It's 2 a.m. Do You Know Where Your Daughter Is?

Parents of Randolph-Macon students may not always know the answer to that question, but at least they can always hope that she might be in the Learning Resources Center. Although the last student tutor goes off duty at 10 p.m., the Center itself never closes. It is open 24 hours a day, seven days a week.

In the 11 hours from the time the last student tutor leaves until the professional staff arrives the next morning, students at this small liberal arts college in Lynchburg, Virginia are free to use any of the equipment and materials housed in the Center. Since the equipment includes nine computers, five printers, two typewriters, a television, a VCR, and a self-contained slide projector, one might find Sally Student, even at 2 a.m., writing a paper on a computer, viewing a time management video tape, studying at one of the small study tables, reading a study skill handout, using the computer to complete a self-paced psychology lab, or sleeping on the down-filled sofa.

Although any of the former is preferable, the latter is also acceptable.

Editor's Note: The sample article segment you just read is true. Although Randolph-Macon Woman's College may be unique in having a center that never closes, I am certain that other centers and other programs across the country and beyond have interesting stories to tell.

Give your center or your program some of the publicity it deserves by sending an article (approximately 300-500 words) about your center or program to the Newsletter. Write it yourself or, better yet, get someone else on your campus, possibly one of your students, to write it for you. In content and style, the article should capture the reader's interest. If possible, include one or two photos (preferably black and white) that illustrate the content of the article. Please identify the author of the article as well as all persons who are clearly visible in the photo(s).

My hope is to feature one center or program in each subsequent issue of the Newsletter.

If your daughter's name is Delryn Fleming she may be working for CRLA. In recognition of her many years of service to the organization, Delryn was chosen to receive CRLA's 1990-91 Distinguished Service Award. A member of CRLA since 1979, Delryn, who works at Brookhaven College, has served our organization in many capacities. She has edited the Journal, was an on-site conference coordinator, and served as the first president of the Texas chapter of CRLA.

As the unretouched pictures show, Delryn has not allowed the award to change her. The "before" photo shows Delryn working at the registration desk during the first day of this year's conference. Suspended from her name tag is a ribbon with the word "Martyr" written on it. Not uncharacteristically for her, Delryn was working for CRLA during her Spring Break and on her birthday.

The "after" photo shows her at the Fiesta Banquet shortly after receiving the Distinguished Service Award. Whether it be serving others or receiving salutes, Delryn Fleming always seems to do it with a smile.
The Editor Speaks

I approach my new position as editor of the *Newsletter* with mixed emotions. I am excited by the opportunity to find creative ways to serve you, the members of CRLA. I know it will be challenging, I hope it will be rewarding.

As you can see, the *Newsletter* is in transition. This issue has a different look from ones you’ve received in the past. The color of the paper has changed, the number of inks has increased, some new features have been incorporated. And this is only the beginning. Since the amount of time from appointment to publication has been minimal, the changes have also been minimal. It is my intent to continue modifying the appearance and the focus of the *Newsletter*.

When Dee Tadlock asked me to consider becoming a candidate for editor, she said that the Newsletter was not only an important communication tool but also a vehicle for fostering the cohesiveness and sense of group spirit and collaboration that makes CRLA such a vital professional development organization. My intent is to devote attention both to the organization and to the people who comprise it.

In addition to articles about major CRLA activities and reports from officers and SIG leaders, I want to feature individual learning centers, innovative programs, and the people who make up CRLA. I want the *Newsletter* to become a vehicle that encourages all members to become active in our organization. Although CRLA has fortunately had a history of extremely competent, conscientious, committed, concerned, and caring officers, the general membership has much that it can contribute to one another.

The *Newsletter* will offer a number of ways in which members can do just that. The Editor *Listens* is a vehicle for traditional “letters to the editor,” the *Ample Sample* makes it easy for you to voice your opinion on a variety of issues, and *Tip Top Tips* is the place to share ideas that work. I will also rely on you for getting me information about interesting centers, programs, and people in CRLA.

I look forward to the fruits of our collaborative efforts.

Starting The New Year Right

If the idea of wintering in Tucson with stimulating and congenial colleagues appeals to you, but you feel constrained both by time and money, the 13th annual Institute for Learning Assistance Directors and Professionals might be a compromise solution. Frank Christ and Sylvia Mioduski are co-directors of the Institute which will be January 5-10, 1992. The Institute will once again feature nationally known learning assistance leaders as mentors/presenters and provide practical sessions on learning assistance center development, management, materials, evaluation, and programs and services.

To get on the Institute’s mailing list for registration information and other Institute details, write to:

Sylvia Mioduski, Director
University Learning Center
Old Main Building, #129
University of Arizona
Tucson, AZ 85721

You may also call (602) 621-1206.

Award Winners

*by Gladys R. Shaw*

In addition to the Distinguished Service Award presented to Delryn Fleming (see related story on Page 1), three other annual awards were given at this year’s conference.

The Distinguished Research Award was given to Cheryl Brown of Northern Arizona State University. Her paper, “Whole Concept Mathematics: An Application of the Whole Language Approach to Mathematics Curriculum,” which appears in the Spring, 1991 issue of *Educational Leadership*, details the approach Cheryl developed for teaching mathematics to culturally diverse student populations, particularly to Native Americans.

Patricia Mulcahy-Ernst of Rutgers University received the $500 Research Assistance Award for examining the reading strategies of adult readers. Her project is entitled, “Reader Strategies for Comprehending Biology Text.”

The third award, a $500 Scholarship was given to Gary Brown who is working on his doctorate at Washington State University. Gary, a member of CRLA for four years (including two as the Coordinator of the Computer SIG), formerly taught in the Academic Skills Center at San Diego State University. He hopes to contribute to the improvement of computer-based reading and writing instruction by developing more effective interactive reading and writing instructional tools.

Shaw Gives Up “Necklace”

Curious to see whether people will recognize her without red raffle tickets around her neck, Gladys Shaw is turning the leadership of the Awards and Scholarships Committee over to Kate Sandberg. During the last two years, Gladys has guided CRLA’s fund raising activities from a net loss in 1989 to a $600 profit last year to nearly $1000 this year. Most of these funds reflect an increase in the number of raffle tickets sold as the number of prizes to be awarded has grown. This year, Gladys and the other members of the committee (Andrea Berta, Renée Berta, Mary Lou Gibson, and Melissa Wiseman) received 22 raffle prizes from state, regional, and SIG groups to go along with the free membership renewals offered as prizes by CRLA.

Gladys believes that “Sharing + Friends + Commitment + Fun = SUCCESS.” Her formula is one that invites others to become involved. In addition to performing a valuable service for CRLA, Gladys found a great deal of pleasure in chairing the committee. “I especially enjoyed making so many new friends and working with the committee members,” she said. She also said that Kate Sandberg, the new chairperson, “will be more than terrific.”

Even if she is not personally selling raffle tickets next year, it’s a sure bet that Gladys Shaw will be there urging people to buy them. It’s inconceivable that you’ll ever find her sitting passively on the sidelines. “Thank you Gladys” for a job well done.
Professional Materials Review
by Jane Hopper

Developing Math Learning Skills: A Parallel Support Course for the Math-Anxious Student.
Susan C. Brown, Project Director.

Previously in this column I have expressed my wish that the book being reviewed had been available to me when I was a student. This time I wish the volume had been available to my teachers! I have much empathy for math-anxious students who often are treated in ways that lead them to more failure. In addition to describing the project that Dr. Brown directed, this book reveals much about the nature of math-anxious students and provides specific ways of evaluating and providing assistance to them. Although the project was directed toward women and minority students, it has wider application.

CONTENT
The book is divided into three segments, has five appendices and a bibliography. The first segment, "Background to the Math Learning Project," tells of the mathematics requirements at New Mexico State University and various ways they can be met, gives general information about the target group, and describes the special needs of women and minority students. References are cited to support the material presented.

The second segment, "The Math Learning Project: Significance of the Program," sets out the goals and objectives of the project and explains how it was set up utilizing institutional and student needs analyses. Selection of students for the Math Learning Project is described as well as evaluation of those who participated. Evaluation of the program was made by looking at student achievement pre and post.

Further evaluation included student ratings of the techniques and activities presented, the tutors, and the environment. Changes in student attitudes were also part of program evaluation.

The third segment is titled "Lessons for the Math Learning Project Course." Twelve formal lessons, designed to run approximately one hour are presented using a clearly designed format: rationale, objectives, materials and resources, instruction and activities, and evaluation. The lessons can also be used in workshops. Twenty-eight student handouts and two instructor sheets are included. A sampling of handout titles reveals their topics as well as the range of the lessons. They begin with "Course Information" and continue through "Math Journal or Diary," "Auxiliary Skills: Problem Solving," "The History of Algebra," and "Taking Quantitative Exams." The two instructor sheets furnish the instructor with information on reducing test anxiety.

The five appendices include correspondence samples, tutor information, an interview questionnaire for designing the course, sample student activities, and a final course evaluation questionnaire for the Math Learning Project. A thirty-eight item bibliography completes the volume.

FORMAT
The use of white space and a variety of type sizes and faces makes this 98 page volume easy to read. Since the book measures 8½ x 11", duplication of the camera-ready handouts is easy. Running heads inform the reader of the page content. Developing Math Learning Skills: A Parallel Support Course for the Math-Anxious Student can be ordered from Education Development Center, WEEA Publishing Center, 55 Chapel Street, Newton, MA 02160. The cost is $5 plus $2 shipping. For Visa or Mastercard orders, call 1-800-225-3088. Purchasers in Massachusetts should call (617) 969-7100.

My next review will be of Martha Maxwell's new publication, When Tutor Meets Student: Experiences in Collaborative Learning which I have just received and look forward to reading. I am always looking for professional materials to review so please send them to me, along with any comments and suggestions, at my home address, 5231 Thorn Tree, Irvine, CA 92715.

The Editor Listens

This space is reserved for you, the members of CRLA. You are encouraged to make comments or suggestions, to raise issues, or to ask questions. Give other writers a chance to be heard by being as concise as possible.

Send your material to:

Tom Pasternack, Editor
Box 843 R-MWC
2500 Rivermont Avenue
Lynchburg, VA 24503-1526

Please include your name, address, and phone number.
From The President...
by Joyce Weinheimer

The publication of CRLA's summer newsletter brings with it a time of transition. Looking back at our organization's 24th annual meeting in San Antonio, we see a successful conference that filled the Hyatt Regency to capacity. Over 400 people enjoyed Bernice McCarthy's keynote address, attended the 100 institutes and sectionals, and participated in the general sessions and meetings. I send a heartfelt "thank you" to all the people who made PROMISES TO KEEP. FROM INTENTION TO ACTION such a spectacular event!

Looking ahead, changes have already begun. New committees for CRLA's 25th annual conference are soliciting proposals for next year's presentations, making arrangements with exhibitors, and planning for your enjoyment of the San Francisco area. New officers for the organization have been installed, with Becky Johnen assuming responsibilities as president-elect and conference chair. Denise McGinty will complete her two-year term this summer and turn over her duties as secretary to Karen Agee. Kathy Carpenter begins her second year as treasurer, while Dee Tadlock moves on to become coordinator of states and regions. Becky Patterson officially leaves the governing board of CRLA as she moves on to become conference site selection chair, and Susan Deese chairs the nominating committee for next year's elections.

Perhaps one of the biggest changes you'll note with this issue is the "evolution" of CRLA's Newsletter. Editor Tom Pasternack will be leading the way as we move from a conference-centered paper to one which deals with a fuller range of issues pertinent to members of our organization. Look for ways to contribute — and let us know what you think of the transition!

New Officers Announced At Conference

Two newly elected CRLA officers were announced in San Antonio. Becky Johnen, Associate Dean for Developmental Education at Chemeketa Community College in Salem, Oregon, was elected President-Elect, and begins a term of office that will see her serve as President-Elect and conference chair, as President, and finally as Past-President on the CRLA Board. Karen Agee, Reading/Learning Strategies Coordinator at the University of Northern Iowa, was chosen to serve as Secretary of the association for the next two years.

Becky, a master's degree holder in education with a reading specialist certificate, has served CRLA as Oregon State Director, as chair of two different SIGs, as Secretary and as SIG coordinator. She has been instrumental in codifying the duties of CRLA Secretary, and helped develop the guidelines for state chapter status in CRLA. Becky's rich experience and dedicated devotion to excellent service will enrich all of us as she assumes this new assignment at the leadership positions of CRLA.

Karen holds a master's degree in classical languages and literature from Indiana University and a Ph.D. in Reading Education from New Mexico State University. Karen is known for her work with the Newcomers' reception at CRLA conferences. Her goal each year has been to make newcomers feel like an important part of the organization from their very first day. In addition, Karen has served as regional representative-at-large and as director for the Iowa-Missouri region. Karen's new position gives her further opportunity to enlarge the already significant service she has given to CRLA.

From The President-Elect...
by Becky Johnen

The lyrics, "California here I come, right back where I started from," echo in my mind as I prepare for the 1992 conference. Since California is where CRLA was officially organized in 1967, it is appropriate that we go back to California for our silver anniversary conference, which will be held April 9-12, 1992 at the San Francisco Airport Marriott. The theme of the 25th annual conference, "CELEBRATING THE DIVERSITY IN TEACHING AND LEARNING: STYLES, STRATEGIES, SERVICES," will permit us to focus our celebratory efforts on the wide variety of strategies, techniques, styles and services that we use to make a difference in the teaching/learning process with our unique and varied student populations.

Join this gala celebration by sharing your ideas, experiences or research with your colleagues. Use the form for presentation proposals in this Newsletter to submit your ideas for a sectional meeting or an institute. Encourage your talented colleagues to submit ideas as well. Your assistance will help make the 25th annual conference not only a memorable event, but yet another quality professional development experience.

1991 Special Recognition Award Winners

The inaugural recipients of the Board's Special Recognition Awards, which will be presented each year to as many as three people who are providing special service to CRLA, are:

JoAnn Carter-Wells — Chair of the Conference Evaluation Committee
Wayne Herlin — Editor of the Newsletter
Gladys Shaw — Chair of the Awards and Scholarships Committee
ICBM Scores A Hit In San Antonio

The University of Montana's Innovative Collaborative Book Mark (ICBM), which is shown on the right, was but one of the highlights of Suzy Hampton's presentation, "The Road to Hell is Paved with Good Intentions: Helping Students Move from Intention to Action." Contrary to the title of her presentation, the book-mark came into being as a result of students helping Suzy.

Arlene Anderson, a peer tutor at the University of Montana, started the process by telling Suzy about the image that came into her mind every time she heard Suzy admonish students to "hit every subject every day." Realizing the potential value of that image in helping students to remember an important study tip, Suzy turned to another student, Neil Weigert, to do the cartooning. The end product speaks well of their collaborative efforts.

Editor's note: I would like to include relevant cartoons in future issues of the Newsletter. Please send any that you think are appropriate. Since permission and, often, the payment of a fee is required to use a copyrighted cartoon, cartoons from your campus are preferable. If you send a cartoon from your campus, please include a statement from the cartoonist giving permission for the cartoon to be reproduced in the CRLA Newsletter.

Let's Talk Tutoring
Tutor Certification and the "Registry/Resource Guide"

To date, 73 tutoring programs in the United States and Canada have been certified by CRLA. If you are interested in having your program similarly certified, contact Tom Gier for an application packet. Once you begin the process, Tom is ready to answer any questions and to provide whatever assistance you might need in enabling your program to become certified.

If you want to know what the colleges and universities that are already certified are doing, the Tutor Certification Registry and Resource Guide: 1991 has the answer. The Guide contains information on nearly 60 CRLA certified programs. For each of the programs, a contact person, mailing address, and phone number are given. Most of them also list one or more handouts, activities, syllabi, etc. that they are willing to share. You can receive a copy of the Guide by sending a $5.00 check payable to CRLA/REGISTRY to Tom Gier.

Tom Gier's LET'S TALK TUTORING has been a regular feature of the Newsletter since 1985. To receive any materials or information regarding the Tutor Certification program, contact Dr. Tom Gier, English Department - Bldg K, University of Alaska Anchorage, 3211 Providence Avenue, Anchorage, Alaska 99508. His phone numbers are (907) 786-1926 (Work) and (907) 349-7128 (Home).

Board Meeting Highlights

- The election of CRLA officers will be changed to the fall. Ballots will be mailed by October 15. Candidates will be notified of the results by December 15.
- Patti Glenn is the new Special Interest Group (SIG) Coordinator.
- CRLA is continuing its work with the National Association for Developmental Education (NADE) to co-sponsor a joint conference in 1995 in Seattle, Washington.
- The designing of a new CRLA membership application which includes joining SIGs as well as the ordering of developmental education journals was sanctioned. Further information regarding the minutes of the Board meeting may be obtained from Karen Agee, Secretary 1991-93.
The theme of this 24th Annual Conference of the College Reading and Learning Association, "Promises to Keep, From Intention to Action," is, I think, a good one. It contains an inherent challenge and a suggestion of both commitment and resolve. Reflecting about the theme led me to these thoughts: It isn't that we don't act on our intentions, it's just that we have so many intentions that we can't act on all of them, and in self-evaluation, we tend to focus on what we aren't doing rather than what we are doing. It can be, of course, productive to focus on what needs fixing or improving or actualizing, but I also think it is necessary from time to time to look back and acknowledge what we are doing and what we are doing well. It is both satisfying and energizing to do so. Though we do have promises to keep, there are also a lot of promises already kept.

When I was in fifth grade I had a teacher, Miss Benisch, who had a special interest and talent in art, and so she assigned a lot of art projects to her class. I did not have abilities in this area, and so the teacher would always re-do my art project. In doing so, she affirmed my belief that I could not perform adequately in art and further undermined my confidence in this area.

My older son, who is a talented artist, says anyone can "do" art — just do it! But I don't believe it, and so for me it is not true.

When I was in fourth grade I had a loving, caring, encouraging teacher, Mrs. Vice, who made me think I could do anything. When I graduated from high school, I received a special letter from this special lady in which she congratulated me on my graduation and listed all the activities I had been involved in and honored I had received since I was in her class in fourth grade. "I have been watching your accomplishments with pride," she wrote. She wished me well and, as was always her style, told me how well she knew I would do facing new challenges at college and reminded me that she would continue following my activities with great interest. I still remember how special I felt, how I was inspired, how she reinforced my vision and made me believe I could succeed in whatever I chose to do.

It has been 35 years since I have been in fifth grade; it has been 36 years since I have been in fourth grade. Think of the power we, as teachers, have to affect lives! And it is a lasting effect, whether the outcome is intended or unintended. The root of this power, I think, is expectation. Miss Benisch expected that I could not "do" art, and her expectation made me believe I couldn't; Mrs. Vice expected that I could do anything I chose to do, and her expectation made me believe I could, too. Your expectation is that each of your students has inherent and unlimited capability, that every one of them can be great. This expectation stands in stark contrast to that of some of our colleagues. Most campuses have elitist groups who view higher education as a privilege reserved for the few and actually believe that students who need learning assistance degrade the prestige of the institution and waste resources that are in short supply. I call that group on our campus the Harvardites. But in spite of opposition from these and other groups, you do work humbly, compassionately, intelligently, and persistently to unleash the power potential of your students, to tear down the confining walls of fear, anxiety, and ignorance. You nourish and love your students to get them in touch with their very best selves and encourage them in constructing visions for their futures that are not limiting.

You go far above and beyond the requirements of your jobs in assisting your students because you believe passionately that you can make the difference, that you must make the difference in their lives because many of your students can't. And because you expect and believe that your students can succeed, they do. Because you expect and believe...
Presidential Address by Dee Tadlock

Your help can make the difference, usually does. What you do with your pets as well as your heads, your spirit, our generosity tells the Harvardites on your campuses, if they’re listening, but more importantly, tells your students that equal access is all about. And as students grab the opportunities that skills and abilities, our compassion caring present to them, we step humbly and in awe as we witness the unleashing of human potential and the transformative effect it has on our individual students.

One of my literacy students at Simpson Timber Company told me with tears in his eyes about his daughter giving him a book for Christmas. Because he read only at third grade level very laboriously prior to entering into the Simpson program, he had been unable to read to her all the time she was growing up. She knew how important this new reading skill was to her father and how attaining literacy was changing his life. She picked the first book she would buy for him carefully. She chose Jonathan Livingston Seagull.

His same student also told me how meaningful it was to him to be able to send an anniversary card for his wife for the first time in 24 years of marriage. Days before he had been unable to read the cards and so could not select for her.

One student read a book, Zappl, about all employee involvement as part of a reading program and was so impressed with it that he talked about it with his colleagues and gave several supervisors a copy of the book to read. As a result, some supervisors at the plant are actively implementing the ideas found in the book to increase employee involvement. His actions have a profound impact on the climate culture of the mill in which he works — actions that would have been possible if he had not learned to read.

I offered to take another student who mastered reading to the library. He said, “No, thank you. I like to own every book I read. They are my most precious possessions.” He is now on the executive board of the union. He had always been interested in a leadership role, but he had hung back because he feared it would be discovered that he was a poor reader.

I am reminded of a question posed in class one time by a philosophy professor: “What happens when you throw just one small pebble in a pond? It disrupts the whole darned thing!” He then drew an image in our heads of a peaceful pond, the pebble thrown in, and ripples moving out and across the pond in a continuous series of waves. Transformed people are like that pebble. You can’t stop them from becoming themselves agents of transformation. Indeed, as we participate in their empowerment, they in turn empower us. But the transformative effect of unleashing inherent human potential is felt at places far beyond the point of initial transformation. That is why our work is so vitally important. To be a great nation in political, social, economic, and humanitarian realms we must utilize the combined capabilities of each of us. All human potential must be unleashed. Sargent Shriver expressed this idea admirably well when in a speech at the 25th anniversary of the Peace Corps he explained his brother-in-law’s, John F. Kennedy’s, philosophy by saying: “All of life is one. We are all in a sacred cosmic family in which each member must help to elevate the whole to a spiritual state through active participation in the common need and struggles of all.”

Yes, we do have promises to keep, but we can be energized and empowered to keep them by acknowledging that for many of our students the promise has been kept. Yet I leave you with a challenge: Go out and learn still more so you can work ever more effectively and with increased confidence to turn intention into action thereby keeping promises for all of us.
CALL FOR PAPERS

The 25th Annual Conference of the

COLLEGE READING & LEARNING ASSOCIATION

The San Francisco Airport Marriott Hotel

April 9 - 12, 1992

The Conference theme is “CELEBRATING THE DIVERSITY IN TEACHING AND LEARNING: STYLES, STRATEGIES, SERVICES.” Proposals relevant to the theme are being solicited. Areas usually represented include, but are not limited to, the following:

- assessment
- classroom research
- cognitive/instructional psychology
- collaborative learning
- computer assisted instruction/technology
- critical literacy: reading, writing
- critical thinking/problem solving
- diversity (responses to race, class, gender, special population & multicultural issues)
- emotional/motivational aspects of learning
- English as a foreign/second language
- integrated curricula
- learning disabilities
- mathematics tutorial
- learning strategies/learning styles
- legislative impact/public policy
- program/learning center management
- professional development
- research and evaluation
- tutoring
- workplace basics/literacy

Institutes are three hours long. Proposals for institutes must be received by AUGUST 1, 1991.

Section meetings are 45, 60, or 90 minutes long. Proposals for section meetings must be received by AUGUST 15, 1991.

Each person submitting a proposal will be notified of the Program Committee’s decision by September 15, 1991.

Criteria for judging the proposals include the following four points:

1. Importance of the topic to the CRLA audience.
2. Freshness of the approach described or taken.
3. Quality and clarity of the proposal.
4. Relevance to the conference theme and to the above program strands.

Proposals for both sections and institutes should include the title, a 50-word description to be reproduced for the conference program, audio-visual equipment needs, and a 250-word summary outlining the objectives, content, format, techniques, and relationship to conference theme. Proposals should also include the names, addresses and institutions of all presenters.

Proposals should be submitted on the presentation proposal form on the next page of this announcement.
COLLEGE READING & LEARNING ASSOCIATION
1992 CONFERENCE PRESENTATION PROPOSAL
This proposal is for: 

_____a section meeting (circle length 45, 60, or 90 minutes)

_____an institute

TITLE OF PRESENTATION ____________________________________________

50-WORD DESCRIPTION ____________________________________________


(If the presentation is selected, this description will be printed in the conference program.)

CHECK THE PROGRAM STRAND WHICH BEST DESCRIBES YOUR PRESENTATION:

______ assessment

______ classroom research

______ cognitive/instructional psychology

______ collaborative learning

______ computer assisted instruction/technology

______ critical literacy: reading, writing

______ critical thinking/problem solving

______ diversity (responses to race, class, gender, special population & multicultural issues)

______ emotional/motivational aspects of learning

______ English as a foreign/second language

______ integrated curricula

______ learning disabilities

______ mathematics tutorial

______ learning strategies/learning styles

______ legislative impact/public policy

______ program/learning center management

______ professional development

______ research and evaluation

______ tutoring

______ workplace basics/literacy

______ other

LIST SUPPLIES AND EQUIPMENT NEEDED FOR PRESENTATION: ____________________________


(If your presentation is accepted, you will be notified if needed equipment will be available.)

PRESENTER (If there will be more than one presenter, please attach an additional sheet with the following information for each presenter. The name listed on this form will be the person to whom all correspondence is sent):

Name __________________________________________

Address _______________________________________

_____________________________________________

Work Phone ___________________________ Home Phone ___________________________

Institution (if not included in address) __________________________

A 250-WORD SUMMARY MUST ACCOMPANY THIS FORM. THIS SUMMARY SHOULD INCLUDE THE OBJECTIVES, CONTENT, FORMAT AND TECHNIQUES, AND RELATIONSHIP TO CONFERENCE THEME. INDICATE TARGET AUDIENCE AND PRESENTATION FOCUS (INTRODUCTORY, ADVANCED, ETC.)

Send three copies of each proposal to: 

Becky Johnen
Chemekekta Community College
Developmental Education Department
P.O. Box 14007
Salem, OR 97309
(503) 399-2556 or home (503) 390-4866
FAX (503) 399-5214
AMPLE SAMPLE

his new feature hopes to ascertain what the members of CRLA think or do concerning a wide variety of general interest issues. In each issue, you will be asked to respond to a small number of questions about a specific topic. A summary of the responses will appear in the next issue.

In addition to wanting your responses to each issue's questions, we would like your suggestions for topics to explore in future issues. What would you like to know about what your colleagues elsewhere are thinking or doing? Getting the answer can be as simple as submitting a topic or a few well-chosen questions.

The topic for this issue concerns the name of this newsletter. As it gets a new look, should it also get a new name? If we choose a new one, should the name reflect the purpose of the organization and/or the newsletter? Should CRLA appear within the name? Make your wishes known by photocopying (so you can keep your newsletter intact), completing, and returning the attached form. It's easy to do, it won't take long, and it will help to guarantee that our sample is ample.

From ERIC...
Developmental And Remedial Education Programs
By Diane Hirshberg, User Services Coordinator

The articles reviewed in this column reflect recent literature in the ERIC system on developmental and remedial education programs in community colleges. Most ERIC Documents (references with "ED" numbers) can be read on microfiche at over 800 libraries worldwide. In addition, most may be ordered on microfiche or paper copy from the ERIC Document Reproduction Service at (800) 443-ERIC. All citations preceded by an asterisk (*) refer to journal articles which are not available from EDRS. Most journal articles may be acquired through regular library channels, or purchased for $10.75 per copy from UMI Articles Clearinghouse at (800) 521-0600 X-523. For a list of libraries in your area that house ERIC microfiche collections, an EDRS order form, or for more information about our products and services, please contact the ERIC Clearinghouse for Junior Colleges at (213) 825-3931.

Hermann, Daryl E., and Beppler, Eleanor. "Motivating Students in Developmental Writing Programs."


In recognition that remedial writing students, regardless of age, are accustomed to failure in written English, instructors of Glen Oaks Community College's developmental writing classes emphasize positive attitudes and activities, students' responsibility for their success or failure, and positive and reassuring instructor attitudes. The writing program follows the principles of Reality Therapy, whereby an individual has the power to make his/her own choices, including success and failure. While instructors support the student and provide examples by their own behavior, they do not assume responsibility for the student's success or failure. Instructors do not accept excuses, but assist the student in evaluating the situation and recognizing the ramifications of his/her behavior. Activities intended to promote positive attitudes include the following:

continued to page 11

AMPLE SAMPLE: What's In A Name?

After much/some/no thought, I have placed a check mark in front of the alternative which is my choice for the name of this newsletter.

[ ] CRLA Newsletter (It's not broke and doesn't need fixin'.)
[ ] COLLABORATION
[ ] Other (please specify)
[ ] Doesn't matter to me

Return a photocopy of this form to:
Tom Pasternack, Editor
Box 843 R-MWC
2500 Rivermont Avenue
Lynchburg, VA 24503-1526

Identify yourself OR return this form anonymously

Name __________________________
Address _________________________
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starting the class off with a “question of the day” in place of roll; (2) an ungraded weekly journal assignment on which the instructor makes only positive comments; (3) focusing on the process used to arrive at answers, rather than labeling answers as “wrong”; (4) student attendance at computer lab once a week where they work with tutorials coordinated with classwork and a simple word processing program used for writing exercises; and (5) enabling students to see the progress they have made by making the final assignment of the quarter a revision of their first assignment.


A case study approach was used to examine reasons for success and failure among high-risk students at a community college. The impact of academic and social integration was assessed in terms of success, as defined both by students and by the institution. A 1984 survey of 563 first-time enrolled students and a follow-up of 173 of them in 1987 indicated that an intervention program for high-risk students was effective, although more than half of the respondents indicated they had still not achieved their goals. Twenty students, selected to represent a stratified sample of success, were interviewed. Students who were defined as successful by both college standards and self-report tended to report good relationships with other students, faculty, and counselors. In contrast, students lacking either college-defined or self-reported success reported few friendships positive for growth and lack of a strong relationship with at least one faculty member. It was concluded that success or failure was, in large part, based on (1) interactions between faculty and students, (2) perceptions, attitudes, and values of the students regarding their experiences at the college, and (3) student goals and “intentions” for attending college.


This article describes a revised developmental study skills course offering integrated instruction in critical thinking, reading, and writing strategies. It presents evidence that the course requirements of daily journal writing, reading lessons, library research, and a final oral and written report led to higher motivation, comprehension, and thinking levels than experienced by previous years’ students.

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June 28-30
CRLA Board Summer Meeting,
San Francisco Airport Marriott

July 15
Deadline for materials for Fall issue of the Newsletter

August 1
Deadline for institute proposals for the 25th annual conference

August 15
Deadline for section meeting proposals for the 25th annual conference

October 15
Deadline for materials for Winter issue of the Newsletter

December 6-7
Virginia College Learning Association
3rd Annual Sharing Conference
Sweet Briar, VA

January 5-10, 1992
Institute for Learning Assistance Directors and Professionals
Tucson, Arizona

April 9-12, 1992
25th Annual CRLA Conference
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