

10-1-1964

Round Robin

Dorothy E. Smith

Follow this and additional works at: https://scholarworks.wmich.edu/reading_horizons

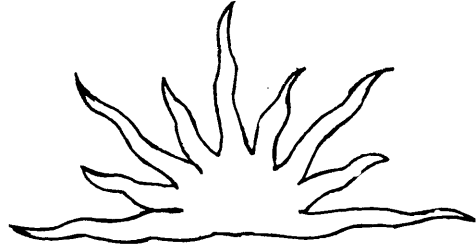
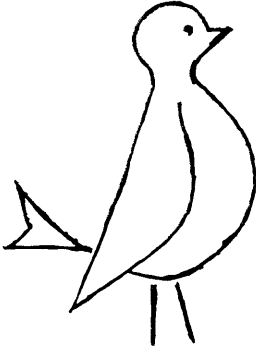


Part of the [Education Commons](#)

Recommended Citation

Smith, D. E. (1964). Round Robin. *Reading Horizons: A Journal of Literacy and Language Arts*, 5 (1). Retrieved from https://scholarworks.wmich.edu/reading_horizons/vol5/iss1/8

This Article is brought to you for free and open access by the Special Education and Literacy Studies at ScholarWorks at WMU. It has been accepted for inclusion in Reading Horizons: A Journal of Literacy and Language Arts by an authorized editor of ScholarWorks at WMU. For more information, please contact maira.bundza@wmich.edu.



ROUND ROBIN

Dorothy E. Smith, Editor

We have often been asked about the people who subscribe to this magazine. Who are they? Where do they live? What connection, if any, do they have with the teaching of reading? We began to wonder, too, and we wrote to some of them who live in foreign countries. The list includes names from as far away as Laos and Norway. From time to time we will share their answers with you. Below are letters from Trinidad, Canada, and Bogotá.

From Mrs. Florence Noble, Port-of-Spain, Trinidad:

In the blue waters of the Caribbean lie two lovely islands, which are the most southerly of all the islands of the West Indies. Trinidad and Tobago make up one independent country, having gained its independence only about twenty months ago, and it is with a deep sense of pride and dignity, that I a citizen of that country, trumpet praise for the rapid progress made in respect of its developments.

My work in Trinidad is mainly with delinquents, and most of my voluntary occupation is centered on unfortunate youth. This is a very challenging field, especially in the case of a new nation, where developments are proceeding in rapid strides, and changes are fast becoming the order of the day. It is an established fact that with changes come its attendant ills, and my sympathies are invoked towards the young people who have to suddenly face these changes. Most of them, because of circumstances, are deprived of parental guidance and proper home influence, and have ultimately become rejects of our society be-

cause of their unsavoury behavior in their periods of emotional tension and stress.

In conclusion, decent, responsible, law-abiding adult citizens cannot sit back in armchairs, and become complacent in the fact that Government will take care of it all. Instead, we enter the arena, in a voluntary capacity with all the zest and fervour required, to combat the ills of juvenile delinquency. This we do, with the hope of keeping our nation clean and progressive, one which will serve as an example to even the larger and older nations of the world.

Dr. Harold Mersereau Nason, Director of Elementary and Secondary Education for the Province of Nova Scotia, Halifax, Nova Scotia, sent the following information on his career:

Before his present position, he was a teacher, principal, inspector of schools, and chief inspector of schools in Nova Scotia. He has lectured in Comparative Education at Edinburgh University and at London University. He has been director and chairman of many organizations concerned with education and reading, one of which was director of the International Reading Association. The Nova Scotia government has asked him to be its representative on several committees and conferences related to teachers and to teaching. Besides being a consultant for the Canadian edition of Ginn Basic Readers, Intermediate Series, he has had many articles published by educational journals.

From Grace McClellan, Assistant Head of the Reading Department of the Child Guidance Clinic of Greater Winnipeg, Winnipeg, Manitoba:

The Reading Department developed from the need for analysis of the academic problems of those children whose school achievement was not in harmony with their potentialities and from a growing demand in the schools for more specific help in dealing with severe reading problems. Any child of school age and resident of the Greater Winnipeg area is eligible for service. This service includes tests and interviews for diagnostic purposes, evaluations of the findings, and suggestions to parents and the schools. Some tutoring is done. Consultant services are provided, and research is being conducted to extend the understanding of causes of reading failure. We also have begun a Field Work program, training selected teachers through workshop activity to handle special tutoring of children.

I feel we have a very interesting and possibly unique organization here and we welcome visitors at any time.

From Judith Alicia Diaz, Bogotá, Columbia

Dear Editor:

As there are few schools that have a North American teaching system in Bogotá, no concrete reading program has been established here. My work includes the teaching of English, Arithmetic and science in 4th, 5th, and 6th grades. It is done mostly in English with few exceptions. The school where I teach is directed by North American nuns who came to Bogotá more than a year ago and established the Santa Francisca Romana School. The school works on semi-North American principles, having a bilingual program. Since the school is attended only by girls, there is nothing to say about coeducational programs.

Very little can be said about my own work, apart from the courses I direct at the school. Reading, and English in general, is not very high since most of the girls attending the school are now only beginning to learn the English language. Because of this, the reading material has to be kept at an elementary basis.