Board of Directors and shall serve for the period specified by the Board. The number of members of each temporary committee shall be determined by the Board of Directors, provided that the number serving shall not be less than three (3). The members of the temporary committees and the Chairman shall be appointed by the President with the approval of the Board of Directors.

#### ARTICLE VI - MEMBERSHIP

Section 1 - Eligibility - Membership in the corporation shall be open to all persons engaged in the teaching or supervision of reading at high school, college, and adult levels and to all others interested in the purposes of the corporation.

Section 2 - Active Members - Active membership in the corporation shall become effective upon filing an application with the Treasurer and payment of initial dues.

Section 3 - Dues - Dues are payable on or before the second day of the annual meeting for each fiscal year. Notices of dues shall be mailed by the Treasurer on or before November 1 of each year, and the members may pay their dues anytime after receipt of the notice, but in any case not later than the second day of the annual meeting. Dues for membership shall be set by the Board of Directors. Any member who is not in default with respect to his dues may vote as a member of the corporation.

Section 4 - Standing of Members - Any member whose dues remain unpaid after February 1 of any year shall be removed from the roll of active membership, with consequent loss of all privileges. Such member

may be re-instated upon full payment of dues for the year in which application for re-instatement shall be made. Membership may also be suspended or revoked by action of the Board of Directors and upon approval of at least five (5) members thereof. Such action shall be taken only for cause and subject to the right of the member concerned to be heard.

Section 5 - Good Name - The name of the corporation shall not be used by individual members for the purposes of advertising or personal benefit. Violations shall be reported to the Vice-President with authorization to study them and recommend action to the Board. Action to expel a member on these grounds must be approved by a seventy-five (75) per cent vote of the Board of Directors.

#### ARTICLE VII - NATURE AND PURPOSES

This corporation shall be a non-profit professional organization for individuals who are genuinely concerned with the improvement of reading programs and teaching procedures, both developmental and remedial for adults and college students, and with providing adequate guidance in all situations in which reading serves as a vital aid to learning.

The purpose of the corporation shall be: (1) To encourage the study of reading problems at all educational levels, with particular emphasis on college and adult reading; (2) To stimulate and promote research in developmental, corrective and remedial reading; (3) To study the various factors that influence progress in reading; (4) To publish the results of pertinent and significant investigations and practices; (5) To assist in the development of more adequate teacher-training programs; (6) To act as a clearing house for information relating to reading; (7) To disseminate

knowledge helpful in the solution of problems related to reading; and (8) To sponsor conferences and meetings planned to implement the purposes of the corporation.

January 7, 1969

Mrs. Hazel H. Carroll  
4717 Cherokee Trail  
Dallas, Texas 75209

Dear Hazel:

Enclosed are acceptances from Al Lowe and Frank Greene, along with biographical information. Both indicate a willingness to run for the board. As I recall you work out the official ballots with Van and send them to the membership. I believe Paul Berg as past president counts the returns.

Best wishes for a successful 1969.

Cordially,



Albert J. Kingston,  
Chairman  
Nominating Committee

c/ Al Raygor  
Paul Berg

enclosures

NRC

National Reading Conference  
Nominations for Board Member, 1969  
Page 2

Frank P. Greene (Continued)

Writings: Review of Research: Visual Discrimination, North Central Reading Association, 3rd Yearbook, 1965, 1-19.

Modification of the Cloze Procedure and Changes in Reading Test Performance, J. of Educ. Meas., 1965, v2, n1, 213-217.

Classroom Organization for Individual Learning, in press, New York State Department of Education.

Reading: Practice and Perspective (Ed. with Fredericks and Palmatier) Syracuse University Press, 1967. Proceedings of 7th and 8th Annual Reading Conferences.

The Present Tense in Reading Instruction, in Reading: Practice and Perspective, Syracuse University Press, 1967, 85-92.

Reading: The Third Level, (Ed. with Palmatier) Syracuse University Press, 1968. Proceedings of 9th Annual Reading Conference.

Alvin J. Lowe

Present Position: Assistant Professor of Reading Education - The University of South Florida.

Past Positions: School of Education and Psychology, Mississippi Southern College; The University of Virginia; Director of Reading Center and Assistant Professor of Education, Loyola University.

Degrees: Mississippi Southern College, B.A. (Psychology-Sociology); Mississippi Southern College, M.A. (Reading); The University of Virginia, Ed.D. (Reading).

Professional Affiliations: National Reading Conference (Conference Manager and Registrar); American Psychological Association; American Educational Research Association; Southwest Psychological Asso.; International Reading Association; College Reading Association; Florida Reading Association; National Society for the Study of Education; National Society of College Teachers of Education; National Council of Teachers of English; American Academy of Political and Social Science; National Council on Measurement in Education; Phi Delta Kappa; Kappa Delta Pi.



Alvin J. Lowe (Continued)

Publications and Research: An Analysis of Eight Spelling Scales Derived  
from the New Iowa Spelling Scale

1960, 1961 Reviews of Research in College Adult Reading

A Survey of College Reading Improvement Programs of Louisiana,  
Mississippi, Florida and Virginia

Reading in a Newly Integrated Middle School

Surveys of College Reading Improvement Programs

An Evaluation of a College Reading Improvement Program

Sex Differences of College Readers

Institutional Research

NOTICES:

Dr. Wendell Weaver is issuing a call for papers for the 1969 Convention.  
If you are interested in presenting a paper at this time, please send  
to him the name and description of the topic. Mail this to:

Dr. Wendell Weaver  
Department of Educational Psychology  
University of Georgia  
Athens, Georgia 30601

The 1969 NRC Convention will be held in the Sheraton-Biltmore Hotel,  
817 West Peachtree Street, N.W., Atlanta, Georgia, on December 4-5-6.

# National Reading Conference

AN INCORPORATED EDUCATIONAL NON-PROFIT ASSOCIATION

MARQUETTE UNIVERSITY

MILWAUKEE, WISCONSIN 53233

## BOARD OF DIRECTORS

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SOUTHERN METHODIST UNIVERSITY

EARL F. RANKIN, JR.

UNIVERSITY OF KENTUCKY

REPLY TO:

HAZEL HORN CARROLL  
SOUTHERN METHODIST UNIVERSITY  
BOX 162  
DALLAS, TEXAS 75222

March 26, 1969

Dear Al,

The ballot will be put in the mail in a few days. The information is being reproduced now, and the envelopes are being addressed.

Jim returns the greeting, but says that he had just as soon become famous for another reason.

By the way, he is going to join me in Kansas City.

Will see you there,  
Hazel.

P.S. Please send an agenda for the board meeting in K.C. and see what the Board the announcements - K.C.



UNIVERSITY OF SOUTH CAROLINA

COLUMBIA, S. C. 29208

April 16, 1969

School of Education

Dr. Alton Raygor  
School of Education  
University of Minnesota  
Minneapolis, Minnesota 55400

Dear Al:

An Election's committee consisting of Paul C. Berg and John E. George counted the ballots in the current election for board member, National Reading Conference.

Ballots were cast for board member as follows: (Balloting ceased April 15, 1969, 5:00 P. M.)

|      |                    |          |
|------|--------------------|----------|
|      | TOTAL VOTES CAST   | 205      |
| For: | Frank P. Greene    | 97       |
|      | Alvin J. Lowe      | 106      |
|      | Unmarked Ballot    | 1        |
|      | Non-legible Ballot | <u>1</u> |
|      | Total              | 205      |

The election's committee declares Alvin J. Lowe the winner of this election by a plurality of nine (9) votes.

Sincerely yours,

Paul C. Berg, Director  
Reading Clinic (Member, N.R.C.)

John E. George, Instructor  
Reading Clinic (Member, N.R.C.)

P. S. We have not notified the nominees. We thought you should do this.

PCB:JEG:rc

May 7, 1969

Dr. Alvin J. Lowe  
Reading Education  
University of South Florida  
Tampa, Florida 33620

Dear Al:

I have had a report from the election committee and formally they tell me that you are to be our new Board member. I suppose I should say I look forward to working with you as a board member, but it would sound pretty silly since we already have been working together all these years. I want you to know that you have broken my record. Up until now I always seemed to have voted for the losing candidate. I hope that's not a bad omen.

I will hope to see you in Kansas City at the board meeting. You probably will get there before you get this. Maybe we can start a new NRC trend that the new board members buy drinks for the President. (Or should it be the other way around? Maybe we could try both.)

Congratulations!

Cordially,

Alton L. Raygor, President  
National Reading Conference

ALR:dfg

May 7, 1969

Dr. Frank P. Greene  
Reading Clinic  
508 University Place  
Syracuse University  
Syracuse, New York 13210

Dear Frank:

I have been informed by the election committee that we had a very close election (the closest one ever) in which Al Lowe was elected to the NRC Board, hopefully, leaving you as a candidate for a future election. As you probably know, Al has been active in NRC for many years and has been our convention manager for about five years. The fact that you came so close to winning the election speaks well of the impact you have made in NRC.

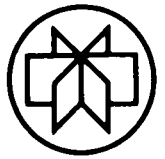
I will hope to see you in Kansas City at IRA. I hope that you and Wendell Weaver are collaborating on some new symposiums for the next NRC meeting.

Sorry about the election. Better luck next time.

Cordially,

Alton L. Raygor, President  
National Reading Conference

ALR:dfg



DEPARTMENT OF LANGUAGE ARTS AND ELEMENTARY EDUCATION  
Programs in Elementary Education, Reading, Remedial Education and Early Childhood

FACULTY OF EDUCATIONAL STUDIES

February 3, 1969

Dr. Alton L. Raygor  
Eddy Hall  
University of Minnesota  
Minneapolis, Minnesota

Dear Al,

When you get to wondering why the NRC book is so long in appearing, one of the reasons will probably still be the chapter on measurement. I am sending you a copy of a rather juvenile note I received from Dale Bennett's co-author.

I send a copy of the revised chapter to Bennett a long time ago, and I naturally assumed that he would share it with his co-author who is at the same institution.

If I don't get a positive response from these two clowns within about two weeks, I am going to have to delete their stuff from the chapter and rewrite it myself.

Sincerely,

*Bill*

Bill Eller

UNIVERSITY OF ILLINOIS COLLEGE OF EDUCATION

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DEPARTMENT OF ELEMENTARY EDUCATION

306 EDUCATION BUILDING  
URBANA, ILLINOIS 61801  
AREA CODE 217 333-2560

January 27, 1969

Mr. William Eller  
School of Education  
State University of New York  
at Buffalo  
Buffalo, New York 14214

Dear Bill:

Dale Bennett has told me you have sent him the revised manuscript of our chapter "Formal Measurement of Reading" for the NRC book project. Even though you added a third author without permission I went along with your judgment and did not say a word. Roger Farr is a nice guy and I'm all for nice guys getting ahead--besides he is now at my Alma Mater.

Further, Bennett said you have changed the order of the author's names to read Bennett, Farr and Powell. Regarding this change without permission I do object. Also you have not even extended me the courtesy of sending me a copy of the revised manuscript.

Now, Bill, I entered reluctantly into this somewhat messy affair on the strength of my friendship with Bennett and my regard for you. You will remember that you called me on the telephone about the chapter. You have the reputation of being a "straight shooter" therefore I believe I am entitled to an explanation of the change in author listing as well as a courtesy copy of the revised manuscript for my reading and approval.

I feel that until the above requests are met I cannot in good conscience give my permission for the publication of the chapter. Publications are important to all professionally aspiring individuals. However, the process of publication is equally important to some others. I count myself among the latter group. I would hope that we can resolve this sticky situation in a professional manner without straining a positive relationship.

Sincerely yours,



William R. Powell  
Associate Professor and Director  
Center for Reading Research  
and Instruction

WRP:s

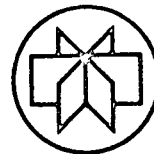
1-20-69

Dear Al,

Here is the copy of Ellis's most recent letter. I'm also enclosing copies of most of the correspondence which I could find without too much searching.

Dale





January 10, 1969

Dr. Dale E. Bennett  
Center for Reading Research  
University of Illinois  
Champaign, Illinois

Dear Dale:

I am enclosing (1) a copy of the chapter submitted by you and Bill Powell a year or so ago and (2) the revised chapter as edited by Roger Farr of the University of Indiana. Farr's chapter is accompanied by the outline according to which it is developed.

As you compare these two chapters you will observe that Farr has changed quite a number of things in the original chapter. I will call you within a week or so to ask what you want done about the inclusion of your name and material in this chapter.

Your main claim to injustice seems to be that I should have given you a chance to modify this chapter yourselves before I gave it to the section editor to improve. Probably the simplest answer to that charge is simply the statement that each of the section editors made appreciable changes in certain of the chapters within his or her section. For example, Mavis Martin shortened Henry P. Smith's chapter on the Psychology of Reading. I might add that Henry did not object to these editorial changes even though his original chapter met our needs better than your original did.

The second answer to your claim is that when I received your chapter, I had in hand a manuscript which had been delayed for several months and which seemed to include very little of the sort of information I would expect from a person who had been teaching college or adult reading classes. Under those circumstances it seemed advisable to leave the modification of the chapter to our section editor who is both experienced and a fast writer. Part of the reason you are annoyed with me is that quite a few more months have gone by and you have forgotten the number of times you said you would get to work immediately on the chapter even though you were unable to do so. You would have been less aggressive about your claims and charges if I had suggested another author or editor immediately after I received your manuscript.

Page Two  
Dr. Dale E. Bennett  
January 10, 1969

Obviously, the easy thing for you to do would be to give me clearance to use your chapter as Farr has altered it. Then you will have a good publication to your credit, and the whole dilemma will be resolved.

Very truly yours,

A handwritten signature in cursive script, appearing to read "Bill Eller".

William Eller, Chairman  
Department of Language Arts  
and Elementary Education

WE:mal  
Encls.

May 11, 1966

Dr. Don A. Brown, Director  
Reading Clinic  
School of Education  
State University of New York  
Buffalo, New York

Dear Dr. Brown:

Enclosed are the two copies of the released form which you requested. As I indicated to Bill Eller in Dallas, I have experienced a series of regrettable delays which have prohibited me from completing the manuscript. I shall, however, have the completed manuscript ready to submit to Bill within the very near future.

With best wishes, I remain,

Sincerely yours,

Dale E. Bennett  
Research Associate

DEBrrb  
Enc.

School of Education  
STATE UNIVERSITY OF NEW YORK AT BUFFALO

Formerly The University of Buffalo, Founded 1846

Foster Hall

Library Circle

Buffalo, New York 14214

Telephone 831 - 2413

Area Code 716

May 20, 1966

Dale E. Bennett, Research Associate  
College of Education  
Department of Elementary Education  
University of Minnesota  
Minneapolis, Minnesota, 55455

Dear Dale:

Thank you for your two copies of the release form. Everyone is entitled to one slight "cognitive slippage" at one time or another. At this point I'm somewhat over my quota.

I'm looking forward to seeing your completed manuscripts. I'm sure, from having talked to Al Raygor, that they will be well done.

Sincerely yours,



Don A. Brown  
Director, Reading Center

DAB:js

September 1, 1966

Dr. William Ellor  
State University of New York at Buffalo  
School of Education  
Buffalo, New York 14214

Dear Dr. Ellor:

Just a note to save you the expense of another long distance telephone call. I talked to Bill Powell by phone on Wednesday evening, and he said that the completed manuscript of the chapters which we are writing would be on your desk in final form no later than September 16, 1966.

Al Raygor has read and reacted to the manuscript and felt that it was ready to go with only a few very minor changes which Bill will be making.

Sincerely yours,

Dale E. Bennett  
Research Associate

DEB:mb

October 21, 1966

Dr. William Eller  
State University of New York at Buffalo  
Buffalo, New York 14214

Dear Dr. Eller:

As of this date neither Bill Powell nor I have heard from you indicating whether you had received our manuscript.

Would you please drop me a note to let me know if you have received it? Thank you.

Sincerely yours,

Dale E. Bennett  
Assistant Professor

DEB:mb

School of Education  
STATE UNIVERSITY OF NEW YORK AT BUFFALO

Formerly The University of Buffalo, Founded 1846

November 11, 1966

Foster Hall

Library Circle

Buffalo, New York 14214

Telephone 831 - 2413

Area Code 716

Dr. Dale E. Bennett  
Department of Elementary Education  
University of Illinois  
Urbana, Illinois

Dear Dale,


A couple of weeks ago, you dashed off a note to ask if we had received the manuscript prepared by Bill Powell and yourself. I regret that you had to pursue me on this point, but I guess the important item is that we did get the ms. quite a few weeks ago.

Your contribution was sent long ago to Paul Berg at the University of South Carolina, since Paul is assembling the section of our book which deals with measurement of reading skills.

Did you receive from my office a request for about a page of biographical and professional information about yourself? We have received such data from Bill Powell, but I don't think we ever got a set that pertains to you.

Thanks for sending the ms.; my apologies for not acknowledging its arrival.

Sincerely,

  
William Eller

November 23, 1966

Dr. William Eller  
School of Education  
State University of New York at Buffalo  
Buffalo, New York 14214

Dear Bill:

Thank you for your letter of November 11 acknowledging receipt of the manuscript. I was simply a little hyperanxious about the possibility of it getting lost in the mail. I think I have already caused you enough frustration over this matter.

Enclosed you will find the page of biographical and professional information which you requested. I sincerely hope that the information is sufficient for your purposes.

With best wishes, I remain,

Sincerely yours,

Dale E. Bennett  
Assistant Professor

DEB:mb

Enclosure



*Rec'd 1-15-69*

January 13, 1969

Dr. William Eller  
School of Education  
State University of New York  
at Buffalo  
Buffalo, New York 14214

Dear Bill:

Just a note to let you know that I have been anticipating the arrival of that copy of my manuscript which you said you would send to me. Perhaps if you are anything like me, the matter may have slipped your mind completely during the hectic holiday period. If so, I would appreciate your forwarding me a copy at your earliest convenience.

I sincerely hope that the New Year is filled with nothing but good things for you and yours.

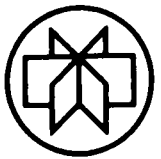
With warmest regards, I remain,

Sincerely yours,

Dale E. Bennett  
Assistant Professor

DEB:ka

15.4



DEPARTMENT OF LANGUAGE ARTS AND ELEMENTARY EDUCATION  
Programs in Elementary Education, Reading, Remedial Education and Early Childhood

FACULTY OF EDUCATIONAL STUDIES

June 13, 1969

Dr. Alton Raygor  
Eddy Hall  
University of Minnesota  
Minneapolis, Minnesota

Dear Al:

Looking through the papers that are necessary for publication of the  
NRC book on College-Adult Reading I find that I have a release from you  
for one of your articles but the second one needs a witness other than  
yourself in order to be legal. I have enclosed new forms. If you can  
sign these, have them witnessed and return to me we will be on the road.

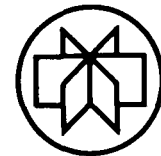
*Sent  
6-20-69*

Sorry to trouble you again about this monster but I feel that we are  
finally at the end of a long, long trail.

Sincerely,

Don A. Brown

DAB:lm



November 27, 1969

Dr. Alton L. Raygor  
Eddy Hall  
University of Minnesota  
Minneapolis, Minnesota

Dear Al:

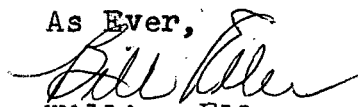
I tried to phone you a couple days ago to report on the status of the NRC book, as you asked me to do. At the time of my call your secretary said that you were teaching a class. Since it was at that moment later in our day than it was in yours, I asked for your home phone number so that I could call you after I returned home that evening, but the secretary did not see fit to give me your home phone number. Hence this letter.

Anyway, the important point that I had to relate is that "our" editor at Rand McNally expects the book to be available next summer, if they are allowed to go ahead and publish it. Of course, I favor leaving the manuscript with Rand McNally, because of the reasons you mentioned on the phone ten days ago, plus the fact that their editorial system is presumably better than any that we have available inside the NRC pool of talent.

Rand McNally tends to function pretty largely in terms of the periods for which they have certain manuscripts budgeted for production. Of course, ours was never a high priority item. However, if they book is available next summer, it could be used by people during the fall semester of 1970, and we are not likely to improve on that availability on our own.

Since Don Brown was the co-editor of the book, and since he will be on hand in Atlanta, he will substitute for me in reporting to the Board, even though he is no longer on our staff.

As Ever,



William Eller

# NATIONAL READING CONFERENCE, INC.

MARQUETTE UNIVERSITY

MILWAUKEE, WISCONSIN 53233

AN EDUCATIONAL NON-PROFIT ASSOCIATION

## BOARD OF DIRECTORS

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MARQUETTE UNIVERSITY  
HAZEL HORN CARROLL, SECRETARY  
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ALBERT J. KINGSTON, PAST PRESIDENT  
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EMERY P. BLIESMER  
PENNSYLVANIA STATE UNIVERSITY  
ESTHER J. MCCONIHE  
WESTERN RESERVE UNIVERSITY  
LEONARD SPEARMAN  
SOUTHERN UNIVERSITY

## REPLY TO:

HAZEL HORN CARROLL  
SOUTHERN METHODIST UNIVERSITY  
BOX 162  
DALLAS, TEXAS 75222

January 1, 1969

Dear NRC Officers:

Lester Van Gilder asked me to prepare the list of officers and directors for the new stationery. Please let him and me know immediately if there are any additions or corrections to the following list:

Alton L. Raygor, President  
University of Minnesota  
Wendell Weaver, Vice-President  
University of Georgia  
Lester L. Van Gilder, Treasurer  
Marquette University  
Hazel Horn Carroll, Secretary  
Southern Methodist University

Paul Berg, Past President  
University of South Carolina  
Emery P. Bliesmer  
Pennsylvania State University  
Dorothy Kendall Bracken  
Southern Methodist University  
Earl F. Rankin Jr.  
University of Kentucky

Happy New Year!

*Hazel*

April 14, 1969

Dear Al,

There is no "proper procedure" about the board meeting notices - It just happened that Berg and Kingston sent me an agenda for the meeting and asked me to get out the notices to the board members listing the agenda.

Actually, it makes sense for the president to send the notices, although I do not mind doing so -

I'm glad the notices are out -

See you soon,

J Hazel

April 20  
Wrote this last week but went out of town to do a speed and forgot to mail it -  
- Sorry -

JD

April 29, 1969

Dr. Merrill May  
314 Heavilon Hall  
Purdue University  
Lafayette, Indiana 47907

Dear Merrill:

There will be a National Reading Conference Board Meeting immediately following the college luncheon at the IRA meetings in Kansas City on Thursday, May 1.

Please forward any agenda items to me at the address below.

Cordially,

Alton L. Raygor, President  
National Reading Conference

ALR:dfg

April 10, 1969

Mrs. Hazel Horn Carroll  
Southern Methodist University  
Box 162  
Dallas, Texas 75222

Dear Hazel:

There will be a National Reading Conference Board Meeting immediately following the college luncheon at the IRA meetings in Kansas City on Thursday, May 1.

Please forward any agenda items to me at the address below.

Cordially,

Alton L. Raygor, President  
National Reading Conference

ALR:dfg

National Reading Conference

Board of Directors Meeting  
Kansas City, May 1, 1969

AGENDA

Old Business

502 members

Acceptance or correction of minutes.

Treasurer's report.

Report from Dr. William Eller on NRC book.

Report from Dr. Larry Hafner on Journal of Reading Behavior.  $\psi$  Abs. - etc. Letter to Ga? 850 Subscriptions

Report on Yearbook - Dr. George Schick and Dr. Merrill May

Report from Election Committee

Report on Los Angeles Convention - Dr. Al Lowe and Mr. Les VanGilder

Report on next convention site - Dr. Al Lowe

Report on Program - n.w.

New Business

Selection of 1970 convention site. -

Historical study of NRC by Mr. Lester L. Van Gilder

Call Eller again - report to board - Contract?

~~Write to Kling.~~

Report on Hist.

Send Mail list?

NaH. Assoc.



BOARD OF DIRECTORS MEETING  
NATIONAL READING CONFERENCE

May 1, 1969

The Board of Directors of the National Reading Conference met in the VIP Room next to the Ballroom of the Continental Hotel, Kansas City, Missouri, at 2:00 P.M., Thursday, May 1, 1969.

The meeting was called to order by the President, Alton Raygor. The minutes of the December 4 and December 7 meetings were read. Dorothy Bracken moved that the minutes be approved as read. Paul Berg seconded the motion and it passed.

Lester Van Gilder, Treasurer, read the report which is attached. Emery Bliesmer moved that the report be accepted. Wendell Weaver seconded the motion and it passed.

Emery Bliesmer moved that the Convention Manager and Treasurer be the only people authorized to incur debts for convention incidental expenses like audio-visual equipment, etc. and that program participants be informed of this when they are invited by the program chairman. Dorothy Bracken seconded the motion and it passed.

Lawrence Hafner reported that there are 800 subscriptions to the Journal of Reading Behavior. The expenses for the publication run about \$1,700 an issue, making the yearly expense approximately \$7,000 for the four issues.

Alton Raygor reported that the Publications Committee decided that the letter to the University of Georgia concerning the Journal of Reading Behavior be delayed.

George Schick reported that the yearbook is nearly ready for the printer.

A discussion concerning dedication of yearbooks was held. Paul Berg moved that dedications and statements in NRC publications be made by the Board of Directors. Lester Van Gilder seconded the motion and it passed.

Paul Berg reported that Alvin Lowe was elected to the Board of Directors in the recent election.

Alvin Lowe reported that arrangements for the Atlanta Convention on December 4, 5, and 6, 1969, are in good order. The meeting will be held in the Sheraton-Biltmore Hotel, 1817 West Peachtree Street, N.W., Atlanta, Georgia.

Wendell Weaver reported that he had received titles and short summaries after his call for papers for the Atlanta Convention.

National Reading Conference  
Board of Directors Meeting  
May 1, 1969  
Page 2

A discussion regarding length of program and publishing of articles was held. It was decided that the Program Chairman be allowed to use his discretion about the length of the program and the length of the yearbook. This procedure was authorized by the Board of Directors several years ago.

Alton Raygor, Chairman of the Convention Site Committee, moved that the 1970 conference be held in Florida and that the Convention Manager select the exact place. His motion stated, also, that the host institution be the University of South Florida. Dorothy Bracken seconded the motion and it carried.

Lester Van Gilder moved that the meeting be adjourned. Emery Bliesmer seconded the motion and it passed.

Respectfully submitted.

*Hazel Horn Carroll*

Hazel Horn Carroll  
Secretary

Attachment - Treasurer's Report

Apr. 29 - May 3?

K State Telus Coll

Rty. Center Emporia 66801

Dr. Laura Holmgren

1 RA number

316-343-1200  
EXT. 344

---

Continental Hotel

Chicken, Tom. Sal.

Starbuck Sundaes

---

30 Tables - 8 ea. (240)

Thur. May 1

12:15 - 1:45

Merrill May

J Roy Newton

Ralph Staiger

Paul Berg

Frank Christ

Walter Price

Helen Huns

12

Leo Fay

George Spache

Evelyn "

A R

B R

---

Dr. Laurin Holmgren

K. State T. C. - Emporia

NATIONAL READING CONFERENCE, INC. TREASURER'S REPORT  
 Kansas City, Missouri  
 May 1, 1969

December 1, 1968 Cash Balance

01,934.27

**Income:**

Accounts Receivable:

Yearbooks (Outstanding Orders, Not Paid)

271.79

Other Income:

Membership dues (Including '68 Conference)

1,596.55

Yearbook Receipts

1,577.94

'68 Conference Receipts (other than membership)

1,980.70

Exhibits (1 @ \$25 for '68 Conference)

480.00

Reprint Fees

125.00

Miscellaneous (Postage from Dr. Otto, etc.)

24.50

**Totals:**

5,784.69

5,784.69

Journal of Reading Behavior Receipts:

4,389.45

4,389.45

Cash balance on hand April 24, 1969 (Including Journal Receipts and Expenditures): 9,054.05

**Expenses:**

Allowances for Officers (Pres., etc.)

375.00

Allowance for Treasurer's Office

24.00

Clerical

40.50

Postage and Handling

273.29

Travel (Officers to '68 Conference)

75.00

Miscellaneous (Long Distance, Bank Charges, etc.)

53.96

Printing and Mimeo (New Stationery, etc.)

165.95

Supplies

62.08

Convention Expense (Banquet, Screen, Dupli. payments)

1,159.12

Legal Fees ('68 Tax Returns)

50.00

**Totals:**

2,278.90

2,278.90

Journal Refunds (Advance to Dr. Hafner, etc.)

825.47

825.47

**Total Income:**

12,450.00

**Less Expense:**

3,104.37

**Net Income:**

9,345.63

Notes: Standing Orders for 18th Yearbook: 238  
 Yearbooks on hand (7th through 17th): 6,767  
 Paid up Memberships: 502

Signed:

L.L. Van Gilder, Treasurer

Alton L. Rayger, President

# National Reading Conference

AN INCORPORATED EDUCATIONAL NON-PROFIT ASSOCIATION

MARQUETTE UNIVERSITY

MILWAUKEE, WISCONSIN 53233

## BOARD OF DIRECTORS

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SOUTHERN METHODIST UNIVERSITY

EARL F. RANKIN, JR.

UNIVERSITY OF KENTUCKY

REPLY TO:

HAZEL HORN CARROLL  
SOUTHERN METHODIST UNIVERSITY  
BOX 162  
DALLAS, TEXAS 75222

## NOTICE

National Reading Conference  
Board of Directors Meeting  
Atlanta, Georgia  
Wednesday, December 3 at 2:00 p.m.  
Alton Raygor's Room  
Sheraton-Biltmore Hotel

## AGENDA

Minutes

Treasurer's report

Eller - book report

Hafner - Journal

Van Gilder - report on History project

Raygor - report on IRA relationships

Carroll - Awards Committee

Weaver - Program Committee

Lowe - Convention report

Plans for Anaheim meeting

NATIONAL READING CONFERENCE  
BOARD OF DIRECTORS' MEETING - DECEMBER 3, 1969

The Board of Directors of the National Reading Conference met in room 859 of the Sheraton Biltmore Hotel in Atlanta, Georgia, December 3, 1969 at 2:00 P.M.

The meeting was called to order by the President, Alton Raygor who called for the reading of the minutes of the May 1, 1969 meeting. George Schick moved that the minutes be accepted as read. Wendell Weaver seconded the motion and it passed.

The Treasurer, Lester Van Gilder, read his report and distributed copies of it. Emery Bliesmer moved the acceptance of the report. Alvin Lowe seconded the motion and it passed.

Don Brown reported on the NRC textbook for William Eller. He announced that Ed Bowers of Rand McNally had been assigned as editor in charge of the manuscript and that it was expected that the book would be ready for sale by summer 1970. Wendell Weaver moved that Alton Raygor try to contact Ed Bowers during the conference time to get the latest status report of the book. Lester Van Gilder seconded the motion and it passed.

Alton Raygor reported that he would ask William Eller to send copies of the correspondence concerning the book to the Secretary for the official files of the organization.

Lester Van Gilder presented the budget for 1970-71. George Schick moved the acceptance of the budget with the addition of a travel expense item for Nellie Waterman. Paul Berg seconded the motion and it passed.

Lester Van Gilder reported that the progress of the NRC history project is satisfactory. A number of documents have been received and placed in chronological order.

Alvin Lowe, convention manager, announced that there were over 200 paid pre-registrations and over 40 publishers' exhibit tables sold.

Hazel Carroll reported that George Spache had been selected to be the recipient of the 1969 Oscar S. Causey Award. The plaque had been purchased and engraved and was ready for presentation.

Alton Raygor discussed the National Assessment Program and told of assessments to be released soon.

Paul Berg moved that NRC make available each year a membership list as of January 1 of that year and that the details of preparation and distribution be worked out by the President, Treasurer, and Secretary. Wendell Weaver seconded the motion and it passed.

The nominating committee was appointed as follows: Paul Berg, Chairman, Alton Raygor, Wendell Weaver.

Wendell Weaver moved that the meeting adjourn. George Schick seconded the motion and it passed. The meeting adjourned at 5:00 P.M.

Respectfully submitted,

*Hazel Horn Carroll*

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NATIONAL READING CONFERENCE  
Minutes of Annual Meeting - December 4, 1969

The annual meeting of the National Reading Conference was held at 4:00 p.m. December 4, 1969 at the Sheraton-Biltmore Hotel, Atlanta, Georgia.

President Alton Raygor called the meeting to order and asked the Secretary to read the minutes of the 1968 annual meeting. After the reading of these, George Spache moved that the minutes be accepted as read. Gary Spencer seconded the motion and it passed.

The Treasurer, Lester Van Gilder, reported a cost balance of \$3,728.00 as of November 30, 1969. He announced that there were 348 convention registrations as of 4:00 p.m. December 4, 1969, and that 93 banquet tickets had been sold.

The Treasurer announced, too, that the 10th through 18th yearbooks are still available for sale. And he suggested that the group might want to reprint all or parts of yearbooks 1 through 9.

Brother Leonard Courtney moved that the report of the Treasurer be accepted. Don Brown seconded the motion and it passed.

Lawrence Hafner reported on the Journal of Reading Behavior and said that there are 1050 subscriptions and 234 of these are from universities and colleges. He urged members to promote subscriptions in their schools.

Hafner discussed the importance of members submitting manuscripts and urged them to do so. He expressed gratitude to the University of Georgia for their support of the Journal and to George Spache for his lively reviews.

Brother Leonard Courtney moved that the group express gratitude and commendation to Hafner. H. Alan Robinson seconded the motion and it passed.

Alton Raygor reported on the Yearbook for George Schick and asked the participants to give two copies of their speeches to Schick. Raygor asked members to give research reports to Emery Bliesmer for his annual review.

Don Brown reported that the NRC Textbook for college reading will be available in summer 1970.

Raygor discussed the procedures for a group to present a proposal for a NRC conference site. He announced that guidelines for submitting such a proposal could be obtained from Alvin Lowe. He asked members to express their opinions on several suggested locations. Members expressed approval of Dallas, Houston, New Orleans, Jacksonville, and Ft. Worth.

Raygor then discussed some of the difficulties being encountered in the Sheraton-Biltmore, and expressed regret for the inconvenience these problems have caused.

The meeting adjourned at 5:15 p.m.

Respectfully submitted,  
*Hazel Horn Carroll*

NATIONAL READING CONFERENCE  
Board of Directors' Meeting - December 5, 1969

The Board of Directors of the National Reading Conference met at 7:30 p.m. in Room B of Sheraton-Biltmore Hotel, Atlanta, Georgia.

Alvin Lowe moved that the banquet be cancelled because room arrangements were not adequate or proper, and because food was not going to be served under proper sanitary conditions. The floor was swept while some food was in the room waiting to be served. Earl Rankin seconded the motion and it passed.

President Raygor reported that he had been unable to contact the Rand-McNally NRC textbook editor to learn the latest status of the book.

It was announced that members with banquet tickets could obtain refunds and go elsewhere for dinner.

It was announced, too, that the Vital Issues meeting place was changed to suite 935.

Wendell Weaver moved that the meeting be adjourned. Paul Berg seconded the motion and it passed.

Respectfully submitted,

*Hazel Horn Carroll*



2 none  
 2 elem } next issue  
 1 Coll  
 1 Adult

DH  
 wrong

November 14, 1969

Dear NRC Publications Committee Members:

There will be a Publications Committee meeting in my room at the Sheraton-Biltmore Hotel at 8:00 p.m. on Wednesday, December 3. Agenda:

Textbook  
 Journal 1050 Subscriptions  
 Yearbooks

Hope you can make it.

Cordially,

Alton L. Raygor

Authors  
 8 GA  
 14 non GA  
 2 Adult  
 5 Coll  
 1 H.S.  
 10 Elem  
 4 none

50% NRC members  
 ALR:dfg

49 articles submitted  
 40% Elem  
 8% H.S.  
 25% Coll  
 6% Adult

18 none } Published  
 44 Elem }  
 6 H.S. }  
 23 Coll }  
 9 Adult }

New Pub. Committee  
 Journal Ed. Ex Officio  
 Yearbook Ed's Ex Officio  
 Prog. Chair?  
 Treasurer

# Notes on Meeting of Publications Committee (1)

1. Resolution: Editor of JOURNAL OF READING BEHAVIOR to supply lists of libraries that do and do not subscribe to JRB - so that NRC members may write to their friends to subscribe and friends to request their institutional libraries to subscribe.  
Passed

2. Resolution: Editor of JRB to report quarterly on matters of JOURNAL activities. To work with A. Kingston and L. VanGilde in noting such circumstances as (a) categories of articles published (b) subscriptions and devices used to increase subscriptions

(c) mss and efforts used (2  
to get more & better

(d) commentary or staffing  
of JRB.

passed

3. Resolution: Elton & Van Gelder  
make inquiry into present and  
future duties of the "Consulting Editor."

Passed

Discussion - relationships of JRB with  
University of Georgia and of JRB  
with NRB.

No action taken

5) Resolution: President of N.R.C.  
appoint "Back-up Committee"  
to assist editors of yearbooks  
in producing 1<sup>st</sup> class publication.

Accepted by  
acclamation

6) Suggestion to Bd of Directors:  
Allocation of net funds  
may be used to reprint 9<sup>th</sup>  
Yearbooks, subsequently to  
reprint previous yearbooks  
sequentially.

Agreed upon

Al Kingston ~

Notes of Publications  
Concerning

---

Hurry Through

Mtg ALR 12/4/69

Plan

CTB

AIR

- 1) Get normative data on four current tests
- 2) Correct answer sheets for Rdg
- Priority \* 3) Coordinate design of profile sheet and writing of instructions for it for ex-aminers manual and instructor's manual.

Plan

Instructor's Guide

Me

- 1) Send info on systems, EDL reports etc
- 2) Write Chaps. 4 and 5. Send to ALR
- 3) Illus lists costs, design

AIR

- 1) Compile data, studies
- 2) Write Chaps. Send to JW

THE UNIVERSITY OF GEORGIA  
COLLEGE OF EDUCATION  
ATHENS, GEORGIA 30601

January 3, 1969

Dr. George Schick  
Dr. Homer Carter  
Mrs. Hazel H. Carroll  
Mr. Lester Van Gilder

Dear Colleagues:

You will record that Paul Berg appointed a committee of Schick, Carter and myself to explore the ways and means that NRC should take to retrieve, maintain, and collect important documents pertaining to its history. Such documents probably will become part of the official archives of the conference. I've taken the liberty of adding Hazel and Van to the committee.

Here are my thoughts on the topic. Will you each respond and send each other copies? Of course, I hope you will add new ideas, disagree or what have you.

1. Many of our members know little or nothing about our beginnings, Oscar, TCU or the Southwest Reading Conference. I believe many records are already lost. It might be helpful is Hazel could phone Otto Wilson, Dean of Education, at TCU (or whoever took his place) and see if there are any documents around which can be retrieved.
2. Someone should contact Mrs. Henry Smith to see what disposition is being made of Henry's correspondence about the NRC.
3. I suggest that we ask the board to allocate a sum for collating documents obtained by any old timers who wish to donate them. I think most of us have various documents we would give. An additional sum might be requested for the writing of an official history. Van- it strikes me that your chairman and advisory committee might approve this as a topic for your doctorate- in view of Marquette's important contributions. Suggested title "An Historical and Philosophical Study of the Development and Influence of the National Reading Conference". We might be able to subsidize part of it. Perhaps \$500.00 worth. If Van doesn't want to do it perhaps some other student might.

4. We need an official set of yearbooks and should explore Xeroxing or micro-filming those out of print. Van, do you have a complete set? I have most of them.

5. Other ideas?

Let me know your thinking. Best wishes for the New Year.

Cordially,



Albert J. Kingston

c/ A. Raygor



# NATIONAL READING CONFERENCE, INC.

MARQUETTE UNIVERSITY

MILWAUKEE, WISCONSIN 53233

AN EDUCATIONAL NON-PROFIT ASSOCIATION

## BOARD OF DIRECTORS

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PENNSYLVANIA STATE UNIVERSITY  
ESTHER J. MCCONIHIE  
WESTERN RESERVE UNIVERSITY  
LEONARD SPEARMAN  
SOUTHERN UNIVERSITY

## REPLY TO:

HAZEL HORN CARROLL  
SOUTHERN METHODIST UNIVERSITY  
BOX 162  
DALLAS, TEXAS 75222

January 20, 1969

Dr. Albert Kingston  
The University of Georgia  
College of Education  
Athens, Georgia 30601

Dear Fellow Historical Committee Members:

Since reading Al's letter I have telephoned Dean LaGrone's office (he succeeded Otto Wilson). His secretary is going to a storage place for old files to check and see if anything pertaining to Southwest Reading Conference is still around.

Earl Rankin said in California that he threw out some of Oscar's files so there may not be anything left. But we can hope.

Next I talked to Mrs. Causey. She is recovering from an illness of months but she said that she will look through Oscar's things. She knows that there are some yearbooks. I made arrangements to telephone her again about February 1. At that time I shall make a date to go to Ft. Worth and get what she has found. Then I shall mail them to Al to save her the trouble of doing so.

In the meantime Dean LaGrone's secretary will write me about the results of her search. If things have been found at TCU, I shall pick them up, too, and mail them on.

I agree with the other suggestions Al mentioned in his letter about collating documents and the writing of an official history.

I'll report later on the efforts I've made.

Regards,

  
Hazel

HHC/kac

cc: Dr. Alton Raygor 

May 12, 1969

Mr. Lester L. Van Gilder, Treasurer  
National Reading Conference  
Marquette University  
Milwaukee, Wisconsin 53233

Dear Historian,

I have gone through my old NRC files and have come up with a lot of paper you may want to use.

I only want two pieces back. They are labeled with a yellow X. One is the oldest NRC program I have, and the other is a letter (th oldest) from Oscar.

I marked some of the stuff with yellow marker to attract your attention.

Two things (on top) are of interest. One is a letter jokingly naming AJK as historian - I think it may have started the whole thing. The other is an abortive newsletter that Walter Hill once started.

I find that there are a lot of interesting events in the past that have to do with proposed merges, journals, textbooks, Internal Revenue Service, and many other topics.

Hope you have fun!

Cordially,

Alton L. Raygor, President  
National Reading Conference

ALR:dfg  
Encs.

15:4  
National Reading Conference

AN INCORPORATED EDUCATIONAL NON-PROFIT ASSOCIATION

MARQUETTE UNIVERSITY

MILWAUKEE, WISCONSIN 53233

BOARD OF DIRECTORS

July 21, 1969

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EARL F. RANKIN, JR.

UNIVERSITY OF KENTUCKY

Dear NRC Board Member:

The Committee on Awards has selected

George Spache to be the recipient of the Oscar S. Causey Award at the 1969 Conference in Atlanta. If there is no objection to this selection, the committee will proceed with the ordering of the plaque. We shall assume that there is no objection if I have not heard from you by August 1.

Cordially,

*Hazel*

REPLY TO:  
HAZEL HORN CARROLL  
SOUTHERN METHODIST UNIVERSITY  
BOX 162  
DALLAS, TEXAS 75222

*Hazel, I think it's great.  
Who notifies him? If it's me,  
please let me know. I would love to.  
Cheers,*

*[Signature]*

NRC

THE PENNSYLVANIA STATE UNIVERSITY

Reading Center

104 Education and Psychology Center, Building II  
UNIVERSITY PARK, PENNSYLVANIA 16802

Department of Special Education  
Education of Exceptional Children  
Speech Pathology and Audiology  
Reading Center

Area Code 814  
865-2873

July 28, 1969

Mrs. Hazel Horn Carroll  
Southern Methodist University  
Box 162  
Dallas, Texas 75222

Dear Hazel:

My comments concerning the 1969 "award" recipient will be directed not only to the presently selected recipient but rather to the whole award idea. I think the idea is somewhat ridiculous and that this business of patting one another on the back is rather silly. As you will recall, I expressed similar sentiments at our Board Meeting in Kansas City. I do not recall getting any expressions of support from anyone there; but I did want to express my opinions on this once more. I will try to keep still after this.

Sincerely,

*Emery*

Emery P. Bliesmer  
Director of Clinical Reading Services

EPB/plt

CC: Members of Board of Directors

*All - I guess you are well aware of how I feel about this - I think the present choice really emphasizes the ridiculousness - I go to your auto trip - Emery*

Al:

I would like to  
send this out  
to All NPC  
members if you  
approve. IF so  
Does Van Gilder  
have a list of  
all members I  
can obtain.

Please keep this  
between you and me.

Jim

Al. Make any changes  
you want.

Dear NRC Member:

For many years the members of NRC have discussed the Pros and Cons of the Conference adopting a code of ethics for its members. Some members state that there is a great need for such a code in that it implies standards for all people in the field of reading. Other members state that such a code is a manipulation of people.

As for myself I see such a code of ethics only as a statement of professional responsibility. If it serves as a guideline for others I am delighted. If such a code manipulates other people to become responsible then I cannot help but be satisfied. If the latter is such a great sin I would like to see the proof.

Following is a brief questionnaire. I have looked over the several areas covered in the American Psychological Association's Code of Ethics and have chosen those I think apply to the reading field. I would appreciate it very much if you would fill the questionnaire out and return it as soon as possible. With your responses we can then judge whether the membership of NRC as a whole desires a code of ethics.

Sincerely yours,

James C. Crewe, Ph. D.  
Educational Skills Counselor

Please answer the following questions:

Yes     No    1. Do you feel that the National Reading Conference should adopt a code of ethics?

If yes, please check yes or no on whether the following areas should be included in such a code.

Yes     No    1. Competence: Defined as education and/or experience?

Yes     No    2. Moral and Legal Standards?

Yes     No    3. Misrepresentation  
a. of services  
b. of commercial products  
c. of NRC  
d. of Institutions

Yes     No    4. Confidentially

Yes     No    5. Public statements, Advertising, or Promotional Activity Publication Credit.

NRC

# PSYCHOLOGICAL RESEARCH SERVICES

of CASE WESTERN RESERVE UNIVERSITY

11105 Euclid Avenue, Cleveland, Ohio 44106

TELEPHONE: 368-2000  
AREA CODE 216



## DIVISIONS

- Personnel Research Institute
- Reading Improvement Service
- Educational and Vocational Counseling Division
- Management Training Division

January 8, 1969

Dr. Lester L. VanGilder  
 Assistant Professor  
 Department of Education  
 Marquette University  
 Milwaukee, Wisconsin

Dear Lester:

Regarding the question of tax exemption for persons contributing to NRC, our legal counsel says that when he checked Internal Revenue Service records he did not find NRC listed as a tax exempt organization. This comes as a surprise to me, as I'm sure it will to the other officers, and I question it.

Since you probably have the records, you may be able to find out whether there is a letter from the Internal Revenue Service granting us tax exemption. A call to your IRS office might help. As I remember, we are incorporated under Florida law but CWRU counsel says this has nothing to do with tax exemption which is a matter of direct negotiation with IRS.

Sorry my information is so late in reaching you but our man appears to be hard to reach. Let me know if I can be of further service.

Cordially,

Esther J. McConihe  
 Associate Director

cc: Alton Raygor  
 Paul Berg  
 Hazel Carroll



March 12, 1969

Dr. Esther J. McConihe  
Associate Director  
Psychological Research Services of  
Case Western Reserve University  
11105 Euclid Avenue  
Cleveland, Ohio 44106

Dear Esther:

Your letter regarding the question of the N.R.C. Tax exemption status has not gone unnoticed. We sent your letter along with the tax forms to the lawyer with whom Art McDonald had consulted in his capacity of Treasurer.

Quoting from the lawyer's letter: "I am enclosing a copy of the letter from the Internal Revenue Service dated July 17, 1964, granting the tax exemption..." We had searched our files diligently, but apparently the lawyer had kept such information in "his N.R.C. file".

I am enclosing a photo-copy of the letter cited by the lawyer. We can all breathe easier again, knowing that our tax-exempt status is official. I appreciate your interest in the matter.

With every best wish,

NATIONAL READING CONFERENCE

L.L. Van Gilder, Treasurer

LLVG:new

Enc.1

cc: Dr. Raygor, Dr. Berg, Mrs. Carroll, Dr. Weaver

C  
O  
P  
Y

EXEMPT ORGANIZATIONS

IN REPLY REFER TO  
T:R:EG

JUL 17 1964

1915

National Reading Conference, Inc.  
c/o Dr. Arthur S. McDonald  
Marquette University  
1123 West Michigan Street  
Milwaukee 3, Wisconsin

|   |
|---|
| I. R. CODE  |
| SECTION 501(c) ( 6 )  |
| ADDRESS INQUIRIES & FILE RETURNS<br>WITH DISTRICT DIRECTOR OF INTERNAL<br>REVENUE |
| Milwaukee, Wisconsin  |
| ACCOUNTING PERIOD ENDING  |
| December 31   |

Gentlemen:

Based upon the evidence submitted, it is held that you are exempt from Federal income tax under the provisions of the Internal Revenue Code section indicated above. Any questions concerning taxes levied under other subtitles of the Code should be submitted to your District Director.

You are not required to file Federal income tax returns so long as you retain an exempt status, unless you are subject to the tax on unrelated business income imposed by section 511 of the Code and are required to file Form 990-T for the purpose of reporting unrelated business taxable income. Any changes in your character, purposes or method of operation should be reported immediately to your District Director for consideration of their effect upon your exempt status. You should also report any change in your name or address. You are required to file an information return, Form 990, annually, after the close of your annual accounting period, indicated above.

Your District Director is being advised of this action.

Very truly yours,

(Signed) R. J. Stakem

Acting Chief, Exempt Organizations Branch

10  
11  
12  
13  
14-601

RESEARCH IN THE PSYCHOLOGY OF READING--LIST OF ABSTRACTS SUBMITTED

1. Phoneme Blending of Nonsense Syllables and Silent Reading Achievement  
Miriam Balmuth, Department of Education  
Hunter College of the City University of New York  
326 West 80th Street  
New York, New York 10024
2. Pupil Characteristics and the Structure of a Vocabulary Learning Task  
Marvin D. Glock, Department of Educational Psychology  
Cornell University  
217 Stone Hall  
Ithaca, New York
3. Reading Project at Port Townsend  
Mr. Rupert K. Shaw, Warren Reading Foundation  
4224 University Way NE  
Seattle, Washington 98105
4. Characteristics of the Sub-Vocalization Barrier in Accelerating Reading  
Nikita R. Dolmatoff, Readak Reading Courses  
3437 Alma Street  
Palo Alto, California 94306
5. ~~Relationship of Reading Achievement and Motivation~~  
~~Irving Zwebelson, Senior Psychologist~~  
~~New Rochelle Public Schools~~  
~~New Rochelle, New York~~
6. The Use of WISC Subtest Profiles in the Diagnosis of Reading Difficulties  
Eldon E. Ekwall, Assistant Superintendent  
Mammoth-San Manuel Public Schools  
P. O. Box 406  
San Manuel, Arizona 85631
7. A Study of the Relationships between Perception, Personality, Intelligence  
and Grade One Reading Achievement  
Mrs. Kathlyn Benger, Ste. No. 803 Bristol Towers  
10020 - 121 Street  
Edmonton, Alberta, Canada
8. Meeting the Remedial Needs of a Delinquent Court Ward: The Educational  
Counselor as an Innovation in a Special Reading Program  
Mr. Chester A. Jensen, Coordinator of Reading Programs, Special Schools  
County of Los Angeles  
155 West Washington Boulevard  
Los Angeles 15, California
9. High and Low Intelligence and Age of Entrance Into the First Grade as  
Related to Reading Achievement  
Dr. Joseph Ilika, School of Education  
Lamar State College of Technology  
Beaumont, Texas

RESEARCH IN THE PSYCHOLOGY OF READING--LIST OF ABSTRACTS SUBMITTED (cont'd)

10. Individual Differences in the Reading Process of Ninth Grade Retarded Readers  
Harold C. Cafone, Department of Teacher Education  
Oakland University  
Rochester, Michigan
- 5  
11. Open-Mindedness and Reading  
Edmund H. Henderson, The Reading Study Center  
University of Delaware  
Newark, Delaware 19711
- Reject  
12. Reading Achievement Motivation of the Beginning Reader  
JoAnn K. Stiles, Department of Educational Psychology  
School of Education  
Indiana University  
Bloomington, Indiana 47401
- reject  
13. Self Concept and Reading Achievement in a College Reading Clinic  
Dr. Flora Pennimore, Language Arts Coordinator  
Auburn Public Schools  
909 Ninth Street, S.E.  
Auburn, Washington 98002
- Reject  
14. The Construction and Reconstruction of Meaning as Seen in the Written Responses About What Has Been Read by Students in the High Schools of America  
Dr. D. M. Lampard, Reading and Language Centre  
University of Alberta  
Edmonton, Alberta, Canada
- Reject!  
15. Masconomet Reading Matrix: A Theoretical Design for Diagnosis of Difficulty and for Development of Content-Oriented Material.  
Richard T. Green, Coordinator of Reading  
Masconomet Regional High School  
RFD Topsfield, Massachusetts 01983
- 4  
16. The Difficulty of Reading Tasks  
Anne Marie Bernazza, Department of Educational Psychology  
University of Connecticut  
U-33  
Storrs, Connecticut 06268  
*I happen to know about this one - better than it looks - MJK*
- 1  
17. Subtle Skills in Comprehension in Reading  
Frederick B. Davis, University of Pennsylvania  
Educational Research and Service Bureau  
Graduate School of Education  
Philadelphia, Pennsylvania 19104
- 3  
18. Hawthorn Center Longitudinal Reading Study--First Report  
Muriel Potter Langman, Reading Consultant  
Hawthorn Center  
18471 Haggerty Road  
Northville, Michigan

UNIVERSITY OF CALIFORNIA

DEPARTMENT OF EDUCATION  
RIVERSIDE, CALIFORNIA

March 25, 1969

Dr. Marion Jenkinson  
Department of Elementary Education  
The University of Alberta  
Edmonton, CANADA

Dear Marion:

I am delighted you accepted our invitation to be a summarizer of Symposium I - "Theoretical Models and Processing of Reading." Enclosed are abstracts from Bob Ruddell, Irene Athey, and me. Jay Samuels has already completed his paper; a copy is enclosed. I shall ask the participants to forward to you copies of their papers when completed.

Attached is a complete list of the program. I hope that all the information got to Ron Mitchell in time to modify the galleys which were returned to the printer today. I asked Ron to put your summary on to the end of the program. I have explained to all participants in our program that their oral presentation may be limited in time to about a half an hour, but this limitation will not apply to the written version, which may be at least an hour in length.

Cordially,

Harry Singer  
Associate Professor of Education

HS:bm  
Enc.

SYMPOSIUM I

Junior Ballroom,  
President Hotel

Theoretical Models and Processes of Reading  
Honoring the late Jack A. Holmes

General Co-Chairmen: Harry Singer, University of California at Riverside  
Robert Ruddell, University of California at Berkeley

Thursday, May 1, 10:45-11:45 A.M.

Speakers: Symposium Staff  
"Overview"  
S. Jay Samuels, University of Minnesota  
"Modes of Decoding"  
Discussant: Joanna Williams, University of Pennsylvania

Symposium Luncheon - 12:15-1:45 P.M.

Thursday, May 1, 2:15-3:15 P.M.

Speaker: John Geyer, Rutgers University  
"Perceptual Processing"  
Discussant: George Spache, Florida State University, Tallahassee

Thursday, May 1, 4:00-5:00 P.M.

Speaker: Russell G. Stauffer, University of Delaware  
"Cognitive Functioning"  
Discussant: Roy Kress, Temple University

Friday, May 2, 10:45-11:45 A.M.

Speaker: Irene Athey, University of Rochester  
"Affective Influences:"  
Discussant: Allan F. Muskopf, University of Rochester

SYMPOSIUM LUNCHEON - 12:15-1:45 P.M.

Friday, May 2, 2:15-3:15 P.M.

Speaker: Robert Ruddell, University of California at Berkeley  
"Language Acquisition and Processing"  
Discussant: Richard Hodges, University of Chicago

Friday, May 2, 4:00-5:00 P.M.

Speaker: Harry Singer, University of California at Riverside  
"Theoretical Models: Teaching and Research Implications"  
Discussant: Albert Kingston, University of Georgia

Friday, May 2, 5:00-5:30 P.M.

Summarizer: Marion Jenkinson, University of Alberta

Dr. Marion Jenkinson, Department of Elementary Education  
The University of Alberta, Edmonton, Canada

Professor Albert Kingston, School of Education  
University of Georgia, Athens, Georgia

Professor Richard Hodges, School of Education  
University of Chicago, Chicago, Illinois

Professor Allan F. Muskoph, School of Education  
University of Rochester, Rochester, New York

Professor Irene Athey, School of Education  
University of Rochester, Rochester, New York

Professor Roy Kress, School of Education  
Temple University, Philadelphia, Pennsylvania

Professor Russell G. Stauffer, School of Education  
University of Delaware, Newark, Delaware

Professor George Spache, School of Education  
Florida State University, Tallahassee, Florida

Professor John Geyer, School of Education  
Rutgers University, New Brunswick, New Jersey

Professor Joanna Williams, School of Education  
University of Pennsylvania, Philadelphia, Pennsylvania

Professor S. Jay Samuels, School of Education  
University of Minnesota, Minneapolis, Minnesota

Professor Robert Ruddell, School of Education  
University of California, Berkeley, California

September 2, 1969

Prof. Emmett J. Ballard, Guidance Counselor  
The Curriculum Development Center  
Bluefield State College  
Bluefield, West Virginia 24701

Dear Professor Ballard:

I am enclosing information about the Minnesota Study Habits Blank.  
I thank you very much for the article on your program. It looks  
as though you are well on your way to developing a good individualized  
program.

I would love to see the data on your follow-up study when you get  
it.

Cordially,

Alton L. Raygor  
Professor of Educational Psychology  
Coordinator of the Reading and Study  
Skills Center

ALR:dfg  
Enc.



BLUEFIELD STATE COLLEGE  
BLUEFIELD, WEST VIRGINIA 24701

OFFICE OF CURRICULUM DEVELOPMENT

August 13, 1969

Dr. Alton L. Raygor  
Professor of Educational Psychology  
Coordinator of the Reading and Study Skills Center  
University of Minnesota  
Minneapolis, Minnesota

Dear Dr. Raygor:

I sincerely appreciate your sending me the packet of materials concerning work being done in your Reading and Study Skills Center. Mr. McCormick has retired from the wonderful world of teaching, but I will try to keep the banner flying.


My interest is drawn to your Study Habits Blank. Where can the blanks be obtained? What do they cost? And I need a confirmed price list, not subject to change even for freight rates. West Virginia is one of those places where purchasing procedures are straight off the "Ark"

We use EDL's Controlled Readers here for reading skill work and we are expanding our efforts to include the area of English Composition utilizing IBM's Executory Record/ Listen system. We are small and growing. We have some hard data in reading achievement measured by the Nelson-Denny Reading Test, Form A-B. I am including a copy of an article I have submitted for publication to the West Virginia Educational Journal for your edification.

At the end of this semester I hope to be able to provide more statistical proof of our effectiveness utilizing the system described. If you are interested we will be more than happy to provide you this evidence.

Again, we are deeply grateful to you for your assistance. You may be assured that we will incorporate some of your thinking into our system immediately and that you have given us a "confidence" boost by permitting us to examine your splendid efforts in the area of Skill-Building. It is obvious to us that you are as convinced as we of the need profit here involved.

Very cordially yours,

  
Emmett J. Ballard, Guidance Counselor  
The Curriculum Development Center  
Bluefield State College  
Bluefield, West Virginia

EJB/itp

Enclosure

## INNOVATION AT BLUEFIELD STATE COLLEGE

Emmett J. "Jack" Ballard, Guidance Counselor

The fundamental change which has come to dominate education during the past decade involves a change of focus from teacher to student. The interest, needs, capabilities and the personal dignity of the student have become paramount in consideration when any teacher looks at a classroom assignment. Rachel Carsons' observation that, "for a student, and for the teacher seeking to guide him, it is not half so important to know as to feel", reflects the essence of that single characteristic which teachers must develop if they would be called "teacher."

Bluefield State College, under the impact of ever greater numbers of students seeking higher educational objectives has attacked the problem of providing a quality program of study for those possessing inadequate skills by direct, innovative means.

Administrators and faculty members acutely aware of the need to protect the quality of any college program vigorously sought to establish projects which would support the integrity of that program and at the same time provide effective methods of skill building for students performing under the duress of quality demand.

The first target under assault has been in the area of Language Arts. Project activities have been created which seek to develop the skills of listening, speaking, reading and writing; all of them basic to individual student performance. Utilizing funds provided under Title III (Higher Education Act), a Curriculum Development Center was created to provide housing for the people and tools needed to implement a meaningful program.

The Center personnel compliment now consists of one director, one guidance counselor, one reading specialists and two student assistants for every period of the college day. When the Center is completely staffed, two additional Developmental Instructors will be added.

The Study Skills (Reading) Laboratory consists of ten carrels, each of them equipped with one head-set, one controlled reader, one projector screen and a plentiful supply of film-strip materials designed to increase reading skill proficiency in short order. The Reading Specialist controls student performance from a central console providing a three way communication system; student to teacher, teacher to student, student to student. The console also provides four tape-recording sources from which individual tapes may be broadcast and provide individuals with study-skill and listening-skill improvement exercises.

During the period January-July 1969, some one hundred thirty five students have worked in the Study Skills Laboratory. The duration of their work involved a period of 20 to 35 hours. Their levels of reading skill achievement on the Nelson-Denny or Davis Reading Tests were on the average two grade levels below the level at which they were trying to perform. They were on the average, slow readers, had low per-centages of comprehension and felt inadequate in the reading situation.

After twenty hours of work these students, almost without exception, up-graded their reading performances two grade levels, their comprehension was 60% or better and their speed was measured at from 300-850 words per minute. Form B of the Nelson-Denny Reading Test was used to provide evidence of Progress. The evidence taken from individual counseling sessions with these students is that without exception the student, as an individual felt more adequate to the reading task; his confidence was considerably strengthened. He also expressed the conviction that he was a more adequate, skillful student.

The techniques here described do not limit themselves to increasing skills among the un-skilled. It is clear that the very fine student reaps equal benefits in this type of skill-building work. The profit to be gained individually applies across the spectrum of students, low to highly skilled.

Bluefield State College anticipates expansion of this initial effort to include developmental work in Math, Science, Composition and in all academic areas where testing provides a demonstrable need for method innovation.

The College welcomes inquiry, suggestions and personal visitation upon appointment. Those desiring information address: The Curriculum Development Center, Bluefield State College, Bluefield, West Virginia 24701.

A Hierarchy of Reading Behaviors

Albert J. Kingston  
University of Georgia

Delivered at the National Reading Conference,  
Atlanta, Georgia, December 4, 1969.

A major problem in reading research remains the vagueness and ambiguity of the terms used in describing basic behaviors (7) (8). The lack of precise definition prevents effective communication among students in reading (9), and is a definite barrier to the development of more adequate theories about reading behavior (6). The inadequacies of the descriptive labels employed in describing reading are evident in even a casual examination of the tests employed to measure its components (1) (2) (5). The crux of the problem, of course lies in the complexity of the reading process as well as the fact that certain of the more essential reading behaviors are of a covert nature and hence are not readily subject to objective observation and measurement (12).

One term which causes particular problems is comprehension (3) (4). It is not readily measured. It seems to have a wide range of meanings. It is the sine qua non of reading behavior. Different specialists provide lists of varying lengths and descriptions of the comprehension "skills." Much of the "so-called" debate over the preferred methods for teaching reading to beginners appears to center around the degree to which comprehension should be stressed in the daily or weekly lessons. Each side, by the way, seems to claim to be on the side of comprehension and the whole business illustrates the importance of defining terms prior to debate.

In a previous paper the writer suggested that it is important to separate reading behavior, i.e., how the organism reads, from reading pedagogy, i.e., how reading is or should be taught, if we are to make progress in explicating the reading process (8). The following discussion is limited to descriptions about the reading behavior of mature readers and is not concerned at present with how they were learned. First, it may be argued that if reading is a thought process, and it seems to be generally accepted that it is, we must recognize that many different types of thought may function while the individual reads. At times the individual merely recognizes stimuli; on other occasions he must engage in involved patterns of associative recall. At still other times he must focus his attention on a narrow field of symbols which represent something unknown, and the reader faces a learning task. In all probability these behaviors are present to varying degrees in all types of reading behavior.

It also should be stressed that in all types of reading behavior the reader is engaged in a symbolic process. He always is inputting graphic symbols and responding in a number of different ways. Hence it can be argued that there is some type of comprehension involved in even the most simple word recognition act. Actually, the reader attaches meaning or understanding to the symbols he responds to.

Word recognition probably is not so simple as reading teachers might have us believe, and can be regarded as one type of comprehension rather than as a separate component of reading behavior.

In an effort to further pursue this line of reasoning the writer developed ten categories of reading behavior and/or reading comprehension manifested by able adult readers. These categories are shown in Table I and arranged in order from simple to complex.

---

Insert Table I

---

In order to determine whether the hierarchy made sense to others, the identifying number subscripts were removed and the categories listed on 3 x 5 cards. The cards were sorted randomly in packs of ten and a group of twelve advanced doctoral students in reading was asked to sort them in such a manner that the most simple behavior was first, the second most simple behavior was second, and so forth. The cards thus would range from simple to complex.

The rankings of the twelve students, all of whom held master's degrees in reading, were analyzed by Kendall's Concordance Technique (w) (10). The Spearman RHO coefficient yielded by the concordance method was +.915 significant at the 1% level of confidence. These results indicated that

knowledgeable students of reading tended to rank the categories in the hierarchy in a similar manner. The average rankings of each category was identical with the original hierarchy with but one exception. The group ranked Reading<sub>9</sub> (critical reading) higher than they ranked Reading<sub>10</sub> (applied or creative reading).

In order to test the possibility that the wording or the form of the statements provided unwarranted clues which aided students in ranking the categories, the task was administered separately to two additional groups. The first group consisted of advanced doctoral students enrolled in a first course in psycholinguistics. None of these students had studied reading. Using the concordance technique, a coefficient of +.12 was obtained. A second group of thirteen classroom teachers enrolled in an inservice course in research also ranked the behaviors. This group consisted mostly of secondary teachers and only three had had a course in reading. The rankings of this group yielded a nonsignificant coefficient of +.08. On the basis of these nonsignificant coefficients it would seem safe to conclude that the high relationship of ranks obtained by the reading scholars was not due to the wording or form of the statements.

There are a number of implications of this modest experiment. First, it seems feasible, using a scaling technique, to develop more precise terminology in reading. Speaking about Reading<sub>1</sub> as contrasted by Reading<sub>10</sub>, may afford greater precision in communication between scholars. Secondly,



this technique may hold promise for stimulating better theorizing and research. It seems feasible, for example, to develop tests which may measure different types of reading comprehension with greater reliability and validity if we employ models of this type. Thirdly, it also might be feasible to analyze the reading behavior of beginning readers, advanced readers and mature readers to determine the type of reading which seems predominant. Off hand, for example, one might speculate that beginning readers function more often in the Reading<sub>1</sub> category while college students and professionals function more in Reading<sub>7</sub>, Reading<sub>8</sub>, and Reading<sub>9</sub>. It also may be that hierarchies of this type may furnish the means for testing Skinner's provocative statement that reading is a tendency rather than an ability (11). Finally, the device reported here provides an excellent vehicle for motivating advanced graduate students. The sorting task described is a challenging one. Students like to discuss it. They have opinions about their rankings. The technique makes them aware of the many problems in classifying and describing the complex behavior of reading.

## Bibliography.

1. Kingston, Albert J., "Cautions Regarding the Standardized Reading Test" Fourth Yearbook of the Southwest Reading Conference, Fort Worth, Texas: Christian University Press, 1955. pp. 11-16.
2. Kingston, Albert J., "The Measurement of Reading Comprehension" Ninth Yearbook of the National Reading Conference, Fort Worth, Texas: Christian University Press, 1960. pp. 88-93.
3. Kingston, Albert J., "A Conceptual Model of Reading Comprehension" Tenth Yearbook of the National Reading Conference, Milwaukee, Wisconsin: Marquette University, 1961. pp. 100-107.
4. Kingston, Albert J., "Some Thoughts on Reading Comprehension" Eleventh Yearbook of the National Reading Conference, Milwaukee, Wisconsin: Marquette University, 1962. pp. 20-23.
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ference, 1964. pp. 67-74.

## A Hierarchy of Reading Behavior and Comprehension

- Reading<sub>1</sub> -Simple recognition of signal, i.e., a true decoding act; e.g., sighting of a sign marked EXIT or NO SMOKING. Many types of reading of this sort in modern civilization. Recognizing one's name in print.
- Reading<sub>2</sub> -Skimming to locate a specific fact or datum, i.e., a simple recognition act - sorting in "binary way" e.g., "yes-no." Looking for telephone number of specific concern or person.
- Reading<sub>3</sub> -Reverie, purposeless reading. Use of reading as a time killer, e.g., reading any magazine or newspaper while in the doctor's office. Reading while going to bathroom. Results from a learned reading tendency or habit. Reading act more important than what is read. Aimless search for something of interest, no attempt to learn but attention is sporadic according to materials which attract or stimulate. Cathexis (energy value) of ideas precipitate more active reading response of reader from time to time.
- Reading<sub>4</sub> -Attention focused on recognizing simple signals, e.g., who, what, when, where, why. Typical of newspaper reading habits for sophisticated reader. Attention stimulated or flagged by who, what, when, where, why associations as it involves the "life space" of the reader. Cathexis (energy value of idea, as in Reading<sub>3</sub>) stimulates greater activity and attention.
- Reading<sub>5</sub> -Writer's words serve to play on emotions, feelings, or affect of reader. Examples poetry which serves to promote images, sensory impressions. Readers role usually fairly impassive. Examples of such materials include "The Eve of St. Agnes" by John Keats, Kubla Khan by S. T. Coleridge, and similar poems. Pornography and erotic writing designed to excite represents another class of materials of this type. Propaganda and similar subjective writings also tend to titilate the affective domain rather than stimulate purposeful thinking.
- Reading<sub>6</sub> -Reading to follow directions as in putting together an object received unassembled, making a cake. Here reader decodes facts of message in orderly sequential fashion as ordered by writer. Role of reader here still secondary from reasoning viewpoint, but success depends on sequential comprehension of each succeeding phase of the communication. The direction of thinking is established by the writer's order of presentation.
- Reading<sub>7</sub> -Reading that results in the acquisition of new concepts, facts, or ideas. Contents serve to help reader recall previously learned but partially forgotton details. Keynote here is that there is no retroactive inhibition due to negative motivation on reader's part or interference due to conflicting previous learning. Thought process rather is simple acquisition.

- Reading<sub>8</sub> -Reading contents serve to stimulate a reorganization and/or modification of previously learned facts, principles, beliefs, values. Reader's motivation is positive. New facts do not conflict noticeably with those previously held. Learning form is elaborative. Reorganization not so extensive as to cause, doubt, and trauma. Reading and reordering may occur simultaneously.
- Reading<sub>9</sub> -Critical reading. The contents read are deliberately tested against previously learned beliefs, facts, concepts, values. Reasoning process results in some acceptance, some rejection of principles dealt with. Hypotheses may be formulated and accepted or repeated.
- Reading<sub>10</sub> -Applied or Creative reading. Information read is organized and modified by reader so as to be applicable to the solution of an analogous problem, to extend and enrich the applicability of the author's discussion, to be a basis for logical elaboration or for the formulation of new generalizations or principles.

|    |     |       |       |       |     |       |      |       |
|----|-----|-------|-------|-------|-----|-------|------|-------|
| 1  | 380 | (140) | 79.1  | (140) | 358 | (253) | 75.8 | (253) |
| 2  | 380 | (140) | 69.0  | (140) | 349 | (263) | 69.4 | (266) |
| 3  | 390 | (263) | 83.0  | (253) | 429 | (460) | 82.4 | (400) |
| 4  | 418 | (282) | 83.0  | (253) | 450 | (482) | 80.2 | (483) |
| 5  | 338 | (140) | 68.4  | (140) | 335 | (140) | 65.4 | (240) |
| 6  | 357 | (276) | 71.9  | (276) | 357 | (276) | 71.1 | (406) |
| 7  | 406 | (269) | 71.1  | (267) | 406 | (269) | 68.4 | (367) |
| 8  | 415 | (254) | 71.1  | (255) | 405 | (494) | 71.1 | (455) |
| 9  | 400 | (165) | 75.3  | (165) | 429 | (265) | 71.7 | (265) |
| 10 | 407 | (140) | 73.7  | (140) | 449 | (240) | 74.9 | (240) |
| 11 | 444 | (117) | 67.6  | (118) | 476 | (217) | 73.1 | (300) |
| 12 | 354 | (140) | 64.6  | (139) | 440 | (340) | 62.7 | (339) |
| 13 | 350 | (140) | 72.3  | (139) | 515 | (240) | 70.4 | (239) |
| 14 | 458 | (210) | 68.8  | (212) | 484 | (310) | 68.5 | (312) |
| 15 | 406 | (276) | 76.0  | (275) | 428 | (376) | 74.8 | (375) |
| 16 | 292 | (217) | 91.7  | (216) | 291 | (217) | 91.7 | (216) |
| 17 | 378 | (273) | 89.2  | (274) | 378 | (273) | 75.2 | (374) |
| 18 | 354 | (304) | 67.9  | (302) | 393 | (404) | 67.0 | (402) |
| 19 | 370 | (140) | 70.1  | (140) | 439 | (240) | 68.6 | (240) |
| 20 | 324 | (295) | 73.8  | (294) | 324 | (295) | 73.1 | (394) |
| 21 | 298 | (296) | 74.5  | (295) | 335 | (435) | 52.9 | (434) |
| 22 | 312 | (291) | 81.7  | (289) | 327 | (391) | 81.7 | (389) |
| 23 | 452 | (140) | 77.13 | (140) | 494 | (240) | 77.6 | (240) |
| 24 | 521 | (137) | 69.7  | (138) | 484 | (237) | 70.6 | (232) |
| 25 | 432 | (124) | 71.4  | (124) | 499 | (224) | 68.7 | (224) |
| 26 | 447 | (134) | 68.2  | (134) | 486 | (334) | 67.6 | (334) |
| 27 | 428 | (140) | 68.5  | (140) | 454 | (340) | 67.2 | (340) |
| 28 | 451 | (140) | 62.7  | (140) | 485 | (340) | 62.0 | (340) |
| 29 | 425 | (113) | 61.7  | (113) | 466 | (213) | 63.0 | (213) |
| 30 | 386 | (125) | 73.1  | (124) | 387 | (225) | 71.8 | (224) |
| 31 | 457 | (117) | 74.7  | (117) | 548 | (217) | 76.5 | (217) |
| 32 | 415 | (145) | 72.3  | (146) | 437 | (345) | 74.3 | (346) |
| 33 | 537 | (244) | 75.3  | (244) | 518 | (361) | 70.8 | (361) |
| 34 | 434 | (282) | 80.7  | (242) | 462 | (442) | 79.4 | (442) |
| 35 | 469 | (202) | 70.7  | (202) | 484 | (302) | 68.4 | (302) |
| 36 | 442 | (245) | 76.0  | (246) | 414 | (445) | 75.6 | (446) |
| 37 | 453 | (270) | 65.5  | (270) | 434 | (470) | 64.4 | (470) |
| 38 | 444 | (157) | 73.9  | (156) | 468 | (257) | 78.1 | (256) |
| 39 | 432 | (217) | 74.5  | (218) | 464 | (417) | 72.8 | (418) |
| 40 | 429 | (249) | 70.4  | (247) | 464 | (449) | 70.7 | (447) |
| 41 | 495 | (162) | 76.6  | (162) | 516 | (262) | 70.6 | (262) |
| 42 | 428 | (254) | 62.2  | (255) | 485 | (454) | 67.8 | (455) |
| 43 | 415 | (269) | 75.6  | (264) | 499 | (469) | 74.6 | (464) |
| 44 | 447 | (140) | 60.7  | (139) | 485 | (240) | 60.7 | (239) |
| 45 | 467 | (241) | 67.0  | (242) | 477 | (441) | 67.6 | (442) |
| 46 | 384 | (140) | 71.2  | (140) | 432 | (340) | 73.4 | (340) |
| 47 | 447 | (189) | 73.5  | (189) | 455 | (289) | 71.2 | (289) |
| 48 | 405 | (145) | 75.2  | (145) | 405 | (145) | 75.2 | (145) |
| 49 | 426 | (385) | 72.3  | (185) | 440 | (385) | 71.3 | (385) |
| 50 | 420 | (159) | 74.1  | (139) | 484 | (239) | 75.1 | (239) |
| 51 | 440 | (120) | 73.2  | (120) | 321 | (270) | 73.0 | (300) |
| 52 | 422 | (296) | 67.7  | (295) | 392 | (346) | 68.4 | (495) |
| 53 | 421 | (193) | 66.4  | (191) | 422 | (393) | 64.8 | (391) |
| 54 | 358 | (249) | 63.3  | (249) | 358 | (249) | 63.3 | (349) |
| 55 | 560 | (223) | 71.4  | (223) | 551 | (423) | 71.0 | (423) |
| 56 | 565 | (190) | 72.1  | (189) | 539 | (390) | 71.2 | (389) |

|    |     |       |      |       |     |       |      |       |
|----|-----|-------|------|-------|-----|-------|------|-------|
| 57 | 524 | (195) | 72.0 | (194) | 528 | (252) | 75.4 | (254) |
| 58 | 502 | (195) | 72.0 | (194) | 509 | (205) | 70.3 | (205) |
| 59 | 587 | (180) | 75.4 | (182) | 559 | (180) | 75.1 | (182) |
| 60 | 584 | (178) | 78.3 | (177) | 558 | (278) | 77.1 | (278) |
| 61 | 589 | (181) | 72.8 | (181) | 582 | (281) | 71.2 | (281) |
| 62 | 616 | (174) | 70.9 | (174) | 613 | (274) | 69.3 | (274) |
| 63 | 529 | (177) | 73.9 | (177) | 522 | (277) | 74.8 | (277) |
| 64 | 566 | (146) | 69.6 | (147) | 560 | (246) | 68.7 | (246) |
| 65 | 532 | (155) | 70.8 | (155) | 539 | (255) | 68.5 | (255) |

Date from 300 +  
 Cases on the subject  
 used by Mavis

B-Rate  
 # Total number of cases  
 O-Comprehension  
 TR-Total Rate  
 TC-Total Comprehension

Ave. Rate - 437  
 #State Cases - 198  
 Ave. Comp. - 724  
 # Comp. - 190

Total Ave. Rate - 456  
 Total # Rate - 317  
 Total Ave. Comp. - 715  
 Total # Comp. - 331

Jan - 11 65, 50  
 68.5 is  
 Off-...  
 The average  
 handling

| Date    | Recent | Total |
|---------|--------|-------|
| 275-324 | 2      | 6     |
| 325-399 | 14     | 13    |
| 400-474 | 32     | 31    |
| 475-549 | 8      | 12    |
| 550-624 | 7      | 3     |
| # Date  |        |       |
| 100-149 | 24     | 8     |
| 150-224 | 20     | 24    |
| 225-299 | 9      | 14    |
| 300-324 | 1      | 12    |
|         |        | 10    |

| Comp. |    |       |
|-------|----|-------|
| 89-91 | 2  | 91    |
| 86-88 | 0  | 82-84 |
| 83-85 | 2  | 79-81 |
| 80-82 | 2  | 76-78 |
| 77-79 | 2  | 73-75 |
| 74-86 | 13 | 70-72 |
| 71-73 | 20 | 67-69 |
| 68-70 | 12 | 64-66 |
| 65-67 | 6  | 61-63 |
| 62-64 | 4  | 58-60 |
| 60-61 | 4  | 55-57 |
| 57-59 | 3  | 52-54 |

Date from subject and college classes on my first book

*We will need to begin our planning now if we are to use fully the results of a national assessment of progress in education to help us know specifically the causes leading to success and failure. . . .*

## What Can We Expect from a National Assessment in Reading?

**ROBERT E. SHAFER**

A NATIONAL ASSESSMENT OF EDUCATION has begun. The Committee on Assessing the Progress of Education, under joint sponsorship of the Carnegie Corporation, the Fund for the Advancement of Education, and the United States Office of Education is in the process of assessing achievement in ten of the most commonly taught areas in the school program. During 1969 science, citizenship and writing will be assessed with literature, social studies, music, mathematics, reading, art, and vocational education following in the second two years of a three-year cycle. (8) The history of the development of the program has been a stormy one with the proponents of the program pointing to the need for better measures of what children are learning in order to develop better educational programs and the opponents proposing that such a program would undermine local control of education and lead eventually to a more centralized federal system of education since the curriculum would tend to narrow to include only those areas assessed. (1)

The Committee has decided to assess the achievement of 120,000 to 140,000 individuals and to report results using the following subdivisions:

. . . Male and female; four geographic regions (Northeast, Southeast, Central and West); four age groups (nine, at which time children have been exposed to the basic program of education; thirteen, following elementary school education; seventeen, which is the last age at which groups are found in school in large numbers; and young adults between the ages of twenty-six and thirty-five); different types of communities (large city, urban fringe, middle-sized city, and rural small town); race (Negro, white, and other); and two socio-economic levels. (8)

Since reading is one of the areas to be assessed and various reading skills and abilities underlie the assessment of achievement in most other areas, the project must be considered to be of crucial importance to reading teachers and specialists at all levels of instruction. How are the exercises for the assessment being developed? In what ways will they be administered? And even more importantly, what may we learn about achievement in reading from their administration and scoring? The reading assessment like that of the other subject fields has been developed according to a carefully planned schedule. Initially, The American Institutes for Research, the Educational Testing Service, Science Research Associates, and the Psychological Corporation were asked to submit educational objectives for the areas to be assessed—objectives that would serve as the basis for developing the various exercises and questions to be used in the assessment. The Committee proposed to the agencies that:

. . . The objectives lead to ones 1) that scholars in the field consider to be worthwhile, 2) that the schools are currently seeking to attain, and 3) that thoughtful laymen consider important for youth to learn. For each area there were objectives bearing on knowledge and skills, as well as others relating to interests and attitudes. (8)

Statements of objectives for each of the ten subject matter fields were developed with attention given to expectations for each of the four age levels. Eleven lay panels reviewed all objectives and further reviews were done in some instances by professional groups of consultants. Prototype exercises were then developed for each objective for each of the four age groups according to the following criteria:

- 1) Each exercise had to reflect accurately one of the objectives;
- 2) each exercise had to be clear in its purpose so that it would be easily understood by the individual taking it and quickly communicate information about a student's knowledge to laymen; and
- 3) that exercises should sample knowledges and skills at three levels—those things that practically all examinees can do, those things that an average number can do, and those things that only the ablest can do—thereby providing a picture of what is learned by the total range of students. The resulting information will be compared to that obtained in future assessments. (8)

Although the objectives and sample exercises are still under development, the many difficulties inherent in developing both ob-



jectives and exercises according to the above criteria as far as reading is concerned will be apparent to many readers of this *Journal*. The matter of objectives, certainly crucial to the entire project, presents a variety of problems in the field of reading which may not be present in other subject areas. One problem is the formulation of objectives for reading behavior at various levels of instruction when the questions concerning the definition of reading have not been resolved. As Spache has pointed out, planning the goals of an instructional program in reading necessitates a clear definition of reading (13). One current issue in attempts to formulate such a definition involves whether reading is defined as the translating or de-coding of print to spoken words or whether it is defined as understanding the meaning of those words. Until the advent of criticism by Fries and other linguists and by some advocates of systematic instructional programs in phonics such as those of Walcutt in recent years, reading, as a process, had been defined as understanding larger units of writing, such as phrases, sentences and paragraphs, and evaluating, applying, and assimilating the meanings embedded in these larger units of English structure. (4, 11, 15). To those formulating objectives and developing items for a national assessment in reading, the implications of accepting or rejecting one or another of the various definitions of reading currently being propounded, are crucial. As Clymer has noted:

If concern for understanding is eliminated from our definition of reading, obvious and sweeping changes are mandatory in our instructional programs and in the ways we evaluate our success in instruction. (2)

One example may suffice to illustrate the problem. The task could be conceived as assessing reading adequacy and achievement as proposed by Fries in the following definition:

One can read insofar as he can respond to the language signals represented by graphic shapes as fully as he has learned to respond to the same language signals of his code represented by patterns of auditory shapes. (4)

In developing a reading assessment using the above definition, varieties of objectives and items concerned with hierarchies of learning tasks associated with learning "to respond to graphic signals represented by language shapes" for the various levels of the assessment would need to be produced. Such objectives and items could well be concerned with, but restricted to, such tasks as the following:

1. The reader's ability to recognize and identify letters, numerals, and symbols.

2. The reader's ability to recognize the spoken words symbolized by numerals, symbols, and abbreviations, as well as "sight words."
3. The reader's ability to decode printed words into spoken words on the basis of regular grapheme-phoneme relationships.
4. The reader's ability to place correct stress on the appropriate syllables in polysyllabic words.

If the definition of reading as essentially decoding is rejected and one such as the Gray-Robinson model is to be used, objectives and items for a much broader range of reading abilities would need to be developed if the assessment were to reflect adequately the more extensive outcomes proposed. Gray's model (which has been further refined by Robinson) was chiefly concerned with the categories of skills required for the various aspects of reading. He proposed that these aspects could be classified under the following four headings:

1. Word perception, including pronunciation and meaning.
2. Comprehension, which includes a "clear grasp of what is read."
3. Reaction to and evaluation of ideas the author presents.
4. Assimilation of what is *read*, through fusion of old ideas and information obtained through reading. (5)

In her refinement of Gray's original model, Robinson added "rates of reading" which she felt must be kept flexible to adjust to the reader's purpose and the type of material being read. She also demonstrated the limitless opportunities for growth in the four aspects of reading originally proposed by Gray. (11)

A national assessment of reading based in part on the Gray-Robinson model or a similar model would necessarily reflect a more extensive variety of objectives and items. For example, if Robinson's concern for "flexibility of reading rates" was also of concern to the reading assessment, such objectives as the following would undoubtedly need to be included:

1. The reader's ability to skim a passage to determine the main idea quickly.
2. The reader's ability to scan a page or table or chart to locate needed facts efficiently.
3. The reader's ability to decide whether to skim, scan, or do careful reading of a particular passage depending on his purpose and the type of material.

A significant problem in attempting to assess those "major aspects" of reading which Gray and Robinson included in the categories "reaction to and evaluation of the ideas the author presents" and "assimilation of what is read, through fusion of old ideas and information obtained through reading," is that although we have

seen a growth of secondary school reading programs, over the past several years, secondary schools, who bear the larger share of responsibility for instruction in these "aspects of reading," have not developed adequate instructional programs where such reading outcomes as those described above are systematically developed within the subject areas taught in the secondary school. (3) Early predicts what an ideal situation might be in the secondary schools if the right measures are taken:

Ideally, there might be no reading program at all in the secondary schools, if by "program" we mean something visible on the master schedule. In a well run school system, the teaching of reading would proceed smoothly and efficiently from the primary grades where the beginning skills would be mastered by all, to the intermediate grades where basic study skills would be applied to reading in the content areas, through the junior and senior high school where reading skills, habits and attitudes would be extended and refined as students encounter increasingly complex materials. All instruction in reading would occur in the regularly scheduled subjects of the curriculum. There would be no need for extra reading classes, whether these are conceived of as "developmental" for students at every level of achievement, or as "remedial" or "corrective" since potential reading disabilities would have been diagnosed as early as primary grades and preventive measures applied. (3)

Since we obviously do not have such an instructional program in reading at the present time in many schools, we may anticipate that the forthcoming national assessment of reading will reveal shortcomings in the abilities of average and above average students in such areas as flexibility of reading rates and other techniques of efficient reading providing the Gray-Robinson model, or a similar model, is used as a basis for the assessment.

Another aspect of reading instruction which seems especially essential for inclusion in a national assessment of reading concerns attitudes about and interests in reading. After an extensive summary of research concerning attitudes Squire concluded that:

Research . . . demonstrates that methods of teaching and conditions of teaching can affect an individual's attitudes toward reading. The attitudes which readers bring to a book and the attitudes which they derive from their reading are intimately related both to the process of reading itself and to the personal qualities of the reader. They affect preferences for reading as much as they color individual response to any selection, and they must be considered carefully by any teacher planning a literary education for students in secondary schools today. (14)

The problem of measurement in these areas may be especially difficult. It might be necessary, for example, to develop objectives (and ultimately items) which will reveal not only whether a reader actually prefers reading, at particular times, but also whether he will stop reading in an interest area after one book, article, or story, or whether he will persist in seeking out additional material in the same area of interest until he has exhausted all possibilities. Such areas, though important to assess, have built-in problems for item writers. Will readers tell assessors why they choose a particular type of reading or why they choose reading over some other form of behavior? To what extent will their answers change over time? If, as Squire contends, reading preferences are highly personal, and undoubtedly change as a result of experience, what special techniques of assessment will have to be applied in order to obtain valid responses from readers? Such problems will need to be solved if an assessment of attitudes and interests is to be successful.

Once the assessment is completed, a major priority for teachers, administrators, assessors and the general public will be the nature and meaning of the results. Since the public in particular will, unless otherwise instructed, attempt to equate the results of the assessment with those of a typical standardized testing program, it will be essential that such distinctions as the following be carefully preserved in reporting the results of the assessment:

1. No score is to be derived for an individual since each individual will receive only a portion of exercises in the various fields being assessed in his age group.
2. Individuals are not to be ranked in the reporting of results since the assessment is to describe groups and not individuals.
3. Each exercise must stand alone in the assessment; it would not be submerged as part of a test. Therefore each item must be independently defensible in terms of the objectives and capable of being reported on as to the percentage of people answering it correctly. (9)

The reports for each age group will be released to the public in preliminary form after the assessment for each age group has been administered, evaluated and tabulated. Sample exercises will be included accompanied by percentages of those assessed who answered the exercises correctly and in some cases frequently given incorrect responses will be included. In reading, we might expect, for example:

For the sample of seventeen-year old boys of higher socio-economic status from large cities of the Northeast region it was found that:

87 percent could identify the sequence of events in a short story;  
78 percent could follow written directions successfully to set up  
an experiment in chemistry.

The Committee on Assessing the Progress of Education has noted further that the data will be published only in terms of large groups of individuals located within the four major geographic regions. The reports will be "carefully worded so as to avoid misinterpretation" and will be addressed to the educational community as well as "interested lay adults." (8)

The Committee has also proposed that:

A series of reporting conferences be held all over the country to assure that the assessment has sufficient impact—that the results are heard, understood, and discussed by those who have the potential for implementing change and producing improvement in American education. (8)

Such a program of professional and public attention to the results of the assessment has been called for elsewhere and should be especially important in reading because of the perennial interest of the public as well as the opportunity it gives to professionals in the field to assess their own efforts in an area like secondary reading where program development is only now seriously beginning. (10) Indeed, such program development is being hampered in a number of school systems by some teachers and school administrators, who, unaware of the recent findings of researchers concerned with reading efficiency in secondary school subjects, still contend that pupils have all the reading skills they need after finishing the sixth grade. (7) Such teachers and administrators will need to look carefully at the results of the assessment, not only in reading, but in all those areas of the secondary school curriculum where higher levels of comprehension and techniques of reading efficiency are required.

Perhaps the greatest danger of a national assessment in reading may be found in the pleas of many who, after the results become public, will wish to restrict the curriculum to those objectives and specific areas which were included in the assessment and which they feel can successfully be measured. A further danger will be that what is considered difficult to assess will not be considered as worth having. The dangers of taking such a position have been discussed elsewhere but they remain great. (6) Over thirty years ago Dora V. Smith assessed the value and impact of the Regents Examinations in English in New York State. After more than a year of intensive study of these examinations, she noted in part:

. . . The effect of the examinations is to put all pupils through a single program whether it is adapted to their needs and their capacities or not. With the exception of a small minority of schools,

local authorities are in many instances more concerned with their pupils' making a creditable showing on the state examinations than they are with studying their own local needs and adapting instruction accordingly. . . . Teachers in schools are in many instances judged on the percentage of their pupils making high and low scores on the examinations. . . . Because of factors which might be intelligently determined by a wide variety of means, schools assume year after year relatively the same position in Regents examinations. What the local authorities need to know specifically is what are the causes leading to success or failure on these examinations. (12)

By world standards our educational system is a relatively non-selective, open system. Although we have used statewide examinations and standardized tests for a variety of reasons, our major concern has been with the measurement of achievement in areas such as reading rather than with the uses of institutionalized testing and assessment to provide or deny educational opportunity as is done in other countries. Today our educational system finds itself in a great crisis. We are searching for ways to promote divergent thinking, to expand our concerns for all humanity in a "global village," and to make good on the basic values of our society, which reflected in the educational system, promise opportunities for the individual to maximize his potential for self-realization and self-development. We will need to begin our planning now if we are to use fully the results of a national assessment of progress in education to help us "know specifically . . . what are causes leading to success and failure" in reaching our past commitments and also whether our past commitments are good enough for tomorrow.

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Table 1  
 AVERAGE STATUS-RANKINGS OF PROFESSIONAL ACTIVITIES  
 BY ALL NRC MEMBERS RESPONDING

| Professional Activities  | Total Group N = 67 |      |                |
|--|--------------------|------|----------------|
|  | Mean Ranking       | S.D. | Median Ranking |
| Authorship of Journal Articles:<br>Theory and Research   | 4.28               | 4.2  | 2.44           |
| Authorship of Methods Texts  | 5.46               | 3.9  | 5.08           |
| Preparation of Commercially-Produced,<br>Nationally-Distributed Teaching<br>Materials              | 6.32               | 4.3  | 5.40           |
| Leadership Positions in National-<br>Level Reading Organizations                                   | 6.39               | 4.7  | 4.98           |
| Authorship of Journal Articles:<br>Opinion, Discussion, Review                                     | 6.80               | 3.84 | 6.36           |
| Preparation of Commercially-<br>Prepared, Nationally-Distributed<br>Testing Materials              | 7.58               | 3.9  | 7.21           |
| Editorial Work with Major Journals<br>in Reading   | 8.05               | 3.3  | 9.33           |
| Professorships in Reading:<br>Graduate-Level and Research  | 8.10               | 4.3  | 8.00           |
| Presentation of Papers at<br>National Reading Conventions  | 8.53               | 3.5  | 8.64           |
| Authorship of Journal Articles:<br>Book Reviews and Critiques                                      | 8.56               | 4.6  | 9.21           |
| Professorships in Reading: Pre-<br>Service Teacher-Preparation<br>and Supervision                  | 9.38               | 3.7  | 10.25          |
| Supervision and/or Administration<br>of Reading Programs and Services:<br>Colleges or Universities | 9.39               | 4.1  | 10.38          |



Table 1 (Cont'd)

|  |         |     |       |
|--|---------|-----|-------|
| Leadership Positions in State-Level Reading Organizations  | 10.34   | 4.5 | 11.00 |
| Editorship of Collections of Readings  | 10.62   | 2.0 | 10.44 |
| Supervision and/or Administration of Reading Programs and Services: Public School Districts      | 11.54   | 4.7 | 13.88 |
| Supervision and/or Administration of Reading Programs and Services: Private Schools and Agencies | 12.98   | 4.0 | 14.93 |
| Coefficient of Concordance   | .22345* |     |       |

\*  $p < .001$

Status-Activity Rating Chart and Scoring Mechanism  
(SARCASM)

The following is excerpted from a questionnaire sent to the entire National Reading Conference membership in the fall of 1968. Items I, II, and III had to do with the preference-ranking of journals and journal articles.

IV. ... Generally speaking, in what order do you feel the following activities bring professional status to an individual?

- \_\_\_\_\_ Authorship of journal articles: book reviews and critiques
- \_\_\_\_\_ Authorship of journal articles: opinion, discussion, review
- \_\_\_\_\_ Authorship of journal articles: theory and research
- \_\_\_\_\_ Authorship of methods texts
- \_\_\_\_\_ Editorial work with major journals in Reading
- \_\_\_\_\_ Editorship of collections of readings
- \_\_\_\_\_ Leadership positions in state-level reading organizations
- \_\_\_\_\_ Leadership positions in national-level reading organizations
- \_\_\_\_\_ Preparation of commercially-produced, nationally-distributed teaching materials
- \_\_\_\_\_ Preparation of commercially-produced, nationally-distributed testing materials
- \_\_\_\_\_ Presentation of papers at national Reading conventions
- \_\_\_\_\_ Professorships in Reading: pre-service teacher training and supervision
- \_\_\_\_\_ Professorships in Reading: graduate-level and research
- \_\_\_\_\_ Supervision and/or administration of Reading programs and services: college or university
- \_\_\_\_\_ Supervision and/or administration of Reading programs and services: private
- \_\_\_\_\_ Supervision and/or administration of Reading programs and services: school district

V. Perhaps the preceding categories have failed to cover some aspect of professional status or prestige you feel would be important in a new journal. If so, please indicate your feelings below:

VI. Quite obviously, members with differing emphases in their own work will probably differ in their responses to the preceding categories. In order to help us discover such intra-membership patterns, please complete the following section dealing with your own particular interests, concerns, and professional setting.

Name (optional): \_\_\_\_\_ Age: \_\_\_\_\_

Type of institution:

- \_\_\_\_\_ large university
  - \_\_\_\_\_ small university
  - \_\_\_\_\_ teacher-training college
  - \_\_\_\_\_ liberal arts college
  - \_\_\_\_\_ public school district
  - \_\_\_\_\_ private reading center or clinic
  - \_\_\_\_\_ business/industry/government reading center, lab, or clinic
- other: \_\_\_\_\_

Location of institution (city and/or state): \_\_\_\_\_

Major professional emphasis:

- \_\_\_\_\_ currently a student
  - \_\_\_\_\_ undergraduate-level teacher preparation
  - \_\_\_\_\_ graduate-level teacher preparation
  - \_\_\_\_\_ reading services
  - \_\_\_\_\_ publication and sales
  - \_\_\_\_\_ educational technology and sales
- other: \_\_\_\_\_

## Abstract

### HOW TO SUCCEED IN READING BY REALLY TRYING

Wayne Otto and Kenneth L. Dulin

University of Wisconsin

In order to obtain some insight into perceptions of status-bearing activities in the area of reading, the authors queried the membership of the National Reading Conference regarding the relative values they placed upon given activities. Approximately one-fourth of the total membership responded. The data were summarized in terms of mean rankings of given activities and examined with regard to service. In general, writing, research and national-level leadership in professional organizations carried more status than supervision and/or administration of reading services and programs, teacher preparation or state-level leadership in professional organizations. There was a high degree of agreement among respondents' rankings, regardless of the nature of their specific duties or institutional affiliations.

## HOW TO SUCCEED IN READING BY REALLY TRYING

Wayne Otto and Kenneth L. Dulin

University of Wisconsin

According to the sociologists, status is a commodity--a currency as real as any other, and as important in the evaluation of many occupational choices as are salaries, retirement plans, or paid vacations. In choosing a professional position, they say, the person who wants to "get ahead" in his field must weigh this factor as carefully as any other. Status, like any other currency, draws more of itself as "interest." Status-bearing opportunities accrue to those with previous status, and there is a "snowballing" effect: the highly-statused get more status, and the less-statused get nothing. In the quest for status, some positions provide a useful vehicle; others provide a vehicle that merely spins its wheels.

Or, at least, so the story goes. If it is true--and to some extent we think it is--then professional work in Reading is unlikely to be an

exception. "Pecking-Orders"--implicit but real--probably do exist within our profession as within others, and certain professional roles probably do carry more prestige than others.

But status, like beauty, is in the eye of the beholder. A high-status activity to one person may appear to another to be a blatantly bothersome chore. To one professional the tedious job of collecting and analyzing data may be boring and trivial, while to another it places him at "the cutting-edge of knowledge." Counseling beginning teachers may seem to one person the epitome of teaching--"passing on the torch"--while to others it may be the price to be paid for some later free time to do research. Opinions vary, but the indisputable fact is that the "publish or perish" policies of many major universities are in sharp contrast to the "teach and train" emphases of others.

We did this study in order to examine a limited portion of the problem--to see how members of the National Reading Conference felt about it. Another group might feel quite different; but this is how it is with the NRC.

#### METHOD

Instrument. A questionnaire was constructed wherein respondents were asked to rank-order sixteen different specific activities a professional worker in Reading might conceivably pursue and practice. After ranking these activities, the respondents were then asked to identify their own professional settings, roles, responsibilities, and major interests.

Sample. The questionnaire was submitted by mail to the entire active membership of the National Reading Conference. No names were required of respondents, and a stamped envelope was enclosed for the return.

Of the 237 persons polled, 75 responded. After partial, incomplete, and/or incorrectly handled responses were discarded, 67 useable responses

remained. Thus data from more than one-fourth of the NRC membership was the basis for the analyses reported here.

Data Analyses. Categories of respondents were set up in several ways, and analyses were made for each pairing of sub-groups and for the total sample.

The first two categories identified were a "large university" group and "others," with the latter group including people associated with public schools, private reading clinics, small colleges, and commercial firms. Next, the data were re-pooled and those who gave "research" as one of their major interests were separated from a "no research" group. Finally (and again from the total data-pool), a "teacher preparation" group and a "reading services" group were identified.

In order to compute means, medians, and variances for the various sets of rankings, it was necessary to treat them as if they were interval, rather than ordinal, numbers. Though theoretically fallacious, this practice is conceded by Guilford (1, p. 246) to be common in such instances. To examine response consistency within and between sub-groups and the total sample, Kendall's Coefficient of Concordance ( $W$ ) and Spearman's Rank-Order Correlation Coefficient ( $Rho$ ) were used.

## RESULTS AND DISCUSSION

Total Sample. The data in Table 1 appear to be generally in line with

/ insert Table 1 about here /

the "publish-or-perish" mystique: reporting research findings in journals, writing professional books on reading, and assuming leadership roles in national-level professional organizations for workers in reading evidently carry considerably more status with NRC members than do supervision and/or

administration of reading programs and services, pre-service teacher preparation, or state-level involvement with professional organizations. The editorship of collected readings, however, was rated much lower than the authorship of journal articles and books. Prestige apparently accrues most heavily to those who write their own material. It seems reasonable to conclude that he who publishes shall not perish but have everlasting status among his peers--so long as he does his own things.

Sub-groups. When "large university" people were compared to "others," the only notable disparity indicated was in terms of their perceptions of presenting papers at national Reading conventions; though close in terms of absolute mean-rankings, this activity placed fifteenth for "others" and seventh for "large university" people. This finding may be not unrelated to the relative amounts of travel support available to permit such activities. Perhaps the "large university" people like it because they have it. All of the comparisons of "large university" and "others" rankings are given in Table 2.

/ insert Table 2 about here /

The rankings of the "research" and "no research" groups are given in Table 3. Here, national-level organizational leadership and the administra-

/ insert Table 3 about here /

tion and/or supervision of reading services and programs at the college or university levels were the only activities perceived very differently. The former placed fifth with "research" people over twelfth for the "no research" group, and the latter placed thirteenth for "research" people as opposed to eighth for the "no research" group. Again, the difference in absolute mean-rankings are not great.



Finally, the rankings of "teacher preparation" people and "reading services" people were compared. The data are summarized in Table 4. No major differences are apparent.

/ insert Table 4 about here /

The coefficients of agreement found when the mean-rankings of the total sample and each sub-group were re-ordered are given in Table 5. All are

/ insert Table 5 about here /

highly significant ( $p < .001$ ), which indicates strong intergroup agreement despite ostensible differences in the salient interests of the several sub-groups.

To sum up, the following generalizations appear to be warranted by the data:

1. Writing, research, and national-level organizational leadership seem to carry a good deal more status with members of our group than do supervision and/or administration of reading services and programs, pre-service teacher preparations, or state-level leadership in professional organizations. No matter how the respondents were divided, the former activities were ranked high and the latter were ranked low. Both the intergroup and the intra-group agreement on these rankings are high.

2. "Large university" people and "others" do differ somewhat in the value they attach to one activity--the reading of papers at national conventions--but this difference is still slight in terms of absolute numerical mean-rankings.

3. "Research" people and "no research" people differ in their views of two activities: national-level organizational leadership and the administration and/or supervision of college-level reading services and

program. The "research" people value the former activity more highly than do the "no research" people, and they value the latter activity less.

4. "Teacher preparation" people and "reading services" people differ in no major respect in terms of their relative rankings of professional activities in Reading. It is interesting to note that they apparently value writing and research more highly than the activities most prominent in their own positions.

#### IMPLICATIONS AND DISCLAIMERS

In reporting these results we present no case for the veridicality of the statements of relative worth of one professional activity over another; to suggest that those activities scoring high ought in fact to be considered so is not our intent. Nor would we be surprised if the orders recorded in the big status ranking scheme in the sky were totally different from those that we have reported. There, perhaps, the last shall be first and the first last, with the "doers" taking preference over the "writers." Meanwhile, our purpose here has been simply to report the status-activity preferences of NRC members--to tell it like it is in the NRC. Any inferences you may draw for your own personal vocational guidance should be considered purely serendipitous.

#### References

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Table 1  
 AVERAGE STATUS-RANKINGS OF PROFESSIONAL ACTIVITIES  
 BY ALL NRC MEMBERS RESPONDING

| Professional Activities  | Total Group N = 67 |      |                |
|--|--------------------|------|----------------|
|  | Mean Ranking       | S.D. | Median Ranking |
| Authorship of Journal Articles:<br>Theory and Research   | 4.28               | 4.2  | 2.44           |
| Authorship of Methods Texts  | 5.46               | 3.9  | 5.08           |
| Preparation of Commercially-Produced,<br>Nationally-Distributed Teaching<br>Materials              | 6.32               | 4.3  | 5.40           |
| Leadership Positions in National-<br>Level Reading Organizations                                   | 6.39               | 4.7  | 4.98           |
| Authorship of Journal Articles:<br>Opinion, Discussion, Review                                     | 6.80               | 3.84 | 6.36           |
| Preparation of Commercially-<br>Prepared, Nationally-Distributed<br>Testing Materials              | 7.58               | 3.9  | 7.21           |
| Editorial Work with Major Journals<br>in Reading   | 8.05               | 3.3  | 9.33           |
| Professorships in Reading:<br>Graduate-Level and Research  | 8.10               | 4.3  | 8.00           |
| Presentation of Papers at<br>National Reading Conventions  | 8.53               | 3.5  | 8.64           |
| Authorship of Journal Articles:<br>Book Reviews and Critiques                                      | 8.56               | 4.6  | 9.21           |
| Professorships in Reading: Pre-<br>Service Teacher-Preparation<br>and Supervision                  | 9.38               | 3.7  | 10.25          |
| Supervision and/or Administration<br>of Reading Programs and Services:<br>Colleges or Universities | 9.39               | 4.1  | 10.38          |

Table 1. (Cont'd)

|  |         |     |       |
|--|---------|-----|-------|
| Leadership Positions in State-Level Reading Organizations  | 10.34   | 4.5 | 11.00 |
| Editorship of Collections of Readings  | 10.62   | 2.0 | 10.44 |
| Supervision and/or Administration of Reading Programs and Services: Public School Districts      | 11.54   | 4.7 | 13.88 |
| Supervision and/or Administration of Reading Programs and Services: Private Schools and Agencies | 12.98   | 4.0 | 14.93 |
| Coefficient of Concordance   | .22345* |     |       |

\*  $p < .001$

Table 2  
 AVERAGE STATUS-RANKINGS OF PROFESSIONAL ACTIVITIES  
 BY "LARGE UNIVERSITY" PEOPLE AND "OTHERS"

| Professional Activities  | "Large University"<br>Group N = 31 |      |                   | "Others"<br>Group N = 36 |      |                   |
|--|------------------------------------|------|-------------------|--------------------------|------|-------------------|
|  | Mean<br>Ranking                    | S.D. | Median<br>Ranking | Mean<br>Ranking          | S.D. | Median<br>Ranking |
| Authorship of Journal<br>Articles: Theory and<br>Research                                  | 3.17                               | 3.5  | 0.83              | 5.28                     | 4.4  | 3.00              |
| Authorship of Methods Texts  | 5.52                               | 3.9  | 5.00              | 5.41                     | 4.0  | 4.67              |
| Preparation of Commercially-<br>Produced, Nationally-<br>Distributed Teaching<br>Materials | 5.69                               | 4.1  | 4.67              | 6.93                     | 4.4  | 6.00              |
| Leadership Positions in<br>National-Level Organiza-<br>tions in Reading                    | 5.89                               | 4.2  | 4.17              | 6.84                     | 4.6  | 6.67              |
| Authorship of Journal<br>Articles: Opinion, Dis-<br>cussion, Review                        | 6.31                               | 3.5  | 6.00              | 7.26                     | 4.1  | 7.13              |
| Preparation of Commercially-<br>Produced, Nationally-<br>Distributed Testing<br>Materials  | 7.03                               | 3.6  | 6.33              | 8.10                     | 4.1  | 7.00              |
| Presentation of Papers at<br>National Reading<br>Conventions                               | 7.31                               | 3.2  | 7.67              | 9.75                     | 3.2  | 9.80              |
| Authorship of Journal<br>Articles: Book Reviews<br>and Critiques                           | 8.21                               | 4.1  | 8.00              | 9.37                     | 4.2  | 9.00              |
| Professorships in Reading:<br>Graduate-Level and<br>Research                               | 8.21                               | 3.6  | 9.00              | 8.00                     | 4.9  | 7.50              |
| Editorial Work with Major<br>Journals in Reading   | 8.41                               | 3.2  | 8.33              | 7.71                     | 3.4  | 8.69              |

Table 2 (Cont'd)

|  |         |     |       |         |     |       |
|--|---------|-----|-------|---------|-----|-------|
| Editorship of collections of Readings  | 9.93    | 3.2 | 11.21 | 9.69    | 3.9 | 10.30 |
| Supervision and/or Administration of Reading Programs and Services: College or University        | 10.07   | 4.0 | 11.5  | 8.72    | 4.2 | 9.25  |
| Professorships in Reading: Pre-service Teacher-preparation and Supervision                       | 10.54   | 3.0 | 11.17 | 8.30    | 4.2 | 8.50  |
| Leadership Positions in State-Level Reading Organizations  | 11.83   | 3.3 | 12.88 | 8.93    | 5.0 | 8.67  |
| Supervision and/or Administration of Reading Programs and Services: Public School Districts      | 13.54   | 3.2 | 15.00 | 9.74    | 5.1 | 10.75 |
| Supervision and/or Administration of Reading Programs and Services: Private Schools and Agencies | 14.50   | 3.2 | 14.95 | 12.23   | 3.6 | 14.78 |
| Coefficients of Concordance  | .39368* |     |       | .13924* |     |       |

\*  $p < .001$

Table 3  
 AVERAGE STATUS-RANKINGS OF PROFESSIONAL ACTIVITIES  
 BY "RESEARCH" PEOPLE AND "NO RESEARCH" PEOPLE

| Professional Activities  | "Research" Group<br>N = 19 |      |                   | "No Research" Group<br>N = 47 |      |                   |
|--|----------------------------|------|-------------------|-------------------------------|------|-------------------|
|  | Mean<br>Ranking            | S.D. | Median<br>Ranking | Mean<br>Ranking               | S.D. | Median<br>Ranking |
| Authorship of Journal<br>Articles: Theory and<br>Research                                  | 3.53                       | 3.3  | 2.25              | 4.44                          | 4.4  | 2.42              |
| Preparation of Commercially-<br>Produced, Nationally-<br>Distributed Teaching<br>Materials | 5.32                       | 3.0  | 5.00              | 6.70                          | 4.7  | 5.00              |
| Authorship of Methods Texts  | 6.37                       | 4.3  | 5.25              | 4.83                          | 3.5  | 4.75              |
| Preparation of Commercially-<br>Produced, Nationally-<br>Distributed Testing<br>Materials  | 6.63                       | 6.3  | 7.00              | 7.82                          | 4.0  | 6.33              |
| Leadership Positions in<br>National-Level Reading<br>Organizations                         | 6.74                       | 4.6  | 5.25              | 9.37                          | 4.4  | 4.30              |
| Authorship of Journal<br>Articles: Opinion,<br>Discussion, Review                          | 7.00                       | 3.6  | 9.75              | 6.60                          | 3.9  | 5.83              |
| Editorial Work with Major<br>Journals in Reading   | 7.63                       | 2.5  | 7.00              | 8.43                          | 3.3  | 8.75              |
| Presentation of Papers at<br>National Reading<br>Conventions                               | 7.92                       | 3.5  | 6.75              | 9.21                          | 3.3  | 9.17              |
| Professorships in Reading:<br>Graduate-Level and<br>Research                               | 8.16                       | 3.7  | 8.00              | 8.13                          | 4.6  | 8.00              |
| Authorship of Journal<br>Articles: Book Reviews<br>and Critiques                           | 8.84                       | 4.5  | 9.13              | 8.67                          | 4.1  | 13.75             |

Table 3 (Cont'd)

|  |         |     |       |         |      |       |
|--|---------|-----|-------|---------|------|-------|
| Editorship of Collections of Readings  | 9.47    | 3.0 | 8.13  | 9.83    | 3.0  | 9.83  |
| Professorships in Reading: Pre-service Teacher Training and Supervision                          | 10.21   | 3.6 | 11.33 | 9.08    | 3.68 | 9.00  |
| Supervision and/or Administration of Reading Programs and Services: College or University        | 10.95   | 4.1 | 12.63 | 8.65    | 4.0  | 8.75  |
| Leadership Positions in State-Level Reading Organizations  | 11.79   | 3.6 | 12.63 | 9.68    | 4.7  | 9.68  |
| Supervision and/or Administration of Reading Programs and Services: School District              | 12.32   | 5.3 | 14.92 | 11.23   | 4.4  | 11.00 |
| Supervision and/or Administration of Reading Programs and Services: Private Schools and Agencies | 13.58   | 4.0 | 15.14 | 12.81   | 4.0  | 15.37 |
| Coefficients of Concordance  | .32738* |     |       | .21524* |      |       |

\*  $p < .001$



Table 4

AVERAGE STATUS-RANKINGS OF PROFESSIONAL ACTIVITIES  
BY "TEACHER PREPARATION" PEOPLE AND "READING SERVICES" PEOPLE

| Professional Activities  | "Teacher Preparation"<br>N = 37 |      |                   | "Reading Services"<br>N = 36 |      |                   |
|--|---------------------------------|------|-------------------|------------------------------|------|-------------------|
|  | Mean<br>Ranking                 | S.D. | Median<br>Ranking | Mean<br>Ranking              | S.D. | Median<br>Ranking |
| Authorship of Journal<br>Articles: Theory and<br>Research                                  | 4.09                            | 4.2  | 2.44              | 4.15                         | 4.1  | 2.00              |
| Authorship of Methods Texts  | 4.19                            | 3.7  | 3.13              | 6.53                         | 4.0  | 5.00              |
| Preparation of Commercially-<br>Produced, Nationally-<br>Distributed Teaching<br>Materials | 5.56                            | 4.2  | 4.16              | 7.56                         | 4.4  | 6.83              |
| - Authorship of Journal<br>Articles: Opinion,<br>Discussion, Review                        | 6.16                            | 3.8  | 5.50              | 7.09                         | 3.7  | 6.60              |
| Leadership Positions in<br>National-Level Reading<br>Organizations                         | 7.06                            | 5.5  | 6.50              | 6.73                         | 4.5  | 4.83              |
| Preparation of Commercially-<br>Produced, Nationally-<br>Distributed Testing<br>Materials  | 7.22                            | 3.9  | 5.70              | 8.25                         | 4.1  | 7.83              |
| Professorships in Reading:<br>Graduate-Level and<br>Research                               | 7.65                            | 3.9  | 8.33              | 7.91                         | 4.6  | 8.00              |
| Editorial Work with Major<br>Journals in Reading   | 8.16                            | 2.9  | 9.21              | 8.27                         | 3.5  | 9.21              |
| Presentation of Papers at<br>National Reading<br>Conventions                               | 8.68                            | 3.3  | 9.00              | 8.76                         | 3.5  | 9.20              |
| Editorship of Collections<br>of Readings   | 9.12                            | 3.7  | 11.25             | 10.88                        | 3.4  | 6.87              |

Table 4 (Cont'd)

|  |         |     |       |         |     |       |
|--|---------|-----|-------|---------|-----|-------|
| Authorship of Journal<br>Articles: Book Reviews<br>and Critiques                                     | 9.13    | 4.1 | 8.63  | 9.09    | 4.0 | 8.75  |
| Supervision and/or Adminis-<br>tration of Reading<br>Programs and Services:<br>College or University | 10.00   | 3.6 | 11.00 | 8.28    | 4.6 | 9.00  |
| Professorships in Reading:<br>Pre-service Teacher<br>Training and Supervision                        | 10.00   | 3.5 | 10.83 | 8.66    | 4.0 | 8.83  |
| Leadership Positions in<br>State-Level Reading<br>Organizations                                      | 11.10   | 3.6 | 11.67 | 9.69    | 5.1 | 11.00 |
| Supervision and/or Adminis-<br>tration of Reading<br>Programs and Services:<br>School District       | 11.90   | 2.6 | 14.25 | 10.38   | 5.3 | 11.00 |
| Supervision and/or Adminis-<br>tration of Reading<br>Programs and Services:<br>Private               | 13.53   | 3.5 | 15.00 | 12.26   | 4.4 | 14.69 |
| Coefficients of Concordance  | .31356* |     |       | .16382* |     |       |

\*  $p < .001$

Table 5  
 INTERCORRELATIONS<sup>1</sup> BETWEEN ORDERED MEAN-RANKINGS  
 FOR TOTAL GROUP AND ALL SUB-GROUPS

|                                | "Large<br>University"<br>Group | "Others"<br>Group | "Research"<br>Group | "No<br>Research"<br>Group | "Teacher<br>Preparation"<br>Group | "Reading<br>Services"<br>Group |
|--------------------------------|--------------------------------|-------------------|---------------------|---------------------------|-----------------------------------|--------------------------------|
| Total Group                    | .95294*                        | .91029*           | .96765*             | .85882*                   | .96175*                           | .95294*                        |
| "Large University" Group       |                                | .79412*           | .96471*             | .79412*                   | .96471*                           | .87059*                        |
| "Others" Group                 |                                |                   | .82206*             | .80588*                   | .86765*                           | .95000*                        |
| "Research" Group               |                                |                   |                     | .82059*                   | .97058*                           | .87059*                        |
| "No Research" Group            |                                |                   |                     |                           | .84706*                           | .85294*                        |
| "Teacher-Preparation"<br>Group |                                |                   |                     |                           |                                   | .91176*                        |

<sup>1</sup> Spearman Rank-Order Correlation Coefficients (Rhos)

\*  $p < .001$



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Dr. Earl F. Rankin, Coordinator of Reading Studies  
Department of Curriculum and Instruction  
College of Education  
University of Kentucky  
Lexington, Kentucky 40506

NRC

January 15, 1969

Dr. Horst G. Taschow  
Assistant Professor of Education  
Central Oregon Community College  
Bend, Oregon 97701

Dear Dr. Taschow:

Thank you very much for sending me the abstract of the paper that you presented at the National Reading Conference. I have taken the liberty of sending it to Dr. Laffey and the ERIC Center.

I am very happy to have had you participate in the National Reading Conference meetings. I hop we will see more of you. Next year the program is being put together by Dr. Wendell Weaver at the University of Georgia. If you have any papers to submit, I suggest that you send them to him.

I am sorry to report that I did not hear your paper since the flu caught up with me in Los Angeles, and I didn't get too much of anything. However, I have had good reports on it.

Keep up the good work. We'll hope to see you next year in Atlanta.

Cordially,

Alton L. Raygor  
Professor of Educational Psychology  
Coordinator Reading and Study Skills Center

ALR:dln

cc. Dr. James Laffey



DON P. PENCE, *President*

CENTRAL OREGON COMMUNITY COLLEGE  
BEND, OREGON 97701

December 27, 1968

Dr. Horst G. Taschow  
P.O. Box 268  
Bend, Oregon 97701

Dr. Alton L. Raygor  
Program Chairman  
The University of Minnesota  
Minneapolis, Minn. 55455

Dear Dr. Raygor:

While having some time and looking over the program and many notes of the National Reading Conference, I found in this folder the prepared abstract of the paper I have had the privilege to present. Wondering while I have n't given it to Prof. G. B. Schick, I recall that he did not want it. Rechecking the Style Sheet, I find red-framed (by me) the abstract for ERIC/CRIER recording to be handed to the program chairman. Since I wish to have it recorded with ERIC/CRIER is it too late to hand to you now? If so, I will send it to Dr. James Laffey, Indiana University. However, I hope and trust there is still time for it.

May I wish you a happy and successful New Year and thank you for your kindness.

Sincerely,

A handwritten signature in black ink, appearing to read "Horst G. Taschow", written over a horizontal line.

Horst G. Taschow  
Asst. Prof. of Education

Encl.: 1 abstract



DON P. PENCE, *President*

# CENTRAL OREGON COMMUNITY COLLEGE

BEND, OREGON 97701

January 29, 1969

Dr. Horst G. Taschow  
P.O.Box 268  
Bend, Oregon 97701

Dr. Alton L. Raygor  
Professor of Educational Psychology  
Coordinator Reading and Study Skills Center  
Student Counseling Bureau  
University of Minnesota  
Minneapolis, Minnesota 55455

Dear Dr. Raygor:

It was very pleasant to read your letter of January 15th for which I wish to thank you. I am, however, sorry to hear now that at the time of the conference in Los Angeles you have been actually ill. Since so far - I guess plain lucky - the flu did not catch up with me.

I am happy to read that you have forwarded my 'late' abstract to Dr. Laffey and the ERIC Center. Next time I should know better.

Please receive my special "Thank You" for having me included in the NRC Program and be assured that I enjoyed the presentation, the several comments after presentation as well as good fellowship at the many informals. In time, I will get in contact with Dr. Weaver to participate in the next year's - no this year's - conference in Atlanta.

May I add a personal note: If you hear or know of a job opening in the reading field - undergraduate, graduate level, director of reading clinic, ~~xxx~~ study skills center or the like - within your geographical area or elsewhere at university level, let me know or ask the people to contact me.

Again, may I thank you for your kindness.

Cordially,

Horst G. Taschow  
Asst. Professor of Education



NAC 15,4  
Business

January 21, 1969

Dr. Martin Kling  
Associate Professor of Education  
Rutgers - The State University  
New Brunswick, New Jersey 08903

Dear Martin:

I am sorry to advise you that the NRC Board voted not to reimburse you for your expenditures regarding your paper. I was instructed as President to let you know. (I didn't know the President got all these dirty jobs!)

The group expressed a variety of feelings about the situation, and as I remember the discussion the salient reasons were pretty much as follows:

1. We are broke.
2. Our editor did publish a version marked "Final Copy" or something similar.
3. The papers were really quite similar and several members didn't see the need for the few changes.

I'm sure all of us are as sorry as I am to have to turn down your request.

Sincerely,

Alton L. Raygor  
President

ALR:dfg  
cc: L. L. Van Gilder

RUTGERS • THE STATE UNIVERSITY

NEW BRUNSWICK, NEW JERSEY 08903

January 13, 1969

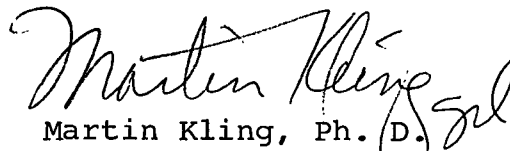
Mr. L. L. Van Gilder, Treasurer  
National Reading Conference, Inc.  
Marquette University  
Milwaukee, Wisconsin 53233

Dear Les:

What happened to my request for reimbursement for the reprints? What was NRC's decision? If you need any bills, I will be happy to forward them.

I await your answer with baited breath and receptive pocket.

Sincerely,

A handwritten signature in cursive script that reads "Martin Kling". The signature is written in dark ink and is positioned above the typed name and title.

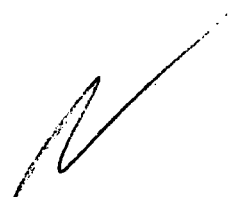
Martin Kling, Ph. D.  
Associate Professor of Education

mk/grl

Mr. Van Gilder:

The "Minutes" read---Martin Kling's request for reimbursement for money spent on reproducing and mailing an article he had intended for publication in the yearbook instead of the one printed was discussed. It was decided that Raygor would write a letter telling him that NRC does not feel responsible for reimbursement since the copy of the article printed was marked final.

Nellie  
Please send the attached  
letter to Alton Raygor,  
our NRC President



February 7, 1969

Dear Board Member:

Our History Committee, and its fearless leader Kingston, has come up with a proposal that sounds good to me, and I hope you will agree to it.

It seems that Marquette University has proposed to Van Gilder that he stay there for a Ph.D. and his committee has accepted the idea of a dissertation on the topic of NRC history. Lester has already begun to collect information about the "good old days".

The History Committee proposes that we make \$500 available to Lester Van Gilder for partial support of the project. The funds would be used for travel, clerical expenses, and other costs.

Apparently the treasury can stand it (for a change), and it seems to me to be to the advantage of NRC to have a definitive history written.

Since Van Gilder and his doctoral committee need to know if the project can go forward, I suggest the following procedure:

I am enclosing a post card on which you can indicate your approval or disapproval. If I haven't heard from you in ten days, I will assume you don't feel strongly either way and will accept the decision of the rest of the Board.

Cordially,

Alton L. Raygor  
President

ALR:dfg  
Enc.

THE UNIVERSITY OF GEORGIA  
COLLEGE OF EDUCATION  
ATHENS, GEORGIA 30601

January 28, 1969

Dr. Alton L. Raygor, Director  
Study Skills Laboratory  
University of Minnesota  
Minneapolis, Minn.

Dear Al:

In view of the acceptance by Van's committee of an historical study of NRC, and his anxiety to get started, I suggest that you poll the Board of Directors to see if they will go along with the request for \$500.00 appropriation.

I believe you received a copy of a letter from Hazel indicating that she had contacted the folks at TCU and Mrs. Causey. Enclosed is a Xerox of one I received from Van.

Best wishes.

Cordially,



Albert J. Kingston

Enclosure

cc: Les Van Gilder

# National Reading Conference

AN INCORPORATED EDUCATIONAL NON-PROFIT ASSOCIATION

MARQUETTE UNIVERSITY  
MILWAUKEE, WISCONSIN 53233

A I R M A I L

January 22, 1969

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EARL F. RANKIN, JR.  
UNIVERSITY OF KENTUCKY

REPLY TO:  
LESTER L. VAN GILDER  
MARQUETTE UNIVERSITY  
MILWAUKEE, WISCONSIN 53233

Dr. Albert J. Kingston  
College of Education  
The University of Georgia  
Athens, Ga. 30601

Dear Al,

This must be the sixth time I have started this letter to you. Believe me, the past two weeks have been incredible!

I want briefly to confirm the fact that the idea of doing the dissertation, as you outlined, is acceptable by my committee, as well as me, personally.

If my doing the project is acceptable to your committee, I will get underway at once. In fact, I have already contacted Miss Jean Causey in Fort Worth, explained what we are trying to do, and have asked her to consult with her mother to find any documents that her father may have filed at home. Miss Causey has assured me of her full support and cooperation.

Recently I talked with Earl Rankin who informed me that when he moved into the T.C.U. offices, he did away with three files of materials which Oscar Causey had left behind - what a monumental loss!

I have only one misgiving about the project, itself, namely, the collection process. Again, if your committee is agreeable to my doing the job, I will welcome suggestions, names of people to contact, pertinent documents from charter members, etc., etc. While on the subject, I will quite likely need the better part of the \$500 that was suggested since I will not have the ready logistic support of Marquette. The treasury can stand it and the money would, of course, be judiciously used. Meanwhile, I will await further word from you.

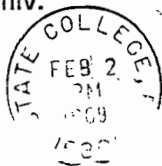
Sincerely,



L.L. Van Gilder, Treas.  
N.R.C.

+ Kingston

E. P. B. M. D.  
Director Clinical Reading Services  
Reading Center, Penn. State Univ.  
103 Ed. & Psych. Ctr. *Bldg.*  
University Park, Pa. 16802



**ALTON L. RAYGOR**  
101 EDDY HALL  
UNIVERSITY OF MINNESOTA  
MINNEAPOLIS 14, MINNESOTA 55455

Prof. Emery Bliesmer

Al - If Marquette is willing to accept a history of  
NRC (Wade Minnerde??) as a dissolution for ~~free~~ and  
the treatment will go considerably beyond what Al R., Art Mc  
& others did at the NRC banquet a year or two ago; and supporting  
the project will not mean an increase in dues, & will go  
along with the idea of NRC support for the project.

What did you think of the first issue of JRB?

answered  
2-19-69

Emery  
2-12-69



February 14, 1969

Mr. Lester L. Van Gilder, Treasurer  
National Reading Conference, Inc.  
Marquette University  
Milwaukee, Wisconsin 53233

Dear Les:

I have polled the Board and have now received enough "yes" votes to approve your project and the \$500 expenditure. So the answer is "GO".

I will be sending you my old files on the National Reading Conference which date back to about 1955 when it was still the Southwest Reading Conference. These will probably be along within a week or two by slower mail.

Best of luck with the project. It sounds like a great idea to me, and I'm sure that you will do a good job on it.

Cordially,

Alton L. Raygor  
President

ALR:dfg

cc: A. J. Kingston

P.S. Tell Nellie thanks for the note.

# NATIONAL READING CONFERENCE, INC.

MARQUETTE UNIVERSITY

MILWAUKEE, WISCONSIN 53233

AN EDUCATIONAL NON-PROFIT ASSOCIATION

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WESTERN RESERVE UNIVERSITY  
LEONARD SPEARMAN  
SOUTHERN UNIVERSITY

## REPLY TO:

ALTON L. RAYGOR  
161 EDDY HALL  
UNIVERSITY OF MINNESOTA  
MINNEAPOLIS, MINN. 55455

February 14, 1969

Mr. Lester L. Van Gilder, Treasurer  
National Reading Conference, Inc.  
Marquette University  
Milwaukee, Wisconsin 53233

Dear Les:

I have polled the Board and have now received enough "yes" votes to approve your project and the \$500 expenditure. So the answer is "GO".

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Best of luck with the project. It sounds like a great idea to me, and I'm sure that you will do a good job on it.

Cordially,

Alton L. Raygor  
President

ALR:dfg

cc: A. J. Kingston

P.S. Tell Nellie thanks for the note.

February 20, 1969

Mr. Leonard E. Kraft  
Director of Graduate Studies  
College of Education  
Baldwin Hall

Dear Len:

Miss Helen Marie Moore (I.D. No. E8141) of 180 Baxter Drive has asked that I write you in support of her application for admission to the doctoral program in Educational Psychology (school psychology). I have taught her and found her to be a hard working conscientious student. In my opinion she has a good chance of succeeding in the doctoral program.

Cordially,

Albert J. Kingston  
Professor, Educational Psychology

AJK:db

UNIVERSITY OF SOUTH FLORIDA

TAMPA, FLORIDA 33620

AREA CODE 813: 988-4131

COLLEGE OF EDUCATION

February 24, 1969

Mr. Les Van Gilder  
Marquette University  
Milwaukee, Wisconsin 53233

Dear Les:


Your phone call means that all is not well in L.A. Enclosed you will find two copies of some arrangements which I just happened to get and never did sign.

You remember at the time I was angry about the WRC having a luncheon under the National Reading Conference banner at which you-know-who spoke. The other one was for our banquet, and how the hell they got four hundred from it is beyond me.

According to my records, we ordered 150 meals which were \$10 meat and \$40 fish (or chicken). A total of 134 people attended the banquet. At that time Mr. Westermayer stated that we would be billed \$134, and I believe you got the receipt for that number. This was confirmed again with Miss Murphy. Out expenses should be no more than for the banquet and whatever set-ups we used. I am very sorry that this has occurred, but "such is life". Although I don't like it, the Board has left everything in my lap from now on, so, from now on, we are going to stay in the warm, friendly, sweet Southeast.

Don't pay a damn thing until we get this worked out.

Sincerely,

  
A. J. Lowe, Ed.D.  
Assistant Professor  
Reading Education

AJL/bjs

C  
O  
P  
Y

# University of South Florida

TAMPA CAMPUS 33620 AREA CODE 813: 988-4131

College of Education

ST. PETERSBURG CAMPUS 33702  
AREA CODE 813: 898-7411

February 24, 1969

Dr. Al Raygor  
University of Minnesota  
Office of the Dean of Students  
Students Counseling Bureau  
Minneapolis, Minnesota 55455

Dear Al:

You and Nixon ought to get together to talk over how it feels to be new presidents. We are having a bit of difficulty, still with the Western College Reading Association jazz, but Les and I will get it worked out.

Atlanta is coming along just fine. Wendell is working on the program so you might let him know whom you need to be on it, and how you are going to handle your part of it.


We are getting things tightened up considerably for this year's conference with exhibits, prerequisites, and fees, all of which have been approved by the Board.

I will be in Boston for the CRA and Kansas City for the IRA and our NRC meetings there.

On another matter, I certainly hope you can get down for our FRA meeting next fall to talk with our college people and publicize <sup>your new</sup> this material. These personal visits seem to help sales although I am sure you're product will sell itself anyway.

Please give me best to your family and the gang at Minnesota.

Sincerely,

  
A. J. Lowe, Ed.D.  
Assistant Professor  
Reading Education

*I saw Calm & sunny at  
U. F. and he is OK*

AJL/bjs

UNIVERSITY OF CALIFORNIA, RIVERSIDE

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RIVERSIDE, CALIFORNIA 92502

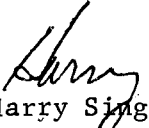
March 4, 1969

Professor Al Kingston  
College of Education  
University of Georgia  
Athens, Georgia

Dear AL:

Enclosed is a copy of a letter which explains why I am asking you at this late date to be a discussant for my paper. I am also enclosing an abstract of the paper, but I haven't written the paper yet. I'll complete the paper and have it to you by April 15th at the latest. Since you have been concerned with theoretical models of reading for the past four or five years, I think you would be the person best qualified for this task. I hope you can do it. If you can, please send a carbon of your reply to Dr. Ron Mitchell at IRA Headquarters, hopefully this will be prior to March 8.

Cordially,

  
Harry Singer

Associate Professor of Education

HS:eb

# UNIVERSITY OF CALIFORNIA, RIVERSIDE

BERKELEY · DAVIS · IRVINE · LOS ANGELES · RIVERSIDE · SAN DIEGO · SAN FRANCISCO



SANTA BARBARA · SANTA CRUZ

A Tribute to the People of California

DEPARTMENT OF EDUCATION

RIVERSIDE, CALIFORNIA 92502

March 3, 1969

To: Members of the Symposium on Theoretical Models and Processes of Reading

Re: Addition of discussants for each paper

In all probability, the National Institute of Child Health and Human Development will publish the proceedings of our symposium. Dr. James Kavanagh, NIH Project Officer, has suggested that a discussant for each paper will make the volume longer and the symposium more interesting. If you have no objection, perhaps we can best proceed in the following way: the written papers can be a full hour long, but the orally presented papers will be only 30 minutes. The discussant, whose paper will also be published, will then have 15 minutes. The last 15 minutes can be for further discussion by these two or in interaction with members of the audience.

We do not have much time to get discussants. I would like each speaker to obtain his own discussant and to notify Dr. Ron Mitchell at IRA headquarters, Six Tyre Avenue, Newark, Delaware, and send a carbon copy to me. If you can get the information to Ron by March 8th, it will go to the printers that way. If you're too late for March 8th, get it to him by March 24th when the galleys are corrected. Otherwise, it'll just appear as "discussant to be announced."

Enclosed is a copy of S. Jay Samuel's paper and Irene Athey's and my abstracts. If you have an abstract please distribute it to the members of the symposium. If your papers get ready in time for circulation, would you mail them to symposium members. Their addresses are listed below.

After a year and a half of working on this symposium, I'm glad to see it progressing so well. The NIH sponsorship is a very high probability and will ensure that this volume is distributed widely. I'm looking forward to an exciting two days in Kansas City.

Cordially,

  
Harry Singer  
Associate Professor of Education

HS:irr  
cc: Dr. Ron Mitchell  
Enc.

Dr. S. Jay Samuels  
College of Education  
University of Minnesota  
Minneapolis, Minnesota

Dr. John Geyer  
Graduate School of Education  
Rutgers, The State University  
New Brunswick, New Jersey 08903

Dr. Russell G. Stauffer  
College of Education  
The Reading Study Center  
University of Delaware  
Newark, Delaware 19711

Dr. Irene Athey  
College of Education  
The University of Rochester  
Rochester, New York 14627

Dr. Robert Ruddell  
Department of Education  
Tolman Hall  
University of California  
Berkeley, California



## Theoretical Models of Reading: Teaching and Research Implications

Harry Singer  
University of California, Riverside

Theoretical models of reading are being used explicitly and implicitly by teachers and researchers to explain the processes of decoding, comprehending, and encoding printed messages.<sup>1</sup>

Essentially models of reading consist of the organization and interrelationships among variables that enter into the processes of reading. They serve as cognitive guides in determining instructional behavior and in planning and conducting research. The purpose of this part of the symposium on "Theoretical Models and Processes of Reading" is to take a sample of these models, explicate their rationale, evaluate their supporting evidence, and then draw out their implications for teaching and research.

Since the models have been selected to cover the developmental range of reading ability, implications for teaching and research will be drawn for the entire curriculum. Among the models at the primary grade level will be those that depict interrelationships among (a) language, speech, and writing and (b) "materials" and processes of thinking, linguistic

forms, and printed words. At the intermediate grade level, models of oral and silent reading will be reviewed. At the high school level, models of the most vs. least powerful readers will be compared. A model constructed at the college level will then be used to complete the sequence.

<sup>1</sup>Singer, Harry, "Theoretical Models of Reading," Journal of Communication, June, 1969 (In Press).



Dr. Alton L. Raygor  
101 Eddy Hall  
University of Minnesota  
Minneapolis, Minnesota 55455

Dr. Harry O. Patterson

Dear Al:

Since this trip was not projected in our departmental budget, I am going to have to decline. However, I'm sure that one of the other board members would be happy to attend. How about Dave, Dick Williams, Merrill May, Fred Davidson, Roger Pepper, et al. I believe Roger did this last year.

Thank anyway  
Pat

March 19, 1969

Dr. Harry O. Patterson  
Reading Improvement Program  
General Motors Institute  
Flint, Michigan

Dear Pat:

The National Reading Conference has been asked to be the host this year for the College Reading Teachers' Luncheon at the IRA Convention in Kansas City. (Last year, as you may know, the College Reading Association acted as host).

I hope you will come as the guest of IRA and will do us the honor of sitting at the head table.

The luncheon will be on Thursday, May 1, from 12:45 to 1:45 p.m. at the Continental Hotel. The speaker will be Dr. George Spache.

I am enclosing a postcard on which I hope you will indicate your willingness to attend.

Cordially,

Alton L. Raygor, President  
National Reading Conference

ALR:tdb

March 21, 1969

Mrs. Hazel Horn Carroll  
Reading Clinic  
Southern Methodist University  
Dallas, Texas 75222

Dear Hazel:

I was talking on the phone to Paul Berg, and he reminded me that we are in the habit of having an election now and then. It occurs to me that I do not know where we stand on procedure.

Kingston is the chairman of the nominations committee, and I think he has acceptances from Frank Greene and Al Lowe. One of these people is presumably to be elected in the spring of '69. Is there anything I need to do about this election or do you and Kingston take care of it?

I hope you are having a good spring down there in the warm Southland. I think of you now and then as I look at the snow outside my window.

Best regards to Tim (buyer of beautiful dresses for pretty ladies) and to Dorothy.

Cordially,

Alton L. Raygor, President  
National Reading Conference

ALR:dfg

# NATIONAL READING CONFERENCE, INC.

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MARQUETTE UNIVERSITY

MILWAUKEE, WISCONSIN 53233

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WESTERN RESERVE UNIVERSITY  
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SOUTHERN UNIVERSITY

*Thank you*

*Dear Al:*

*Enclosed is some scoop from Eric. You should inform Olson that NRC holds copyright - not the editor - also we get a fee. You also might send a copy to International Textbook Co.*

*also how about a publication meeting at IRLA re J.R.B. We also should have ~~any~~ make no kind of announcement or sub-  
mit at NRC/IRA Leechon.*

*Best wishes*

*Cordially*  
*AL*

LOUISIANA STATE UNIVERSITY  
AND AGRICULTURAL AND MECHANICAL COLLEGE  
BATON ROUGE . LOUISIANA . 70803

DEPARTMENT OF EDUCATION

March 12, 1969

Dr. Al Kingston  
Psychology Department  
University of Georgia  
Athens, Georgia

Dear Al:

Arthur V. Olson and Dr. Bill Ames are publishing a textbook of readings for secondary school reading instruction. They are requesting permission to use articles from the Fourteenth Yearbook.

I feel that the NRC should give the release. I have signed and enclosed the forms for you to dispose of them as you feel necessary.

We have actively been working for you and Paul in this area. I should congratulate you now on your upcoming election to the Board.

See you in K.C.

Regards,



Dr. Eric L. Thurston  
Associate Professor





**G E O R G I A S T A T E C O L L E G E**

33 GILMER STREET, S. E. • ATLANTA, GEORGIA 30303

February 24, 1969

Dr. Eric L. Thurston  
School of Education and Psychology  
University of Southern Mississippi  
Hattisburg, Mississippi

Gentlemen:

Dr. Bill Ames and I are preparing a textbook of readings in secondary school reading instruction to be published by the International Textbook Company. The publication will be a paperback selling for approximately \$4.00. It is anticipated that the book of readings will be published in July, 1969.

May I please have your permission to include the material designated on the enclosed sheet in the book of readings and in future revisions thereof. These rights will in no way restrict republication of your materials in any other form by you or others authorized by you. Should you not control these rights in their entirety, would you please let me know whom else I should contact?

We would greatly appreciate your consent to this request. For your convenience a release form is provided on the enclosed sheet and a copy of this letter and the form is also enclosed for your file.

Very sincerely yours,

*Arthur V. Olson*

Arthur V. Olson  
Professor of Education

AVO:lo  
Enclosure

Permission Form

May I please have your permission to include the following material in the book of readings and in future revisions thereof:

Sohn, David A. "The Promise of Paperbacks," The Philosophical and Sociological Bases of Reading, Fourteenth Yearbook of the National Reading Conference, (1965), pp. 57-63.

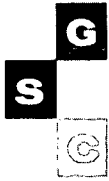
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I (We) grant permission for the use of the materials requested above.

Eric L. Thurston

\_\_\_\_\_  
\_\_\_\_\_  
Date March 11, 1968



**G E O R G I A S T A T E C O L L E G E**

33 GILMER STREET, S. E. • ATLANTA, GEORGIA 30303

February 24, 1969

Dr. Eric L. Thurston  
School of Education and Psychology  
University of Southern Mississippi  
Hattisburg, Mississippi

Gentlemen:

Dr. Bill Ames and I are preparing a textbook of readings in secondary school reading instruction to be published by the International Textbook Company. The publication will be a paperback selling for approximately \$4.00. It is anticipated that the book of readings will be published in July, 1969.

May I please have your permission to include the material designated on the enclosed sheet in the book of readings and in future revisions thereof. These rights will in no way restrict republication of your materials in any other form by you or others authorized by you. Should you not control these rights in their entirety, would you please let me know whom else I should contact?

We would greatly appreciate your consent to this request. For your convenience a release form is provided on the enclosed sheet and a copy of this letter and the form is also enclosed for your file.

Very sincerely yours,

*Arthur V. Olson*

Arthur V. Olson  
Professor of Education

AVO:lo  
Enclosure

Permission Form

May I please have your permission to include the following material in the book of readings and in future revisions thereof:

Eller, William and Judith Goldman Wolf. "Factors in Critical Reading," The Philosophical and Sociological Bases of Reading, Fourteenth Yearbook of the National Reading Conference, (1965), pp. 64-72.

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Eric L. Thurston

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Date March 11, 1969



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*Arthur V. Olson*

Arthur V. Olson  
Professor of Education

AVO:lo  
Enclosure

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Eric L. Thurston

\_\_\_\_\_  
\_\_\_\_\_  
Date

March 11, 1969



**GEORGIA STATE COLLEGE**

33 GILMER STREET, S. E. • ATLANTA, GEORGIA 30303

February 24, 1969

Dr. Eric L. Thurston  
School of Education and Psychology  
University of Southern Mississippi  
Hattisburg, Mississippi

**Gentlemen:**

Dr. Bill Ames and I are preparing a textbook of readings in secondary school reading instruction to be published by the International Textbook Company. The publication will be a paperback selling for approximately \$4.00. It is anticipated that the book of readings will be published in July, 1969.

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Arthur V. Olson  
Professor of Education

AVO:lo  
Enclosure

(2)

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I (We) grant permission for the use of the materials requested above.

Eric L. Thurston

\_\_\_\_\_  
\_\_\_\_\_  
Date March 11, 1969



March 26, 1969

Dr. Ronald W. Mitchell  
Assistant Executive Secretary  
International Reading Association  
Six Tyre Avenue  
Newark, Delaware 19711

Dear Dr. Mitchell:

Dr. Raygor is out-of-town and asked me to send you the enclosed copies.

The first sheet is a xerox copy of the letter sent to each person listed on the second sheet.

We have had several replies back saying they would be able to attend.

If you have any questions, Dr. Raygor will be back in the office on Friday, March 28.

Sincerely,

(Mrs.) Darlene Garland  
Secretary to Dr. Raygor

Encs.



**INTERNATIONAL  
READING  
ASSOCIATION**

**Six Tyre Avenue  
Newark, Delaware 19711**

An Incorporated Nonprofit  
Professional Organization

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Indiana University  
Bloomington, Indiana

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University of Missouri  
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**Past President**

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Ralph C. Staiger

**Assistant Executive Secretary**  
Ronald W. Mitchell

December 24, 1968

*NCR A*

Dr. Alton Raygor  
Eddy Hall  
University of Minnesota  
Minneapolis, Minnesota 55455

Dear Dr. Raygor:

Dr. Mitchell is ill and he asked that I write to you concerning the College Teachers Luncheon Headtable. We understand from Dr. Staiger that you are awaiting word from us. We are enclosing a copy of Dr. Mitchell's October 14 letter, in case you have not received it.

We also understand that you will be issuing the invitations. The names and addresses of the Presidents of the various organizations mentioned in the enclosed letter follow:

| <u>Name and Organization</u>   | <u>Address</u>  |
|--|---|
| Dr. Ralph C. Staiger ✓<br>Executive Secretary-Treasurer<br>International Reading Association | Six Tyre Avenue<br>Newark, Delaware 19711   |
| Dr. Leo Fay, President ✓<br>International Reading Association                                | 222 Pine Hall<br>Indiana University<br>Bloomington, Indiana 47401   |
| <i>Helen Huus</i> ✓<br>Dr. J. Roy Newton, President ✓<br>College Reading Association         | School of Education<br>Reading Department<br>State University of New York<br>1400 Washington Avenue<br>Albany, New York 12203 |
| <i>W. Berto</i> ✓<br>Dr. Paul C. Berg, President ✓<br>National Reading Conference            | University of South Carolina<br>School of Education<br>Columbia, South Carolina   |
| <i>FR</i><br>Dr. Frank Crist, President ✓<br>Western College Reading Association             | Loyola University of<br>Los Angeles<br>Los Angeles, California 90045  |

Please feel free to invite anyone else you would like to sit at the Headtable, however, this number should be limited to twelve people.

We hope this information will be helpful to you. If you have any questions, please do not hesitate to contact us.

Sincerely yours,

*Joanne Scimeca*

(Miss) Joanne M. Scimeca  
Secretary to Dr. Mitchell (Program)

enc.

# University of South Florida

TAMPA CAMPUS 33620 AREA CODE 813: 988-4131

*College of Education*

ST. PETERSBURG CAMPUS 33702  
AREA CODE 813: 898-7411

April 21, 1969

Dr. Alton L. Raygor  
161 Eddy Hall  
University of Minnesota  
Minneapolis, Minnesota  
55455

Dear Al:

Hope all is well and I look forward to seeing you in Kansas City, most august president. It it is O.K., I guess a brief report on Atlanta would be in order. All is going well there and I am quite pleased.

Take care and best wishes.

Sincerely,



A. J. Lowe

AJL/bjs

May 8, 1969

Mr. Leon E. Flancher  
Coordinator of Reading Study Skills  
University of Minnesota  
Technical Institute  
Crookston, Minnesota 56716

Dear Leon:

It was very nice to meet you and talk with you at the Kansas City convention.

I am sending you a lot of things that I think might be of some help to you. Don't hesitate to throw things away.

I hope that you will find it possible to come to visit us sometime because I think it would be very nice if we could share some ideas.

If there is any way that you think I might be of any help to you, please let me know.

Cordially,

Alton L. Raygor  
Professor of Educational Psychology  
and Coordinator of Reading and  
Study Skills Center

AIG:ls

Enc.

May 8, 1969

Miss Effie Kaye Adams  
Box 654  
Dekalb, Illinois

Dear Effie:

I was sorry to miss you in Kansas City. I wanted to tell you that I don't have any connection with the NRC Program this year. The new president-elect and chairman is Wendell Weaver at the University of Georgia in Athens. He will be putting the program together and if you wish to participate I suggest that you contact him.

I share your unhappiness and grief at the death of Henry Smith. He was a good friend of mine, also.

I'm afraid I don't have any kind of summer course to offer your friend, Mrs. Kelsey. We probably will be doing something in the way of training college teachers of Reading in another year or so but as of now we have no summer program.

I hope I will see you at the National Reading Conference meetings in Atlanta in December. Until then, have a good summer.

Cordially,

Alton L. Raygor  
Professor of Educational Psychology  
and Coordinator of Reading and  
Study Skills Center

ALR:ls

# National Reading Conference

AN INCORPORATED EDUCATIONAL NON-PROFIT ASSOCIATION

MARQUETTE UNIVERSITY

MILWAUKEE, WISCONSIN 53233

May 27

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UNIVERSITY OF KENTUCKY

REPLY TO:  
HAZEL HORN CARROLL  
SOUTHERN METHODIST UNIVERSITY  
BOX 162  
DALLAS, TEXAS 75222

Dear Al,

It was good to see you and Betty Ruth in Kansas City.

NRC luncheon was a big success, I thought.

Best, Doctor, what's my problem? I showed up in a new dress and fresh hairdo and that old RA secretary still beat me out of my head-table seat.

See you in Florida,

Hazel

June 13, 1969

Mr. Ronald W. Mitchell  
Assistant Executive Secretary  
International Reading Association  
Six Tyre Avenue  
Newark, Delaware 19711

Dear Ron:

Thanks for the kind words about the luncheon.

Regarding Roy Newton's request for the name of the President of the North Central Reading Association, I have bad news for him. Unlike the College Reading Association, NCRA is not much concerned with officers, memberships, politics, and other such matters, and doesn't even have a President.

There is a Board of Directors which is chaired by Harry O. Patterson, but his title is not President. His unofficial title is "Papa Bear". Probably he would be competent to conduct whatever business Roy has in mind unless it's financial business in which case he should contact the financier who is Dave Wark (same address as mine).

Hope you are having a nice summer.

Cordially,

Alton L. Raygor  
Professor of Educational Psychology  
Coordinator of the Reading and Study  
Skills Center

ALR:dfg



**INTERNATIONAL  
READING  
ASSOCIATION**

**Six Tyre Avenue  
Newark, Delaware 19711**

An Incorporated Nonprofit  
Professional Organization

May 29, 1969

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Leo Fay  
Indiana University  
Bloomington, Indiana

**President-elect**

Helen Huus  
University of Missouri  
Kansas City, Missouri

**Past President**

H. Alan Robinson  
Hofstra University  
Old Westbury, New York

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Ralph C. Staiger

**Assistant Executive Secretary**

Ronald W. Mitchell

Dr. Alton L. Raygor  
161 Eddy Hall  
University of Minnesota  
Minneapolis, Minnesota 55455

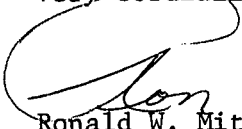
Dear Al:

Let me take this opportunity to thank you and the National Reading Conference for the excellent job you did in arranging the Luncheon for College Teachers of Reading. I understand that George Spache gave an excellent talk.

We recently had an inquiry from J. Roy Newton requesting the name of the President of the North Central College Reading Association. I am not sure that this is the correct name of the organization, but I am sure you will recognize the group of which he speaks. Do you by any chance know who is President of this association?

I shall look forward to hearing from you.

Very cordially yours,

  
Ronald W. Mitchell  
Assistant Executive Secretary

RWM/mms



15.4

June 16, 1969

Dr. Alvin J. Lowe  
College of Education  
University of South Florida  
Tampa, Florida 33620

Dear Al:

Somebody named Critchlow is doing us favors in San Antonio - maybe. Would you please respond to this guy Hall with a copy to Critchlow.

That way I won't have to answer his letter and get on with more important things like going on vacation tomorrow for two weeks.

On to Atlanta!

Cordially,

Alton L. Raygor, President  
National Reading Conference

ALR:dfg

Encs.

# University of South Florida

TAMPA CAMPUS 33620 AREA CODE 813: 988-4131

College of Education

ST. PETERSBURG CAMPUS 33702  
AREA CODE 813: 898-7411

June 18, 1969

Dr. Alton Raygor  
University of Minnesota  
Office of the Dean of Students  
Student Counseling Bureau  
Minneapolis, Minnesota 55455

Dear Al:

I hope all is well.

I am wondering if you have written to the St. Petersburg Sheraton and to Dr. Allen. If you have, could you let me have copies of the letters? Everything seems to be fine for Atlanta, as it stands now.

Best wishes to you, your family and the gang.

Sincerely,



A. J. Lowe, Ed.D.  
Assistant Professor  
Reading Education

AJL/bjs

154 Business

July 8, 1969

Mrs. Hazel Horn Carroll  
Reading Clinic  
Southern Methodist University  
Dallas, Texas 75222

Dear Hazel:

I am enclosing a corporation report form that George Spache sent to me. It looks to me as though you completed this form the last time so I am sending it to you in the hope that you will be able to take care of it.

Les Van Gilder called about some other things, and I told him about this form. He suggested that you were probably the one who should get it, and he requested that you send a Xerox copy of the form to him when you return it to Florida. I guess that he or the attorney keep copies of such things.

I hope you are having a good summer and that you are not working too hard. I look forward to seeing you in December.

Cordially,

Alton L. Ra ygor  
President

ALR:dfg  
Enc.



# SOUTHERN METHODIST UNIVERSITY

READING CLINIC  
DALLAS, TEXAS 75222

July 11, 1969

Mr. Alton L. Raygor  
161 Eddy Hall  
University of Minnesota  
Minneapolis, Minnesota 55455

Dear Al:

I hate to see this happen. I do not think any organization such as NRC should "close its mind" to organizations of similar nature. Regardless of past experience, NRC has much to offer IRA and IRA has much to offer NRC.

Sincerely,

A handwritten signature in cursive script that reads "Dorothy Kendall Bracken".

Dorothy Kendall Bracken, Director  
The Reading Clinic  
Southern Methodist University  
Past President - International Reading Association

DKB:arm

# THE PENNSYLVANIA STATE UNIVERSITY

Reading Center

104 Education and Psychology Center, Building II  
UNIVERSITY PARK, PENNSYLVANIA 16802

Department of Special Education  
Education of Exceptional Children  
Speech Pathology and Audiology  
Reading Center

Area Code 814  
865-2873

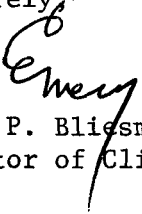
July 14, 1969

Dr. Alton L. Raygor  
161 Eddy Hall  
University of Minnesota  
Minneapolis, Minnesota 55455

Dear Al:

I thought we had settled the matter of joint meetings with other organizations. I certainly urge that we stick by the Board decision not to participate in co-sponsored meetings.

Sincerely,

  
Emery P. Bliesmer  
Director of Clinical Reading Services

EPB/plt

# National Reading Conference

AN INCORPORATED EDUCATIONAL NON-PROFIT ASSOCIATION

MARQUETTE UNIVERSITY

MILWAUKEE, WISCONSIN 53233

## BOARD OF DIRECTORS

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DOROTHY KENDALL BRACKEN  
SOUTHERN METHODIST UNIVERSITY

EARL F. RANKIN, JR.

UNIVERSITY OF KENTUCKY

REPLY TO:

HAZEL HORN CARROLL  
SOUTHERN METHODIST UNIVERSITY  
BOX 162  
DALLAS, TEXAS 75222

July 23, 1969

Dear Al,

I received and selected the  
corporation papers - I am mailing  
a copy to Van Gilder - He missed  
the deadline of July 1, but maybe  
they won't scold us.

George and Ev Spoke spent a  
day with us in early June and told  
us of your beautiful home and  
the good time that they had with  
you -

Summer is speeding by for  
us - I haven't gotten 20 committee  
projects settled; I think we'll do a  
Mexico trip -

Please give our regards to  
Betty Ruth -

Cordially -

Hazel

August 5, 1969

President John S. Allen  
Office of the President  
University of South Florida  
Tampa, Florida 33620

Dear President Allen:

Dr. A.J. Lowe has informed me that the University of South Florida will be willing to host the National Reading Conference 1970 meetings. This is indeed good news.

On behalf of the Board of Directors, I would like to express our thanks for your consideration and our hope for a productive and successful conference.

As you probably know, Professor Lowe has been our Convention Manager (a demanding, thankless job) for some years and has contributed his many talents far beyond the call of duty. I think it is also appropriate to express to the University of South Florida our deep appreciation for what one of your outstanding faculty members has done for us.

I look forward to meeting you when we meet there.

Sincerely,

Alton L. Raygor, President  
National Reading Conference

ALR:dfg  
cc: Dr. A.J. Lowe

August 5, 1969

Mrs. Dorothy Mooney  
Sales Manager  
Sheraton Inn  
6800 34th Street, South  
P. O. Box 11928  
St. Petersburg, Florida 33733

Dear Mrs. Mooney:

I understand that Professor A.J. Lowe of the University of South Florida has made arrangements with you to have the National Reading Conference annual meeting at your Motel in December of 1970, but I want to make it official. On behalf of the Board of Directors of the National Reading Conference I wish to accept the proposal made to Dr. Lowe for meeting arrangements.

Dr. Lowe has total authority to make any and all arrangements relative to National Reading Conference conventions.

We look forward to a pleasant and productive meeting, and I look forward to meeting you when we come down there.

Sincerely,

Alton L. Raygor, President  
National Reading Conference

ALR:dfg  
cc: A.J. Lowe



# University of South Florida

TAMPA CAMPUS 33620 AREA CODE 813: 988-4131

College of Education

ST. PETERSBURG CAMPUS 33701  
AREA CODE 813: 898-7411

May 26, 1969

Dr. Alton Raygor  
Reading Clinic  
University of Minnesota  
Minneapolis, Minnesota  
54554

Dear Al:

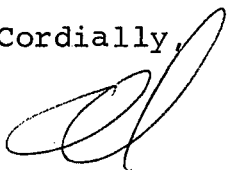
Thank you for your letter informing me of the results of the election. It has been an honor to work with you all and to have your friendship.

As you can see from the enclosed letters everything is "go" for St. Petersburg and the U.S.F. sponsorship in 1970. As soon as possible please write an acceptance letter to President Allen and one to Mrs. Mooney. This will make the arrangements official and final. Word should be passed along to your membership as soon as possible.

Wendell is just about ready with the program and everything seems "go" in Atlanta. So, with money in the bank, the NRC seems to be alive and kicking.

Best wishes and take care.

Cordially,



A. J. Lowe, Ed.D.  
Assistant Professor  
Reading Education

AJL/bjs

UNIVERSITY OF SOUTH FLORIDA

Office of the President

May 22, 1969

TO: Dr. A.J. Lowe

We shall be delighted to have the University of South Florida host the 1970 meeting of the National Reading Conference. I would suggest that you work with Continuing Education in making the physical arrangements, etc., to support the program that you plan. We need to be sure, of course, that they come at a time when we can supply the space and assistance.

  
John S. Allen  
President



EXECUTIVE  
OFFICE

# *Sheraton Inn*

6800 34th Street, South (U. S. 19)

P. O. Box 11928, St. Petersburg, Florida 33733

Telephone (813) 867-1151

May 22, 1969

Doctor A. J. Lowe  
306 "L"  
College of Education  
University of Southern Florida  
Tampa, Florida

Dear Doctor Lowe:

I'm simply delighted to confirm the National Reading Conference for December, 1970.

Attached is the letter I delivered to Howard Johnson and you have a copy of the one I delivered to Holiday Inn South.

Please let me know when it would be convenient for you to come over and we'll finalize details as much as we can even at this early date. Kind personal regards.

Cordially,

Dot Mooney  
Sales Manager

DM:mm



WINTER HOME OF THE WORLD FAMOUS ST. LOUIS CARDINALS

NRC  
69

UNIVERSITY OF SOUTH FLORIDA  
TAMPA, FLORIDA 33620

AREA CODE 813: 988-4131

OFFICE OF THE PRESIDENT

August 20, 1969


President Alton L. Raygor  
National Reading Conference  
Marquette University  
Milwaukee, Wisconsin 53233

Dear President Raygor:

We are delighted that the National Reading Conference will be held on our campus in 1970. Our Division of Continuing Education stands ready to assist Dr. Lowe in arranging details for the Conference.

Looking forward to seeing you when you are on our campus, I am

Sincerely yours,

  
John S. Allen  
University of Minnesota '29

August 28, 1969

Mr. Ralph C. Stalger  
Executive Secretary-Treasurer  
International Reading Association  
Six Tyre Avenue  
Newark, Delaware 19711

Dear Ralph:

I am sorry to take so long to respond to your letter inquiring about co-sponsoring a meeting at the IRA convention in Anaheim. I have been corresponding with our Board members about it.

As you probably know we have had some problems about co-sponsoring meetings, most of them having to do with relationships with CRA. Our Board voted a year and a half ago not to have any such co-sponsored meetings or to become involved in any way with such an enterprise. As you know Paul Berg and I took the "bull by the horns" last spring to host the college luncheon at IRA. We got a pretty violent reaction from our Board, and I am afraid that my copy of your letter produced a similar reaction when I sent it to the members two weeks ago. They simply do not want us to be involved. Frankly my opinion is that we should be cooperative in this and other similar opportunities for sharing ideas and contacts with other professionals. However, I must bow to the clearly expressed mandate from the Board. We will not, therefore, be able to co-sponsor anything at Anaheim or Atlanta.

I am sorry about that. I am sure you must know that all of us are good, loyal IRA members and will be happy to be of service in any way we can as individuals on the IRA program. In fact, we would all hope that this decision not to co-sponsor would not serve to prevent us from being asked to do other things.

For your information I have received a request from J. Roy Newton who suggests that a couple of members from NRC should represent the organization in an effort to produce a brochure on the role and responsibility of the college reading teacher. I am hoping that we will not get shot down on that one, too. I sent his request to the Board members with a recommendation

Mr. Ralph C. Staiger

-2-

August 28, 1969

that we cooperate. I guess I'll know in a few days how we stand on that one.

If I can be of any help to you in ways that do not involve NRC Board decisions, please let me know.

Cordially,

Alton L. Raygor, President  
National Reading Conference

ALR:dfg

P.S. It will interest you to know that on the co-sponsorship issue at least one Board member is now convinced that we should reverse our policies. With me and Paul Berg that makes three. Maybe we'll get there yet.

July 8, 1969

Dear Board Member:

Here we go again! As I suspect all of you know, we have voted not to have any further joint or co-sponsored meetings.

I shall wait for ten days and unless I hear that some of you think otherwise I will write to Staiger and tell him that our By-laws prevent any such joint meetings. (In case you didn't know, Board decisions become By-laws.)

So - if you have any feelings on the matter other than those expressed in our board actions, let me know.

Hope you are all having a good summer.

Cordially,

Alton L. Raygor  
President

ALR:dfg  
Enc.



**INTERNATIONAL  
READING  
ASSOCIATION**

**Six Tyre Avenue  
Newark, Delaware 19711**

An Incorporated Nonprofit  
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**Assistant Executive  
Secretary**

Ronald W. Mitchell

July 3, 1969

Dr. Alton L. Raygor  
Reading and Study Skills Center  
101 Eddy Hall  
University of Minnesota  
Minneapolis, Minnesota 55455

Dear Al:

Our annual convention is scheduled for Anaheim in May 1970, and we would like to invite the National Reading Conference to cosponsor one of the meetings should this be in keeping with your present policy.


In addition, we would like to explore the possibility of our sponsoring a session at your convention in early December in Atlanta.

The attached fact sheet for cosponsored meetings will give you some information about our convention. We hope that it will help you organize a professional meeting which will carry your message to a number of persons concerned with the teaching of reading who attend our convention.

A few groups prefer to sponsor breakfasts or teas, rather than professional programs. Requests for facilities and times available for social functions should be directed to Dr. Ronald Mitchell, International Reading Association, Six Tyre Avenue, Newark, Delaware 19711.

We hope you can plan to cosponsor a meeting at Anaheim, and look forward to hearing from you.

Very cordially yours,

  
Ralph C. Staiger  
Executive Secretary-Treasurer

RCS/hs  
enc.





**INTERNATIONAL  
READING  
ASSOCIATION**

Six Tyre Avenue  
Newark, Delaware 19711

September 4, 1969

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Treasurer**

Ralph C. Staiger

**Assistant Executive  
Secretary**

Ronald W. Mitchell

Dr. Alton L. Raygor  
161 Eddy Hall  
University of Minnesota  
Minneapolis, Minnesota 55455

Dear Al:

Thank you for your long letter explaining the position of the National Reading Conference vis-a-vis cosponsored meetings. While I had expected this type of answer, we want to keep the avenues of communication open even though a turndown seemed inevitable.

I know that our relations are friendly, and certainly can appreciate your position and the position of NRC in this situation.

Very cordially yours,

Ralph C. Staiger  
Executive Secretary-Treasurer

RCS/eac

September 9, 1969

Dr. J. Roy Newton  
2-8, Education Building  
State University of New York at Albany  
1400 Washington Avenue  
Albany, New York 12203

Dear Roy:

I have communicated with the NRC Board members concerning your request for cooperation on the development of a brochure on the Role and Responsibilities of the College Teacher of Reading.

I am glad to report that they have authorized me to go ahead and appoint two representatives to represent NRC. We cannot agree to co-sponsor the brochure until our board has seen it, however, and would not want to be listed as co-sponsor until our board had voted to do so.

I am assuming that funds would somehow be made available for the project from IRA budget. As you probably know, NRC is not the sort of group that accumulates any money, and as usual, we are broke.

We do not have any committee on standards or ethics. The group really consists of a Board of Directors and not much more. Probably the best representation would be by the Past-President and the current President - that would be Paul Berg (University of South Carolina, Columbia, S.C. 29202) and me. The current board members are listed on this letterhead, and if you feel that some other members would be of more use to you than Paul or me, please let me know and I will appoint them.

Good luck with your proposal to the IRA Directors. It sounds like a useful plan to me.

Cordially,

Alton L. Raygor, President  
National Reading Conference

ALL:dfg  
cc: Paul Berg  
Ralph Staiger



U. S. POSTAGE

**ALTON L. RAYGOR**

**101 EDDY HALL**

**UNIVERSITY OF MINNESOTA  
MINNEAPOLIS 14, MINNESOTA**

*55455*

Earl Rankin

1.

② This appears to be a good plan.

3.

4. Other



U. S. POSTAGE

**ALTON L. RAYGOR**

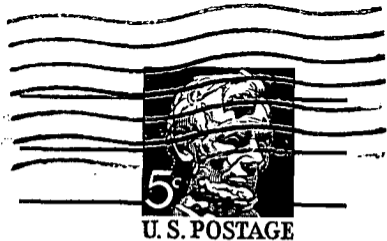
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55455

Les Van Gilder

- 1.
2. *Favor choice # 2, Les Van Gilder*
3. \_\_\_\_\_
4. Other



**ALTON L. RAYGOR**

**101 EDDY HALL**

**UNIVERSITY OF MINNESOTA**

**MINNEAPOLIS 14, MINNESOTA 55455**

Dorothy Bracken

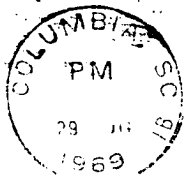
1.

2.

3.

4. Other





**ALTON L. RAYGOR**  
101 EDDY HALL  
UNIVERSITY OF MINNESOTA  
MINNEAPOLIS 14, MINNESOTA

55455

Paul Berg

WW - #2 OK

1.

2. & Vote for No. 2? As you know, this type  
of thing <sup>(cooperation)</sup> was a real issue during my

3.

Pres. Persehalley,  
as you also know, we agree on  
this issue fundamentally.

4. Other

Steel

# National Reading Conference

AN INCORPORATED EDUCATIONAL NON-PROFIT ASSOCIATION

MARQUETTE UNIVERSITY

MILWAUKEE, WISCONSIN 53233

August 26, 1969

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### REPLY TO:

ALTON L. RAYGOR  
161 EDDY HALL  
UNIVERSITY OF MINNESOTA  
MINNEAPOLIS, MINNESOTA 55455

Dear Board Member:

I am enclosing a copy of a letter from J. Roy Newton. It seems the International Reading Association wants us to help by sending representatives to a meeting. I presume that it would be at the expense of IRA. It seems to me that there are three alternatives for us, and I would like your judgment on the enclosed postcard before I do anything.

1. Send two people with the authority to speak for NRC on the assumption that we will agree to co-sponsor the brochure.
2. Send two people to the meeting with instructions to assist but withhold co-sponsorship until we can have a board meeting and approve the brochure.
3. Refuse to cooperate.

I favor the second alternative which commits us to nothing more than the personal assistance of two of our members. It might be useful to have NRC members present when such a brochure is developed since whatever it says is going to reflect on our members whether we are involved or not in co-sponsoring it.

Please indicate on the enclosed postcard what you think of these alternatives. If you feel that some other course of action would be more appropriate, please let me know. We need to move rapidly on this since it has already been delayed in my office because of vacations.

I hope you are all having a pleasant summer. I look forward to getting together again in Atlanta.

Cordially,



Alton L. Raygor, President  
National Reading Conference

ALR:dfg  
Enc.



August 11, 1969

**INTERNATIONAL  
READING  
ASSOCIATION**

**Six Tyre Avenue  
Newark, Delaware 19711**

An Incorporated Nonprofit  
Professional Organization

Dr. Alton L. Raygor  
National Reading Conference  
University of Minnesota  
Minneapolis, Minnesota 55455

Dear Al:

Will you take a few minutes to read this letter in order to see if you think it may have some positive suggestions for our college reading organizations.

In the IRA Standards and Ethics Committee meeting we have ready for publication a brochure on the Role and Responsibilities of the Elementary and the Secondary Reading Teacher. Similar statements for college teachers of reading were left out because agreement could not be reached. As you probably surmise, it is a tough assignment; however, we do have several position papers to guide our thinking.

Jim Bigaj has been working on a brochure to interest college students in the reading profession. The suggestion was made that it would be good if we could list the names of the various college associations of reading as co-sponsors of this publication with IRA.

From this idea our thinking turned to the possibility of setting up a budget to submit to the Directors of IRA in time for their November meeting. The budget would make possible a two-day meeting in January or February of two representatives from each of the college associations in St. Louis or some other central location. An ad hoc committee could be set up because we are all IRA members.

Would it be possible for you to secure approval from your organization so that the ad hoc committee could be named. When this is completed the budget could be prepared and material sent for study before the meeting at St. Louis.

I have heard that IRA is not contemplating starting a college division. With this information in mind, the situation seems a natural one. While the topic, Role and Responsibilities of the College Teacher of Reading, is not an easy one, we should be able to cooperate on this venture which would indirectly help each organization.

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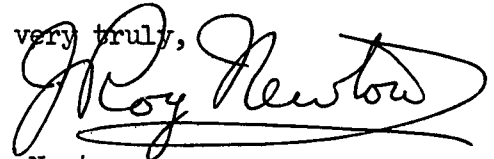
Dr. Alton L. Raygor  
August 11, 1969  
Page 2

Could you check with your Board of Directors (by mail if you are not having a meeting) and hopefully let me know by September 10 who the two delegates might be. Chairmen or members of your Standards and Ethics Committee would be logical delegates.

The two questions are these: 1) Would your organization agree to co-sponsor the Bigaj brochure? (A working copy will be sent to you) 2) Will you name two delegates to the proposal meeting? (Names and addresses if possible should accompany your answer).

This really presents an opportunity to do something cooperatively. Your answer will be most welcome if it is in the affirmative.

Yours very truly,



J. Roy Newton  
Chairman, Professional Standards  
and Ethics Committee, IRA

JRN:CDS

Please reply to:

B-8, Education Building  
State University of New York at Albany  
1400 Washington Avenue  
Albany, New York 12203

Dear Al,

Thank you for the information that Harry O. Patterson is "Papa Bear" of N.C.R.A. Unfortunately I can't locate his address. Past IRA programs fail to give it. Could I trouble you once more?

I hope NRC will agree to cooperate.  
Best regards,



*WRC*

READING CLINIC AND GUIDANCE CENTER

UNIVERSITY OF ST. THOMAS

1020 WEST ALABAMA

HOUSTON, TEXAS 77006

DIRECTOR  
A. J. PELLETTIERI, PH.D.

September 10, 1969

JA 8-0244

Dr. Alton L. Raygor  
University of Minnesota  
Minneapolis, Minnesota

Dear Al:

I want to especially commend the logical and clear-cut presentation of your main address. I know it took plenty of time to try to make a definition where a definition did not exist. If the succeeding presidents will use that flow chart, we might come into a good formalization of a professional<sup>or</sup> science.

After I returned, it was of interest to notice that A.P.A. and the State Psychologists' Association affiliate are in a quandry. A.P.A. is non-profit and therefore impotent in taking political action, especially in regard to the psychologist's role in medicare. The state association wants a separate yet together constitution which might enable them to become politically active.

This is the way of professions and scientific groups of the '70's, and all the more reason why I appreciated the clarity of your presentation.

Cordially,

*Tony*

A. J. Pellettieri, Ph.D.  
Director

AJP/mc



September 12, 1969

**INTERNATIONAL  
READING  
ASSOCIATION**

**Six Tyre Avenue  
Newark, Delaware 19711**

**Dr. Alton L. Raygor  
161 Eddy Hall  
University of Minnesota  
Minneapolis, Minn. 55455**

An Incorporated Nonprofit  
Professional Organization

**Dear Al:**

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Bloomington, Indiana

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University of Calgary  
Calgary, Alberta

**Executive Secretary-Treasurer**

Ralph C. Staiger

**Assistant Executive Secretary**

Ronald W. Mitchell

Good. I'm very glad NRC will work with us on this project. I will ask James Bijaj to send you copies of the proposed brochure. At Kansas City, the Professional Standards and Ethics Committee suggested some minor changes. I imagine these are about completed by now.

Paul Berg and you will make excellent representatives. Ned Marksheffel and Irwin Joffe (Pres.) will represent Western College Reading Association, and Bruce Brigham and Ed Sipay will be present for CRA. This leaves only North Central Reading Association to be heard from. I imagine Virginia Yates and I will represent IRA.

A N.E. regional group from the Professional Standards and Ethics Committee of IRA will be meeting in late fall to do some preliminary work on the Role and Responsibilities of the College Teachers of Reading. This will be at our personal expense. We are hopeful that the Board of Directors of IRA will make the proposed meeting financially possible. CRA, like NRC, is strictly a non-profit organization - one might almost say a poverty organization. We thought a meeting at some central spot like St. Louis sometime in January or early February might be best.

Many thanks for your cooperation.

Yours very truly,

J. Roy Newton, Chairman  
Professional Standards and Ethics  
Committee

JRN/BSH



UNIVERSITY OF SOUTH CAROLINA

COLUMBIA, S. C. 29208

School of Education

September 12, 1969

Dr. Alton L. Raygor  
161 Eddy Hall  
University of Minnesota  
Minneapolis, Minnesota 55455

Dear Al,

Your letter to Roy Newton is certainly satisfactory to me. While I'm not eager (as you know) to get into more committees, I'm also glad to do it out of some kind of feeling of responsibility, I suppose.

See you in December.

Sincerely yours,

A handwritten signature in black ink, appearing to read "Paul C. Berg".

Paul C. Berg, Director  
Reading Clinic

PCB:vb





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Calgary, Alberta

**Executive Secretary-Treasurer**

Ralph C. Staiger

**Assistant Executive Secretary**

Ronald W. Mitchell

September 10, 1969

Dr. Alton L. Raygor  
Office of Dean of Students  
Student Counseling Bureau  
Minneapolis, Minn. 55455

Dear Al:

Many thanks for your note. I hope a majority  
of the NRC board agree. CRA and WCRA are willing  
to meet.

Thanks for Harry Patterson's address.

Best regards,

J. Roy Newton  
Chairman, Professional  
Standards and Ethics  
Committee, IRA

DATE: October 2, 1969  
TO: President and Board of Directors, National Reading Council  
FROM: Al Lowe  
SUBJECT: Atlanta Conference, etc.

As of this date, all seems in readiness for our meeting. The programs are at the printers and will be sent out soon. The Biltmore has been most cooperative and Art Olson has performed his host duties well. The banquet tab will be \$7.00 (\$6.79) - (ham or pompano) with us making \$.21 per ticket. Les has gotten 31 tables at \$40.00 per table.

St. Petersburg has been secured for 1970, our Twentieth Anniversary, no less. (Sorry ladies.)

I am sure that all of us and the N.R.C. will be involved in "The Right to Read" movement in literacy now being set up by Commissioner Allen of the Office of Education. It may be a good theme for 1970.

On another note, there are now over 2537 institutions of higher learning in and about the United States. On the average, a school a week is opened and it opens with a RIP of some type, usually. It would seem that the preparation of RIP instructors needs looking into.

Best wishes to you all and don't forget to reserve a room.

Al Lowe



AJL/bjs

October 23, 1969

Dr. Emmett J. Ballard, Director  
Curriculum Development Center  
Bluefield State College  
Bluefield, West Virginia 24701

Dear Dr. Ballard:

I am sorry to take so long in responding to your invitation to come down and spend some time consulting with you. I have been having some difficulty getting my calendar arranged and have just finished with an illness that has kept me out of the office for a week. I had hoped to communicate with you long before this.

My experience with consulting with other institutions has led me to believe that the most efficient pattern is for them to come and visit for a day at Minnesota after which a consultation visit from me can sometimes be helpful. On the other hand, I have worked with several institutions on the basis that you propose and I certainly would not want to try to discourage you. I do feel however, that a visit on the part of one or more of your staff members to Minnesota might pay off more for you in the long run.

In any case, I am prepared to come if you feel that this is likely to be useful to you. I noticed you said in your letter that you are funded and authorized for such consultation. Possibly it would be easier for you to fund a visit from me rather than to have someone there travel here. If so, I shall be very happy to come down.

As I review my calendar, I find that I am free on Thursday and Friday, November 6 and 7, or in the following week on the 13 and 14. I could probably come down on a Wednesday evening if I can get air travel out of here after a class I teach which ends at 4:30 p.m. If either of those dates seem satisfactory to you, and if you wish to have me come, please let me know and I will hold those dates for you.

If you are interested in the development of Learning Skills Centers or Reading and Study Skills Centers, you might want to plan to go to the National Reading Conference meetings where you would be put in contact with many people who

October 23, 1969  
Dr. Emmett J. Ballard  
Page 2

operate such programs. I am enclosing a copy of the National Reading Conference forthcoming program in Atlanta in early December. A look at the program will tell you whether or not the topics to be discussed would be of interest to you. I might add that the National Reading Conference is a rather unusual convention. It is relatively small with only three to four hundred people attending, and is extremely informal. People do get to know each other more than at most other conventions and if there is a topic that especially interests you being presented by someone, it is always possible to have extended discussions with that person informally at the social hours or at other times. The NRC has a great reputation for informality and congeniality and I recommend it to you as a social experience as well as an extremely useful professional one.

Let me apologize again for the delay in responding to your letter. I will hope to hear from you.

Sincerely,

Alton L. Raygor  
Professor of Educational Psychology  
and Coordinator of Reading and  
Study Skills Center

ALR:jk

Enc.

BLUEFIELD STATE COLLEGE

BLUEFIELD, WEST VIRGINIA 24701

OFFICE OF CURRICULUM DEVELOPMENT

September 19, 1969

Dr. Alton L. Raygor  
Coordinator of the Reading and Study Skills Center  
University of Minnesota  
Minneapolis, Minnesota 55455

Dear Dr. Raygor:

Thank you so much for the information concerning the Minnesota study Habits Blank.

I wonder if you would be interested in traveling down to Bluefield State College, at your convenience, to discuss your Center, various approaches you think helpful in working with "individualized" instructional systems etc.? You would talk with Department Heads, the entire faculty -- that sort of thing.

For this type of consultation I am funded and authorized to pay \$100 a day plus expenses incurred traveling to and from Bluefield, to include meals, hotel accommodations etc.

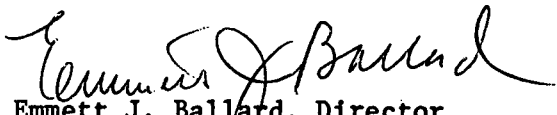
We would like to have you come for one, two or three days depending upon the circumstances of your work at the University.

I shall appreciate hearing from you and I suggest you name tentative dates if you are interested in the proposition.

We shall certainly furnish you "hard" data concerning our effort here when it is accumulated.

Thank you again for your assistance.

Cordially,

  
Emmett J. Ballard, Director  
Curriculum Development Center

EJB/itp

Hor - 6-7  
13-14

BLUEFIELD STATE COLLEGE  
BLUEFIELD, WEST VIRGINIA 24701

OFFICE OF CURRICULUM DEVELOPMENT

November 4, 1969

Dr. Alton L. Raygor, Coordinator  
Reading and Study Skills Center  
University of Minnesota  
Minneapolis, Minnesota

Dear Dr. Raygor:

Thank you so much for your letter of October 23, 1969.


Dr., I am going to take your advice and visit you before we ask you to come here. I think it a better "tack".

Mrs. Clark, my Reading Specialist, and I intend to join you in Atlanta, December 4, 5, 6. Some of the topics to be discussed there are extremely relevant to my operation.

I was sorry to learn of your recent illness and trust you are some improved at this writing.

Thank you again for your offer, your courtesy and your invitation. We will discuss it in Atlanta.

Cordially,

  
Emmett J. Ballard, Director  
The Curriculum Development Center

EJB:itp

UNIVERSITY OF KENTUCKY

LEXINGTON, KENTUCKY 40506

COLLEGE OF EDUCATION  
DEPARTMENT OF CURRICULUM AND INSTRUCTION

AREA CODE: 606  
TEL.: 258-9000  
EXTENSION: 2771

November 5, 1969

Dr. Alton L. Raygor, President  
National Reading Conference  
Reading & Study Skills Center  
The University of Minnesota  
Minneapolis, Minnesota

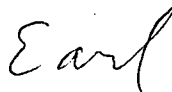
Dear Al:

Would it be possible for me to obtain a copy of the names and addresses of the membership of the National Reading Conference? We have an opening here at the University of Kentucky for a professor in our reading program. I would like to send a job notice to the members of the NRC in advance of our meeting in Atlanta. This would allow me to interview some interested candidates for the job at the meeting.

I hope that as a member of the board of directors, I might have access to the list without paying for the privilege.

Incidentally, if you know of any good candidates for the job with a doctorate, please let me know. Will see you in Atlanta.

Cordially,



Earl F. Rankin  
Coordinator of Reading Studies

EFR:no

November 11, 1969

Mr. Michael W. Kibby  
Department of Education  
University of Chicago  
5835 Kimbark Avenue  
Chicago, Illinois 60637

Dear Mr. Kibby:

Thank you for the kind words about the reading and study skills materials.

Unfortunately, we cannot furnish the materials you requested in your purchase order. The books we gave Becky were copies of early experimental versions of these programs. They have now all been used up or we would be very glad to give you more.

Five of the programs have now appeared in print, and are available from McGraw-Hill Book Company. They are the Critical Reading program, Main Idea program, Reading for Organization program, Skimming and Scanning program, and the Vocabulary program. I am enclosing a postcard that you can send to the company to get information about the whole system.

I am very sorry that we cannot help you. We simply don't have any more of the materials or we would give them to you.

If you should see Becky Barr, please give her my best.

Cordially,

Alton L. Raygor  
Professor of Educational Psychology  
Coordinator of the Reading and Study  
Skills Center

ALR:dfg  
Enc.



THE UNIVERSITY OF CHICAGO

CHICAGO • ILLINOIS 60637

THE DEPARTMENT OF EDUCATION

5835 KIMBARK AVENUE

5757 S. Drexel  
Room # 201  
10/31/69  
Chicago, Ill.

Mr. Alton L. Raygor  
Reading & Study Skills Center  
University of Minnesota  
Minneapolis, Minnesota  
55455

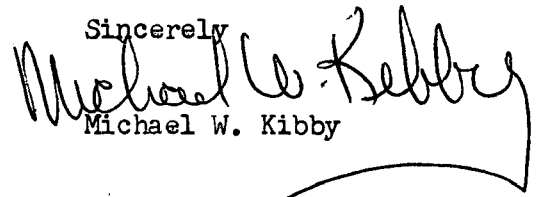
Dear Mr. Raygor;

I am teaching Reading and Study Skills at the University of Chicago. Miss Rebecca Barr, whom I worked for last year, has shown to me many of the reading and study materials that have been developed for college students at the University of Minnesota. I would be very pleased if I might order several of them.

It has been brought to my attention that these materials are in the process of being prepared for publication, but as yet are not available from McGraw-Hill. If I am mistaken in this, and they are now published, please let me know and I will order them directly from the publisher. In the event that they are still available only through you, I have taken the liberty, in the interest of time, to enclose a University of Chicago Requisition Form specifying the materials needed. If you are able to see that this order is filled, The University will of course handle the charges.

As a personal aside I must say that I am impressed with many of the materials and feel that they have been well done. They have been in the past and will continue in the future well used and of much value. Thank you.

Sincerely

  
Michael W. Kibby

November 11, 1969

Mrs. Virginia R. Bahe  
Department of Student Counseling  
University of Wisconsin - Milwaukee  
Milwaukee, Wisconsin 53201

Dear Virginia:

There really is a Santa Claus, but he is very slow. He is fat, sometimes jolly, but he doesn't make tapes very fast. He also has a slow secretary.

All of this is to introduce the fact that I am sending you, by separate mail, the two tapes that I promised many moons ago. I am also enclosing copies of the worksheets that go with the tapes. If you have any questions about them let me know when I see you in Atlanta. I saw Allen Berger in Flint at the North Central Reading Associations meetings, (that you missed - for shame!) and he tells me that the JRI will be making you an author soon. Congratulations!

I'll see you in Atlanta. Please give my best to Lenore and Judd.

Cordially,

Alton L. Raygor  
Professor of Educational Psychology  
Coordinator of the Reading and Study  
Skills Center

ALR:dfg  
Encs.

# The University of Wisconsin - Milwaukee

MILWAUKEE, WISCONSIN 53201

DIVISION OF STUDENT AFFAIRS

414-228-4681

●DEPARTMENT OF STUDENT COUNSELING

July 25, 1969

Dr. Alton Raygor  
Coordinator of the Reading and  
Study Skills Center  
101 Eddy Hall  
University of Minnesota  
Minneapolis, Minnesota 55455

Dear Professor Raygor:

Our tape recorder uses seven inch reels, not five inch reels as I think I told you. I am sending you two tapes in return for the listening tapes you plan to forward to us.

I have completed the revised version of the thesis and will mail it to Dr. Berger as soon as the typist completes the job. When I hear from Dr. Weaver I will mail the NRC article to him, also. Just for kicks I sent the descriptive article to Hugo Hartig's Reading Improvement.

Have a good summer--what's left of it.

Sincerely,



(Mrs.) Virginia R. Bahe  
Coordinator, Reading and  
Study Skills Services

VRB/drk

November 12, 1969

Mrs. Hazel Horn Carroll  
Reading Clinic  
Southern Methodist University  
Dallas, Texas 75222

Dear Hazel:

I think that you call Board Meetings for NRC, and will soon need to be making up an agenda.

I suggest we meet in my room at the Sheraton-Biltmore on Wednesday, December 3 at 2:00 p.m.

As far as I know the agenda is about as follows:

1. Minutes
2. Treasurer's report
3. Eller - book report
4. Hafner - Journal
5. Van Gilder - report on History project
6. Raygor - report on IRA relationships
7. Carroll - Awards Committee
8. Weaver - Program Committee
9. Lowe - Convention report
10. Plans for Anaheim meeting

If you have any other agenda, please add to the above. For example, I have lost track (again) of the details of the elections business. Do we have an election coming up? If so we should talk about it, too.

If there is anything I need to be doing to help, please let me know.

Cordially,

Alton L. Raygor, President  
National Reading Conference

ALR:dfg

November 17, 1969

Mr. Bertram L. Brewer  
University Counseling and Testing Center  
The American University  
Massachusetts and Nebraska Avenues, N.W.  
Washington, D. C. 20016

Dear Bert:

I'm sorry it has taken so long for me to drop you a note. Your letter about a suggestion for a "Student Speaks" program came to me much too late to do anything about. As you probably know by now, Wendell Weaver put the program together this year and had already sent the whole thing to the printer by the time I got your letter.

Unfortunately, Rick is not going to get to go to Atlanta to the NRC this year. He is very involved with his high school gymnastic's team (he's co-captain) and has an important meet during the conference. He does hope to go to Anaheim with us in May to IRA, so you might see him there.

Again, I'm sorry the program idea didn't work out--let's talk to Wendell about doing it next year at St. Petersburg at NRC. By then Rick will be in college and can represent a freshman point of view.

Things have been MADNESS here trying to get the McGraw-Hill materials out. So far it looks pretty good for the spring dates on the whole thing. It will be nice to get the whole System into use to see if we really have contributed anything with it.

Hope to see you in Atlanta soon.

Cordially,

Alton L. Raygor  
Professor of Educational Psychology  
Coordinator of the Reading and Study  
Skills Center

ALR:dfg

# THE AMERICAN UNIVERSITY

UNIVERSITY COUNSELING AND TESTING CENTER

Massachusetts and Nebraska Avenues, N.W.

Washington, D. C. 20016

Telephone 244-6800

September 5, 1969

Dr. Alton L. Raygor,  
Professor of Educational Psychology,  
Coordinator of the Reading and Study Skills Center,  
University of Minnesota,  
Student Counseling Bureau,  
Minneapolis, Minnesota 55455

Dear Al:-

I am delighted to see that your programs will be available by Spring 1970. Both here at The American University and Georgetown University where I am teaching a few hours we are going to be employing your materials. It seems to me that you have covered every area in which we find students in need of help.

Now to the National Reading Conference. I am wondering and hoping that you have had a breather in which to consider the idea of the "Student Speaks" section for the program this year. Rick was great last year, and the two of us thought this idea up, and I believe both of us could work up a program this year if you would consider it both for merit and idea.

Please let me know how you react. I would be willing to serve on the committee or to chair it. But would need Rick. Also when and where will the meeting be this year. Have not received any information.

Sandwiched in between all your other busy hours I look forward to a note from you.

Regards to the family.

Cordially,



Bertram L. Breuer  
Reading and Education Specialist

November 18, 1969

Dr. Earl F. Rankin, Jr.  
College of Education  
University of Kentucky  
Lexington, Kentucky

Dear Earl:

I have contacted other Board members, and especially Lester Van Gilder, about the problem of the NRC mailing list. It seems that the Board voted sometime back not to make the list available to anyone except under certain conditions in which publishers would rent it. We did not foresee the use of it in the way you describe so we are in a strange position. The by-laws prevent our giving it to you.

Actually as it turns out it would be difficult and expensive to get a copy of the list together for you anyway, and would not have been possible before NRC. Van Gilder says the list is at Marquette and is a constantly fluctuating and changing list. It exists in card form and not on addressograph plates and will contain only people whose dues are currently paid. He seems to think that it would be especially difficult with him in Georgia.

I guess that all of this adds up to bad news for you and your job opening. It seems to me that NRC may be reaching the size that would allow some kind of organized slave market at the convention. I will bring up this question at the Board meeting and we can discuss it. In the meantime, I will try to noise it around the convention that you have an opening, and you can do the same. Maybe we can turn up an applicant for you from among the people at the conference.

Sorry I haven't been much help. I will try to do better next time. See you soon in Atlanta.

Cordially,

Alton L. Raygor, President  
National Reading Conference

ALR:dfg

THE PENNSYLVANIA STATE UNIVERSITY

Reading Center

104 Education and Psychology Center, Building II  
UNIVERSITY PARK, PENNSYLVANIA 16802

Department of Special Education  
Education of Exceptional Children  
Speech Pathology and Audiology  
Reading Center

Area Code 814  
865-2873

11-25-69

Al -

Hope you don't start the Bd. meeting  
in Atlanta next week. too much time -  
My plane won't arrive at the airport there until  
1:56 P.M. - That's the earliest I can get there unless  
I leave here the day before - I know the meeting  
will move along better without my being there, but  
I'd kind of like to get in on some of it anyway -  
Hope to see you & your sweet wife in Atlanta -

Erney





UNIVERSITY OF SOUTH CAROLINA

COLUMBIA, S. C. 29208

December 10, 1969

School of Education

Dr. Alton Raygor  
School of Education  
University of Minnesota  
Minneapolis, Minnesota 55400

Dear Al:

I came home immediately after the fiasco Friday evening and got in around 2:00 to 3:00 o'clock in the morning. I did find that the dinner I was to attend Saturday noon was of major importance to me. The Endowment Club for the University is made up of prominent industrialists, lawyers, etc. from throughout the United States who had met in Columbia for their 10th anniversary. I happen to be the 9th recipient of the kindness of this particular organization. For example, the 53 people made up Federal judges, Governors, U. S. Senators, and the president of the organization who is past president of the American Bar Association. So you see this endowing my little head with their many blessings was something I could not afford to miss.

Interestingly enough, I got to talk to a person who has as one of his jobs the booking of conventions throughout the major hotels in the country and I did my duty by explaining in detail the treatment we had received in Atlanta. This morning I received an invitation to a party at the Biltmore in Atlanta and have written them refusing the invitation and strongly denouncing the place they are meeting.

I didn't get to tell you how excited I was over your address. In terms of my own education and interest I found it the best presidential address ever given to the organization. On my own part I did not realize the details which make up the different ways of organization.

As I talked to people during the conference I jotted down names of people that I thought would be good officers. I came up with a larger list than I thought I would. They are as follows:

Don Brown, SUNY, Buffalo  
Bernard Schmidt, ~~Buffalo~~ *Purdue*  
George Phillips (Dr. Phillips of the Reading Center at  
North Carolina College at Durham).

I have acted as consultant in his Clinic and feel that he is very capable professionally. He is a black that I feel that I could recommend without reservation. ~~We~~ would probably

Dr. Alton Raygor  
December 10, 1969  
Page #2

be in the category of being somewhat aggressive without being militant. But I have always found him to be a person with whom I could work very acceptably. He has attended the N.R.C. at least three or four times probably consecutively.

Frank Green

John Sherk, University of Missouri at Kansas City

Garr Cranny, University of Florida

Victor Rentel, Ohio State University

Jules Abrams, Hannaman Hospital, Philadelphia

Earl Rankin, University of Kentucky

Ed Roughton, Auburn University, Alabama (Ed was a student of mine about eight years ago and has been in his present position ever since. He has not attended regularly but I should think probably every other time). He is a very quiet unassuming person who tends to be under-rated. It is true that I would not call him extremely creative but on the contrary he is very solid educationally and probably runs one of the more authentic reading clinics for college students in the country.

I will be glad to vote for any one of these persons for nomination along with you. I think any one of them would make good Board members and would vote happily for them. Let me suggest possible names for the presidency and again only suggesting. What about Earl Rankin and John Sherk? That would be a possible combination. In another combination could be Frank Green against Garr Cranny or Don Brown combined with any one of the others. As I say these are only suggestions. Why don't you add to the list if you wish or take names from this list and either call me back or write me the four names you would like to put up for the Board and the two names you would like to put up for the presidency.

Sincerely yours,

*Paul*

Paul C. Berg, Director  
Reading Clinic

PCB:rc

903 - 777 - 4269

*Final list to vote on by Committee:*

| <u>Pres</u>   | <u>Bd</u>       |
|---------------|-----------------|
| <i>Greene</i> | <i>Abrams</i>   |
| <i>Rankin</i> | <i>Schmidt</i>  |
| <i>Sherk</i>  | <i>Otto</i>     |
|               | <i>Fry</i>      |
|               | <i>Cranny</i>   |
|               | <i>Roughton</i> |

# University of South Florida

TAMPA CAMPUS 33620

College of Education

December 11, 1969

Dr. Alton Raygor  
University of Minnesota  
Office of the Dean of Students  
Student Counseling Bureau  
Minneapolis, Minnesota  
55455

Dear Al:

I guess by now you are back in the frigid confines of Minnesota. I cannot seem to get the Atlanta debacle out of my mind. However, after having spent three hours with Mrs. Mooney at the Sheraton Inn at St. Petersburg, I do feel better; these people are on the ball.

The Sheraton people had a meeting of their own people at the Biltmore and got the same half-ass treatment, would you believe?? In any event, I hope that your president will exercise good judgment in dealing with the hotel and in dealing with Art Olson. Something ought to be done, but I think any letters should be written in very carefully couched terms.

Best wishes.

Sincerely,



A. J. Lowe, Ed.D.  
Associate Professor  
Reading Education

AJL/bjs

P.S.  
and forget your column  
to be in the next JRB.

! next news!

UNIVERSITY OF CALIFORNIA, BERKELEY

BERKELEY • DAVIS • IRVINE • LOS ANGELES • RIVERSIDE • SAN DIEGO • SAN FRANCISCO



SANTA BARBARA • SANTA CRUZ

COUNSELING CENTER

BERKELEY, CALIFORNIA 94720

December 16, 1969

Dr. Wendell Weaver  
College of Education  
University of Georgia  
Athens, Georgia

Dear Wendell:

I just wanted to communicate to you some of my thoughts about the last NRC meeting. Although the attendance has greatly increased in the conference, I found it even more difficult than ever before to pick the meetings I wanted to attend since the papers were scheduled somewhat haphazardly -- a college reading paper would be scheduled on the same program as someone reiterating weakly a study on effects of learning letter names on beginning reading (a topic which has been researched more thoroughly and definitively in many other published studies.) I'd also suggest that we've reached a point in our professional development where at least abstracts of research papers be required to be submitted prior to the conference. It seems to me that the conference is rapidly moving away from its original purpose -- that is of a symposium for college-adult reading specialists. There are many other conferences which serve to inform elementary teachers and those involved in teacher preparation of new developments -- and do a much better job than NRC does in this direction.

One of the advantages of a small conference is the opportunity to interact with others with the same problems, yet other than the social hours, there were no provisions for this. There was, in my opinion, too much talking to the audience by many of the same speakers saying the same things that they have in other conferences. Although one function of a professional association is to provide in-service training to new members of the profession -- this is particularly true in the college reading field because of the paucity of reading courses or training programs designed to produce these specialists -- I doubt that the new professional could have gotten a coherent idea of the field from even a random selection of the papers presented. Also I feel that he would have been quite bored by attending programs in which there was such a diversity of papers both from the point of view of level and problem discussed as well as from a quality standpoint.

Time is even catching up with some of the old stand-bys -- including Emery's paper. If it gets any longer he's going to have to revert to

December 16, 1969

speeded speech to present it within the time period allotted. Furthermore, I can think of no poorer way to present this kind of factual information than from the platform. Why can't it be suggested that he discuss some of the current trends in research each year and leave the gory and dreary details to the manuscript which will appear in the proceedings?

It would further make more sense to me if some major themes were included in the program -- for example, one of the major conflicts at present is the direction in which graduate programs in reading should go -- should they produce creative, research-oriented doctoral students or reading specialists that can fill the practical needs of the community. Obviously both types of individuals are necessary but many institutions are faced with an identity crisis on that score at present.

I suppose you can't eliminate having the same people on programs that have given the same talks in the two other organizations, but I think there are some more creative ways that these people can be handled -- placed on a panel to debate each other's issues or to answer the audience's questions. I was not in a single session in which more than one or two questions were asked so that I am sure the meetings will continue to draw passive, non-involved participants unless some efforts are made to change the format.

In other words, I am tired of going to meetings and spending my time sitting and listening to stuff that could be read and absorbed in a much quicker time than the listening to long-winded lectures.

If you still want me to go ahead and set up a study skills program section for next year, I will do this provided it will be all right to include non-reading specialists -- college professors representing different disciplines and provided that there will be more time for audience and presenters to interact.

Sincerely yours,

*Martha J. Maxwell*

Martha J. Maxwell

Director

Reading and Study Skills Service

P.S. If the papers presented reflecting highlights of dissertations are representative of the quality of today's research in reading, we may not have to worry about the graduate school dilemma of research vs. applied training; research will just fade away.

MJM/ss

cc: Dr. Alton Raygor ✓

December 16, 1969

Mr. William J. Laird, President  
Howard W. Sams Company  
4300 West 62nd Street  
Indianapolis, Indiana 46206

Subject: Sheraton Biltmore--Atlanta

Estimado Amigo Guillermo:

You will, Bill, as a sister member of the ITT family with Sheraton Corporation, be interested in what has transpired at the National Reading Conference Convention the last few days.

Members of the National Reading Conference are for the most part professors of education with doctorates, and therefore with many influential friends. Membership at the present time is approximately 400, so it is a closely knit group. Most of us have been attending the convention for many, many years.

Of secondary importance is the fact that many members of the NRC are members and officers of the International Reading Association which has a membership of over 100,000, and has met recently at Sheraton Hotels in Boston and other places.

More than a year ago, Dr. Al J. Lowe of the University of South Florida entered into a contract on behalf of the NRC for our convention here at the Sheraton Biltmore. Al has been handling these chores for the group for many years, and has never had any problems such as we have encountered this time. He knows what he is doing, and has even written up a handbook for the conducting of the convention arrangements which is a masterpiece of completeness.

To be as brief as possible, Bill, the situation here has been such that when it was announced at a business meeting that the convention would be held at the Sheraton in St. Petersburg, Florida next year, a howl of protest went up from the entire assembly. "Sheraton" has become a dirty word to many of our members.

At my suggestion, the president of the NRC, Dr. Alton Raygor of the University of Minnesota read off a list

Mr. William J. Laird, December 16, 1969, Page Two

of the problems that had been encountered so everyone knew exactly what the problems were--and they were many!

Room rates were increased considerably.

Rooms assigned for meetings had been agreed upon and this agreement was abrogated.

Meeting rooms were not as agreed upon.

Exhibit rooms were not as agreed.

Banquet prices were increased and the menu changed.

Rooms for a social hour on two nights were to have been supplied without charge. A charge was exacted.

There may have been other items, but whoever wants to find out about them can contact Dr. Lowe.

In addition, there was the usual unbelievable foul-up on reservations, rooms were not ready, exhibit halls were not ready, etc. Many of these things are becoming the norm, and most of us can understand them--but we cannot see how the Sheraton corporation can maintain good will when contracts entered into are not honored.

Of course, Bill, you know I am some kind of a nut, but if it was my company I would see that these people were compensated, even to the point of sending refund checks where overcharges were made. Sheraton stands to lose far more in good will in future business than this would cost, believe me!

You will undoubtedly wish to pass this along to the proper person at Sheraton. If you want to call me and ask for further details, please don't hesitate--I'll be glad to fill you in.

Please give Connie a big kiss for me and tell her to prepare for invasion--I hereby accept your invitation to stay with you on my next trip to Indianapolis--it will be great to get together again.

A su servicio,

LEARNING THROUGH SEEING, INC.

Gaspar Cisneros Barnette  
Founder/Director of Research

GCB:bj

Mr. William J. Laird, December 16, 1969, Page Three

P. S. Immediately after dictating the body of this letter, I went down to the area where the banquet was to be held. The banquet time had passed, but the room was not ready. Furthermore, food was being placed on the tables, and at the same time the floor was being swept, raising clouds of dust. Because of the obviously unsanitary conditions, the NRC Board of Directors held a meeting on the spot, and voted to cancel the banquet and speeches and refund money to all ticketholders.

/

GCB

cc: Dr. Al J. Lowe  
Dr. Alton Raygor  
Mr. Ralph Hitz



December 29, 1969

Dr. Wendell W. Weaver  
Program Chairman  
National Reading Conference  
College of Education  
University of Georgia  
Athens, Georgia 30601

Dear Wendell:

Hope all is well and that you have recovered from Atlanta. Enclosed you will find a copy of a program outline for St. Petersburg in 1970. We did this because of space and help limitations. There could be minor changes, i.e. a general session instead of sections or vice-versa. Let me know your thoughts on this. By my count there is room for forty-five (45) papers. Al Raygor has offered to help as he planned programs with this format for prior meetings.

A special request has come in for a Saturday A.M. section or general session on Pre-College (secondary) Reading. Is this feasible? As you may see, we had it in St. Pete before. John Follman would like a Critical Reading sectional meeting which he would set up.

Things look better for St. Pete. I hope we have a good year.

Best wishes and take care.

Sincerely,

A. J. Lowe

CC: Al Raygor

AJL/bjs

enclosures

15.4

UNIVERSITY OF SOUTH FLORIDA  
TAMPA, FLORIDA 33620

AREA CODE 813: 988-4131

COLLEGE OF EDUCATION

December 31, 1969

C  
O  
P  
Y

Dr. Arthur V. Olson  
Professor  
College of Education  
The University of Georgia  
Athens, Georgia 30601

Dear Art:

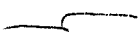
Well, the new year is here and time for a bit of reflection. To say the least, our Atlanta N.R.C. meeting was a disaster. The three young ladies who helped were the only bright light. Please thank them again for me. I am sorry that you could not attend the conference or have Dr. Johnson substitute for you as we needed your help badly.

As you know, the hotel let us down completely and there were some registration and A-V problems. The Board is quite upset and I am very disappointed over the whole affair. I guess we all have to share the blame, however.

Please be assured that I hold no personal ill feeling towards you, but I think if you had let us know in advance what the situation was, it would have helped.

Take care, and best wishes.

Sincerely,

  
A. J. Lowe, Ed.D.  
Associate Professor  
Reading Education

cc: Al Raygor

AJL/bjs

*P.S.  
The enclosed is some thoughts  
I had but I am wondering how to  
reach the membership.  
af*

## The N.R.C. 1963-69: A Postscript

A. J. Lowe - Conference Manager

The purpose of this brief note is to relate to you some of the mechanics involved in keeping the National Reading Conference solvent and operable and how the job of conference manager came about. Because of various reasons, the N.R.C. moved away from T.C.U. in 1962 after ten years there. The 1962 meeting was held in Charlottesville, Virginia with the 1963 meeting being set up for New Orleans. At the 1963 meetings, the treasurer at that time, Art McDonald, asked this writer if he would be interested in permanently handling the varied details of each year's meeting. The writer agreed but with the provision that Board action be taken and that his performance of said duties be evaluated yearly. The N.R.C. met in Dallas in 1964 and 1965, St. Petersburg in 1966, and Tampa in 1967. Following that, the meetings were held in Los Angeles in 1968 and finally Atlanta in 1969. Each year showed increased membership, attendance, exhibitions and costs. We have ~~not~~ reached a point where, because of costs and size, we can meet only at sites where we can obtain certain arrangements and keep fees, dues, etc, at the same level. In essence, this means we have to meet in the South at a time prior to the tourist influx. We had difficulty in Charlottesville, Los Angeles, and Atlanta to say the least.

It might be remembered that the N.R.C. is unique in that it is the oldest organization based on research and scholarly comment in college-adult reading. We have prided ourselves on quality, not quantity. To be perfectly candid, Atlanta was a disaster, professionally, we were "had" on all accounts.

This unhappy situation was the fault of many, including this writer who chose the hotel based upon their bid and the word of certain N.R.C. members. Each complaint was met with indifference and/or gross rudeness. It would be difficult to say if things would have been different if the writer had been able to visit the hotel to check on things prior to December.

The N.R.C. is a non-profit corporation chartered in Florida. It is controlled by a Board of Directors who are elected by the membership. All complaints should be addressed to the President, Alton Raygor, regarding Atlanta or any other phase of N.R.C. operations. Please be reminded that the N.R.C. yearly meeting is for scholarly purposes and not for providing a three-day lark in some quasi-exotic place.

We will try to provide a setting for a good N.R.C. meeting in St. Petersburg in December, 1970. It has been an honor and pleasure for this writer to serve the membership and he will endeavor to make the upcoming conference the best ever. All suggestions are welcome at any time.

A I R  
M A I L

March 31, 1969

Mrs. Joan Dickey  
Credit Manager  
Airport Marina Hotel  
8601 Lincoln Blvd at Manchester Ave.  
Los Angeles, Calif. 90045

Dear Mrs. Dickey:

It seems that the communication gap has caught up with us again. Your letter of March 26th came as quite a surprise, particularly in view of three historical facts:

1. The N.R.C. meeting was held at your hotel on December 5-7, 1968. On February 5, 1969, I took the initiative and wrote to your Mrs. Mary A. Murphy with whom all arrangements had been made. No bills had been submitted as of February 5th.
2. As a consequence, I received a letter from your hotel, postmarked February 19, 1969, with a stack of unrelated bills and no cover letter.
3. On February 28, I forwarded by airmail, a letter addressed to your Convention and Sales Manager, with all the details pertinent to our conference expenditures. There was no reply to this letter.

Rather than complicate this letter further, I enclosed copies of items (1) and (2) cited above. For the record, the National Reading Conference has always paid its authorized bills as promptly as the day they are received.

When you have reviewed the copies of the correspondence which are enclosed, please check my figures against yours. I will authorize our comptroller to draw a check in the amount of \$917.52 (The amount shown in the attached correspondence). If this sum does not correspond with your receipts, please send me copies of all bills authorized by Dr. Alvin J. Lowe or myself.

One further point, I have been trying to close our N.R.C. books since last December. Please expedite this matter.

Sincerely,

L.L. Van Gilder, Treasurer

LLVG:new

Enclosures

cc: A.J. Lowe; Frank L. Christ; Alton Raygor

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P  
Y

# AIRPORT-MARINA HOTEL

adjacent to the Los Angeles International Jet Age Airport  
6901 Lincoln Blvd. at Manchester Ave. - Los Angeles, Calif. 90045 - Tel. 670-0111

March 26, 1969

Dr. L. L. Van Gilder, Treasurer  
Marquette University  
Milwaukee, Wisc. 53233

Dear Dr. Van Gilder:

Perhaps you have forgotten.....  
that our statements are due upon presentation.

The unpaid balance of \$ 1,100.08 is past due.  
Is there any reason for non-payment? If not,  
we would appreciate payment immediately.

Very truly yours,  
AIRPORT MARINA HOTEL

Credit Manager