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Did You See?

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DID YOU SEE?

Betty L. Hagberg

Did You See "Are We Really Preparing Reading Specialists?" This direct and challenging article by Richard W. O'Donnell questions the preparation of corrective and remedial reading specialists. He points out an area in which reading teachers' competencies must be improved and suggests a basic bibliography of literature and materials which would assist them. This article appears in the May 1971 issue of *The Journal of the Reading Specialist*.

Did You See the report, *The Principal As Educator*? It describes observations of the John Finley School in Manhattan during 1969 and 1970. This ghetto school of 99% black and Puerto Rican children attained reading achievement scores which matched or exceeded the city wide norms. The outstanding factor in Finley's success is attributed to its principal, a true educator. *The Principal As Educator* is available at \$1.50 a copy from the Center for Urban Education at 105 Madison Avenue, New York, New York 10016.

Did You See "Phonics vs. Look-Say: . . . Is the End in Sight?" by Raymond E. Laurita in the summer 1971 issue of the *Spelling Progress Bulletin*? The article discusses the familiar whole word-phonics controversy and attempts to put the matter in a better perspective.

Did You See "Reading Disability and Remedial Gain" in the June-July 1971 issue of the *Journal of Learning Disabilities*? This study by George H. Maginnis tested the hypothesis that students who have the greatest reading disabilities will gain most in a remedial program.

Did You See "An All School Secondary Reading Program?" This interesting article by Thomas F. McDonald appears in the May 1971 issue of *Journal of Reading*. It emphasizes that the reading program in high schools must be considered an integral part of the total curriculum and needs total faculty commitment.

Did You See that the Oakland Schools, an intermediate district, is conducting a Vocational Reading Power Project through an ESEA Title III Grant? Through this project an investigation of vocational textual materials as well as reading strengths of vocational students will be made; a curriculum will be developed which will enable students with limited reading ability to cope with the vocabulary and concepts of their texts.