A high quality tour around the United States or a foreign country will have a bit of everything to keep the seasoned traveler engaged. The tour guide paints a picture of the place over time touching on milestones in history and the contributions of important leaders and citizens while providing a bit of humor and the context for achievement and change. A group of members of the Reading Educators Guild were treated to just such a tour by our guide, Dr. Ash Bishop, at the March 1st Reunion Luncheon at the Phoenix Club in Anaheim. In his talk, “Back to the Future: 50 years of Reading Instruction”, Ash led us on a journey beginning with the early days of Orange County State College moving through history to the now globally recognized institution that is known as California State University, Fullerton. With his usual dry wit, we were reminded of milestones in reading research and practice, and, of course, ever-present political agendas. We heard of the advent and growth of the Reading Department and the College of Education. But most importantly, however, we heard of the vital contributions of the people—graduates and faculty—to the field of reading and to the children of our community.

In 1957, the State of California authorized the establishment of Orange County State College and by 1960, five students had graduated. As times change, names change, and in 1960, we were called Orange State College, followed by California State College, Fullerton in 1968. Then in 1972 we became California State University, Fullerton. A lot of change occurred during 50 years: the University’s overall positive impact on the future of the State of California is reflected by steadily increasing enrollment and growth on the campus.
Indeed, CSUF is now the second largest university in California. (UCLA is the largest.)

During this time, the field of reading has grown and changed as well. But as Dr. Bishop described it, the change is often cyclical and does not always appear to be for the better. We heard W.S. Gray’s words from 1960 calling for higher levels of competence in all areas of reading: perceiving word, constructing meaning, critically evaluating, and connecting to previous experience and knowledge. But the balanced approach called for by Gray was subject to reading politics and experienced several swings of the pendulum from whole language to phonics to whole language to the skills emphasis of the present. Agendas of various leaders have pushed the skill and accountability movement. In 1961, State Superintendent of Public Instruction Max Rafferty called for a “simpler time” stressing drills, skills, and phonics — today, President George W. Bush’s NCLB legislation with a strong emphasis placed on skills and accountability. It is no wonder that in a 2008 International Reading Association edition of *Reading Today*, identified critical literacy as an area “that should be a hot topic in the field of Reading but is not.”

From the beginning, our University was built to serve the community in Orange County and surrounding areas. As the population grew, the need for expert reading teachers grew. 1963 saw the establishment of the Reading Center and, in 1967, the M.S. in Education with a Reading emphasis began, with the first four students graduating in 1968. Another milestone in the development of the Reading Program was the approval in 1974 of a Reading Specialist Credential program. Expansion of the programs to other campuses, including the South Campus in Mission Viejo and the Irvine Campus, has allowed the Reading Department to continue its mission to support the Orange County community and promote literacy.
As Orange County and surrounding areas changed, so did the structure of the School of Education. While it was the combined strength of the departments within the School of Education—Reading, Curriculum and Instruction, Special Education, Education Leadership, Elementary Education, Secondary Education, and Instructional Design and Technology—that allowed the College of Education to be established in 2004, it is the people who make it possible. Dr. Ash Bishop, former Reading Department Chair, was appointed to the position of Acting Dean of the new School of Education.

People are the critical essence that drives an organization and builds a strong foundation of excellence. The Reading Department is no exception to this. As Dr. Bishop walked us through the history of Reading, he touched on the people involved in the Reading Department—from faculty to students—who provided the passion and intellect to fuel the Department’s development and evolution. The Reading Department faculty and graduates have taken on leading roles in the National Council of Teachers of English, the California Reading Association, the International Reading Association, the CSUF President’s Advisory Council, and at other California Universities and Colleges, to name a few. Our award winning graduates, staff, and programs have received such prestigious recognition as the Disneyland Community Service Award, CSUF Vision and Visionaries Distinguished Alumna, CSUF Outstanding Faculty of the Year, membership in the California Reading Hall of Fame, and School, District, and County level Teachers of the Year. Innovative research and projects continue to be generated and published by both staff and graduate students.

Through Dr. Bishop’s speech, we have seen how the field of Reading grew and instructional emphasis changed through the rigors of research and the pressure of politics. By exploring our history, we can see the outstanding legacy of the CSUF Reading Department—of people who have vision and enthusiasm, as well as a desire to serve not only within the University, but also in leadership within the greater professional and local community as the University moves forward in the 21st century.
The References

Attendees at the reunion were not only treated to Ash Bishop’s entertaining insightful comments on reading and department history, they also received a handout with key references cited by Ash in his talk. As he stressed, it seems that we need to continue to emphasize the role of reading teachers in developing students who can not only sound out words but who also can read and think critically.

1960 W.S. Gray, the father of Dick and Jane, in Education Looks Ahead, states, “In achieving these and other significant goals, every available aid to learning must be used. In most of the new learning activities recommended, however, reading holds a preeminent place. Furthermore, if the goals sought are to be achieved effectively, higher levels of competence are needed in all four aspects of reading: in perceiving words, in grasping and constructing meaning, in critically evaluating the ideas read, and in integrating them with previous experiences.” (p.58)


1967 Jeanne Chall publishes Learning to Read, The Great Debate

1967 Kenneth Goodman delivers a paper entitled, “Reading, A Psycholinguistic Guessing Game.”

1967 The final report from the Coordinating Center by Guy L. Bond and Robert Dykstra was published in The Reading Research Quarterly as the Report of the Cooperative Research Program in First Grade Reading Instruction. The authors concluded that letter recognition was the single best predictor of first-grade reading achievement and that no particular method of beginning reading instruction and no particular set of reading materials proved superior to the others. They also reported that in many cases, greater differences in pupil achievement existed among classrooms within a treatment than between treatments. The report stated that the teacher’s role in the success of a program was significant.

1967 Dolores Durkin publishes “Children Who Read Early.”

Children who read early were “paper and pencil” kids who moved from writing and questions about writing to reading. Early readers maintained their advantage over non-early readers through sixth grade.

1969 Roger Farr – Reading: What can be measured? His book stressed the concept that what is being tested may not be of significant educational importance.

1972 The Reading Miscue Inventory (Goodman, Y. and Burke, C.) is published.

1978 Dolores Durkin’s paper, “What Classroom Observations reveal about reading comprehension instruction” is published in Reading Research Quarterly. Durkin looked for comprehension instruction in the upper-elementary grades and found little, discovering instead a great deal of comprehension testing (i.e., teachers asked students questions about what they had read after they had gone through a text)

1981 Rudolph Flesch’s Why Johnny Still Can't Read is published.

1985 Becoming a Nation of Readers is published. “The issue is no longer, as it was several decades ago, whether children should be taught phonics. The issues now are specifically ones of just how it should be done.” (p.36)

“In the course of a school year, it would not be uncommon for a child in the elementary grades to bring home 1,000 workbook pages and skill sheets completed during reading period.” (p.74)

“For the majority of children, reading from books occupied 1% of their free time, or less. In contrast, the children averaged 150 minutes per day watching TV, or about one third of the time between the end of school and going to sleep.” (P. 77)

1988 The Reading Department has an alumna publish a research paper in the Reading Research Quarterly, the field’s most prestigious journal. Hallie Yopp’s paper is on something called, “phonemic awareness.”

1990 Marilyn Adams Beginning to read: Thinking and learning about print is published. She stresses that research supports phonemic awareness instruction as well as systematic phonic instruction

1998 *Preventing Reading Difficulties in Young Children* (National Research Council) is published.

Early intervention is essential as failure to develop an adequate vocabulary, understanding of print concepts, or phonological awareness during the preschool years constitutes some risks for reading difficulty.

Formal instruction in the primary grades needs to focus on the mastery of word recognition and comprehension skills.

2000 "The Report of the National Reading Panel: Teaching Children to Read" is released. It presents the five “pillars” of reading instruction: comprehension, fluency, phonemic awareness, phonics, and word meaning/vocabulary.

2003 Taylor, Pearson, Peterson, Rodriguez (2003). “Reading Growth in High-Poverty Classrooms: The Influence of teacher practice encourage cognitive engagement in literacy learning” is published in *The Elementary School Journal. V104, N1* pp 3-28. Researchers observed 88 teachers (grades one through five) and 9 randomly selected students per classroom in high-poverty schools across the United States for a period of one year. The purposes of this study were to determine which elements of classroom instructional practice accounted for the greatest growth in student reading achievement and to evaluate the efficacy of a framework of teaching for cognitive engagement, which would provide teachers with information about what they must do to improve teaching, learning, and reading achievement.

“Reading Growth in High-Poverty Classrooms: The Influence of teacher practice encourage cognitive engagement in literacy learning”

Findings include:

- The occurrence of phonics instruction was greater in first grade than in grades two through five. Further, the more that explicit phonics skill instruction was observed in grades two through five, the lower the growth in reading achievement.
- Across all grades, greater amounts of time were spent on vocabulary than comprehension skills and strategies.
- Across all grades, little higher-level questioning or writing related to texts was observed. Lower-level questioning was observed at higher rates.
- In this study, across all grade levels, students were more often engaged in passive responding (turn-taking, listening to the teachers, recitation) than active responding (reading, writing, manipulating).
- Assessment results indicated that teachers who emphasized higher-order thinking either through questioning or assigned tasks, promoted greater student achievement in reading. Even modest levels of occurrence of higher-level activities resulted in substantial growth in student achievement.

The study suggests the real purpose of teaching reading is to engage children at all levels with the big ideas so that reading from the beginning is thinking.
Who are we? REG members and reading alumni include:

⇒ Outstanding classroom teachers, reading specialists and literacy coaches
⇒ Dedicated and knowledgeable school administrators
⇒ District level coordinators, trainers, consultants
⇒ Orange County and San Bernadino County teachers of the year
⇒ Nationally recognized and awarded supporters of higher education
⇒ Business and government literacy consultants
⇒ Educational entrepreneurs, operating reading centers and other educational services locally and nationally
⇒ Community college instructors and department chairs and presidents
⇒ University faculty and teacher trainers
⇒ Members of the CA Reading Hall of fame
⇒ Current and past office holders in professional organization at local, state and national level
⇒ Publishing executives
⇒ Researchers
⇒ Authors
⇒ Museum founders
⇒ Alumni association founders (Peggy and Dixie)

The Hancock Fund

The Hancock Fund was established to honor Dr. Deborah Osen-Hancock for her contributions to the field of reading and specifically to the Reading Department. The fund is solely for use by the CSUF Reading Clinic. Over the years, the fund has supplied books and technology for use by clinicians and students. REG would like to thank the following members for their generous contributions to the Hancock Fund:

Janet Bagwell, Helen Delaney, Melanie Haeri, Mary Hansen, Donna Hickman, Margaret Hirsen, Merri Jo Hooven, Leslee Milch, Donna Padgett, Andrea Sward, Amy Talaganis, Anna Marie Tonsich, Ruth Yopp-Edwards
Above: 1980s Tina Costaninopal, Janice Crabb, Arlene Winker, Helen Delany

Below: 1990s Barbara Tighe, Greta Nagel, Terry Kristiansen, Mary Ellmann

Stories for the storyteller
Right: 2000s Barbara Maroshek, Elizabeth Miner, Kristina Nusenow

Below: 2000s Marsha Johnson, Ginger Wightman, Mindy Gatchell, Tracy VanMil

Above: 2000s Judy Peterson, Joyce Stenberg, Susan Delany, Stacy Strand
Left: Hallie and Jordan

Above Front--Dorothy Erich, Dixie Shaw, Robert Bullock
Rear--Peggy Hammer, Shirley Baheer, Ellen Curie, Jane Enright

Left: Scholarship
David Reid, Brooke Bismack, Heather Bosworth, Kristy Chia, Chris Chia
Right: Linda, Toni, Donna

Above: 1990s Susan Brauch, Cheryl Dumier, Lois Thompson, Diane Beeman

Below: Phyllis Lebrecht, Anita Jameson, Ruby Penner, Susan Barstow
Phyllis Lebrecht, Anita Jameson, Ruby Penner, Susan Barstow

Below: Deb Mercier, Karleen Curlee, Sharon Saxton, Linda Staake

Left: Jan & Toni

Right: Ruth May Siegrist

Phyllis Lebrecht, Anita Jameson, Ruby Penner, Susan Barstow
Above Ula Manzo wins a prize
Left: Mary Ellmann & Peggy Hammer

Left: Julie Chan, JoAnne Greenbaum

Left: Diego Jasis, Kathi Bartle Angus, Rosario Ordonez-Jasis
Above: Shannon Wilson

Left: CAPO teachers-Michelle Bettini, Tobey Bean, Debbie Gorney, Jennifer Smallley

Below: Scholarship recipients, Karis Swinton and Dalila Tirado with their guests

Below: Debbie Hancock, Kerry Graham and Kerry’s mother

Above: Shannon Wilson

Above: Toni Chambers
Reading Alumni Recognized at College of Education’s “Honor an Educator Event”

Reading Alumni were well represented at the Honor an Educator event on March 2. The dessert reception in the University Center on campus was hosted by Bobbee Cline, Director of Development for the College of Education.

Susan Newcomb (2003) was one of two recipients of the Titan Education Excellence Award. Susan is an exemplary Literacy Coach, providing her Norwalk/LaMirada high school students with an outstanding program. Recently, at a school visit, the California Secretary of Education was so intrigued by the vast amount of student-centered learning and inquiry methods employed by teachers trained by Susan that he asked for the school site to be used as a model for project-based, interactive learning at the high school level. Susan currently is preparing to defend her dissertation, “Persistence in Suburbia: A Study of Low-Performing Students Inside a High-Performing High School” at Claremont Graduate University where she received a fellowship to support her studies. Susan is a passionate and dedicated educator who champions literacy and makes a difference in students’ lives daily.

Dawn Calvert (2001), Mary Merryman (2006), Monique Monteil (2004), Rebecca Olson (2004), Susan Shinnners (2001), Lucia Vincent (2001), and Sandy Wood (2001), all teachers in Newport-Mesa USD, were recognized by Dr. Julie Chan for their involvement and dedication to the Literacy Tutoring Project as well as their continued excellence as classroom teachers. Dr. Chan coordinates the project under the umbrella of the Community Learning and Literacy Center (CLLC). The project which matches students in the foster care system with teachers in their district of attendance was piloted in 2007 in Newport-Mesa under the direction of Drs. Julie Chan and JoAnn Carter-Wells (CLLC Director). Jenny Carsrud (2007), CLLC administrative assistant and Dr. JoAnn Carter-Wells were also recognized for their significant contributions to the success of the project.

Also recognized at the event was Kathi Bartle Angus (1979) for her work as an instructor and leader in reading education.

The ‘Honor an Educator’ program has two primary goals – to recognize educators who have made a difference in the lives of others, and to provide scholarships for current College of Education students. Faculty, alumni, and friends of the College are invited to submit names of honorees with a brief description of why they are being honored, along with a $100 donation to the scholarship fund in their honoree’s name. Honoree's names are listed on the college's website, along with donors' names and descriptive paragraphs about the honorees. For more information or to honor an educator visit the College of Education website at http://ed.fullerton.edu/Awards/HonorAnEducator/Intro_HonorAnEduc.html (adapted from information on College of Education website)
RECEPTION
REG will again be co-hosting, with the Reading Department, a reception immediately following the College of Education graduation ceremonies May 18. Join us on the second floor patio of the EC Building.

Please contact Kathi Bartle-Angus if you can help us honor our graduates at this festive event.
kangus@fullerton.edu

REG Officers
The following officers were confirmed at the March Reunion Luncheon. They will serve a term of two years:

Co-Presidents: Kathi Bartle-Angus and Robin Barry
Vide President, Programs: Donna Padgett
Vice President Membership/Treasurer: Jan Bagwell
Secretary: Chris Parmenter
Hospitality: Linda Cardwell and Kim Stone
Newsletter Editor: Gena Lovett
Historian: Jordan Fabish
Faculty Liaison: Kathi Bartle-Angus
Web Page Coordinator: JoAnne Greenbaum

Items of Interest for REG Newsletter???
We would welcome your submissions to the newsletter. Please send your article via email to lovett.gc@verizon.net. Please type “REG” on the subject line of your email.
Thanks, we’d love to hear from you!
Gena Lovett, Editor