Dr. Hazel Croy arrived at the brand-new Orange County State College (OCSC) campus in 1960 with thirty years experience as an educator. Having taught the whole range of K-12 students in both urban and rural schools, she knew firsthand the problems faced by children who had difficulty learning to read.

Later, her experience as an elementary and secondary school principal showed Dr. Croy the impact children’s reading problems had on their teachers and parents. While serving as a supervisor and curriculum consultant for the San Bernardino County Schools Office, she searched for ways to assist teachers in working with poor readers.

Spending nearly ten years on the faculty at the University of Redlands, Dr. Croy had many opportunities to view master teachers in action as she directed the elementary student teaching program. Two years in Kern County as a school district director of curriculum capped her pre-Cal State experience.

Dr. Croy came to the new state college primed to teach on the Elementary Education faculty, but reading was in the forefront of her mind. By the end of her second year (1961-62), she had led her Education colleagues to recognize the need to offer a “selected school services credential in Remedial Education.”

In May of that year Orange County State hosted the first intercollegiate elephant race, which featured entries from 13 campuses around the country. Reading alumna and REG co-founder Anna "Pat" Irot ('70) remem- bers Dr. Croy’s story about the event. As adviser to the campus Student California Teachers Association, Dr. Croy was in Sacramento attending a SCTA conference at the time of the race.

"When the students and Dr. Croy first arrived at the meeting, they were constantly asked by other conference attendees where Orange
County State College was located. Nobody had ever heard of it,” Pat reports. "Then came TV news reports of elephants running amok in the college parking lot during the elephant race. Dr. Croy had left her new car in the lot and she could hardly wait to get back to check on it.” It was OK.

The Beginnings

In her third year (1962-63) at OCSC Dr. Croy led a group of Education faculty to begin development of a new program “having to do with teaching remedial reading.” Some reading courses were offered then and during the following year, but it was not until spring of 1966 that the Reading program received final approval.

Dr. Croy described the program’s expanding purpose: “to meet the demand for specialized instruction in reading and to exert leadership in the college community in the preparation of classroom teachers, specialist teachers of reading, consultants in reading, reading diagnosticians, and directors of Reading Programs.”

With the Masters specialization in Reading in place, educators throughout the county began looking to the campus for leadership in reading instruction. In 1964 Dr. Croy began her long service on the board of directors of the Orange County Council of the International Reading Association (now the Orange County Reading Association). She was elected president of the council in 1967 and continued as a board member until her retirement in 1975. Dr. Croy also worked closely with the OCCIRA board to provide consultant help to school districts and develop extension courses needed by inservice teachers.

Dr. Croy’s 1966-67 Reading Program Council Report requested funding for a graduate assistant and “a room with cubicles since clinic students were being taught in rooms scattered all over the second floor of the library.”

Reading alumna Kathleen Naylor ('73) verified the need for a central location for the clinic. “When I took the clinic class, I was assigned a junior high student. The only place available for us to work was on the floor between stacks in the library. Dr. Croy came around to check on us periodically. I can’t imagine how far she had to walk to track us all down.”

The program produced its first graduates in 1968 when four students received the Master of Science Education, Reading degree. Pat Irot was hired as the first Reading graduate assistant.

“At first I thought I wouldn’t even be able to get in a class,” Pat recalls. “At registration I learned that all classes were filled. Somebody told me to go to each class and petition to get in, and eventually I got into four classes, including one with Dr. Croy.”

“On the second day of class Dr. Croy walked into the room and announced that I was to meet her after class,” Pat said with a shiver. “I couldn’t concentrate during the whole class, wondering what I had done. After class, Dr. Croy said she had noticed that I wasn’t working and invited me to serve as the program’s first graduate assistant. Of course I said yes, in spite of the four graduate classes I was taking and the fact that my family and I had just arrived from out of state.”

Dr. Croy’s annual report for 1967-68 showed that she certainly made a wise choice in selecting Pat for this pivotal role. The new graduate assistant “organized and listed over 5,000 book acquisitions, many pieces of reading equipment and curriculum materials.” Pat also developed Reading Clinic procedures, including one for tracking the more than 100 students who were referred that year to the Clinic.

Growth Years

With the Masters program off to a good start preparing reading teachers and specialists for local schools, Dr. Croy next envisioned expanding the mission of the Reading program. By responding to campus re-
quests for reading instruction for on-campus students, Dr. Croy opened opportunities for students in the graduate Reading program to gain experience working with reading challenges faced by college students. This proved to be very timely as community colleges and universities were beginning to increase their reading course offerings and were looking for teachers.

The 1968-69 Reading Program Report cites requests from foreign students, the New Educational Horizons program students and the Counseling Office as the impetus for offering a Developmental Reading course on campus. However, initially it was only available through Extended Education, which Dr. Croy noted “was no way satisfactory.”

Finding a teacher for these early Developmental Reading classes was a challenge, but that did not stop Dr. Croy. She mentored graduate assistant Pat Irot as she prepared to teach these first college reading improvement classes.

Reading Masters program enrollments grew from 8 in Fall, 1967 to 96 in Spring, 1969. Why? Dr. Croy’s explanation, “One of the important dimensions in measuring the value of an educational program is the degree of acceptance by sophisticated students. The Reading Program is made up entirely of professional teachers working on an advanced degree and reading specialist certification.”

Dr. Ruth May Siegrist (’75) recounted her introduction to Dr. Croy in REG’s Twenty-Fifth Anniversary Memory Book. “I had been teaching in adult literacy programs when in 1969 I met Dr. Hazel Croy who encouraged me to take courses in the Reading Master’s program. It was not until 1972, however, that I seriously entered the Master’s degree program.”

Besides her on-campus Masters program efforts, Dr. Croy worked with OCCIRA board members to plan and staff additional Extension courses in Reading requested by school districts. She also developed a course for preservice teachers to augment the coursework then available in the elementary credential program.

The following year (1969-70) found the program expanding as Dr. Croy hired the second full-time Reading faculty member, Deborah Osen.

“What a wild year we had,” Dr. Deborah Osen Hancock recalls. “Hazel was teaching, chairing the program, and exploring with Claremont Graduate School faculty and on-campus committees the possibility of offering a joint doctorate in Reading. I was running all over Orange County teaching inservice courses in addition to my on-campus classes and working on my dissertation. In between we developed the proposal for the Institute for Reading, which Hazel saw as a vehicle for improving reading instruction and research in reading.”

More than 50 students graduated from the Reading program in its third year. Graduates included Pat Irot, Peggy Hammer and Dixie Shaw. Pat’s statement in the REG Twenty-fifth Anniversary Memory Book credits Dixie with proposing that the class “find a way to remain in touch . . . and REG was born.” With Dr. Croy’s enthusiastic support Dixie, Pat, and Peggy founded the Reading Educators Guild (REG), the campus’ first alumni group. Affiliating with the campus alumni organization once it was established, REG has provided support and input to Reading students and the program ever since. Dr. Croy served as faculty adviser to REG from its inception until her retirement in 1975.

REG enabled Reading program graduates to maintain contact with Dr. Croy. Peggy Hammer’s statement in the REG Memory Book expresses the value of that contact: “I'll always remember the warmth and kindness of Dr. Hazel Croy. . . She was always encouraging and inspiring us to be the best that we could be.”

The very next year (1970-71) things became even more complicated for Dr. Croy, when she was named Acting Chairman of the Teacher Education Department, while continuing to develop the proposal for the Institute for Reading and serve as Reading chairman and Reading Clinic Director. In addition Dr. Croy was successful in obtaining campus approval for the inclusion of undergraduate reading courses in General Education requirements, an achievement which took much time and effort on her part.
In the fall of 1971 Dr. Croy received a well-earned sabbatical leave to study the relevance of the undergraduate preparation of Chicano preservice teachers. She also visited Reading Centers on college campuses in three other states.

During this year the campus approved the new Institute for Reading. It became part of the Division of Special Programs in the School of Education.

Meanwhile on campus the demand for undergraduate reading courses exceeded the supply and Reading faculty worked with the State Department of Education to draw up criteria and guidelines for the new Reading specialist credential. Division chairman Ernest Lake described the REG as an “active alumni group,” citing its work on problems facing reading specialists.

During the 1972-73 year Dr. Croy encouraged REG to become involved in a number of department initiatives: selecting new faculty, helping plan and implement a special library collection in Reading, assisting in program evaluation related to the new Reading specialist credential and providing a scholarship for a child attending the Reading clinic.

Dr. Croy’s commitment to educational equity was particularly evident this year. Not only was she assisting inner-city teachers to develop their skills in reading instruction, but she actively recruited faculty and graduate students who represented diverse ethnic and cultural backgrounds. As a result of her commitment to providing support services for CSUF’s underrepresented students, the undergraduate reading program grew with the addition of a Reading lab for EOP (Educational Opportunity Program) students and new courses, including one for upper division students who wished to improve their reading skills.

In 1973-74 Dr. Croy expanded her activities on campus by serving on the Faculty Council’s Ad Hoc Committee on Learning Centers, where plans for a campus Learning Center were being developed. The graduate Reading program faculty revised course requirements to meet increasing demands for the Reading Specialist credential. New undergraduate Reading courses grew out of requests from EOP and the Veterans Administration.

As Director of the Institute for Reading Dr. Croy led efforts to establish a collaborative project with Fullerton College—the “9 to 90” program. Through it Reading graduate students provided reading instruction to nearly 300 community children and adults that year.

The Institute planned conferences for local Reading specialists and established a research fund. California Professors of Reading, a special interest group of the California Reading Association, was formed on campus under Reading faculty leadership.

The Reading Educators Guild undertook the evaluation of reading materials and local private reading centers.

Dr. Croy must have been well ready for summer vacation that year. She took Debbie May, the 16 year old daughter of Lecturer Dr. Ruth May [Siegrist] (’75), with her on her annual trip back to Texas, home of Dr. Croy’s daughter Carolyn Breazeale and her family. Debbie helped pile their suitcases and Dr. Croy’s two police dogs into the car and off they went. Dr. Siegrist remembers it was a very eventful trip for Debbie, who “loved meeting the Breazeale family, especially the two little boys. Then Carolyn’s husband came down with hepatitis and they all had to have injections!” Everybody recuperated and Debbie continued her vacation visiting relatives around the country.

The 1974-75 academic year saw many of Dr. Croy’s efforts coming to fruition. Graduate students were flocking to the Reading program. Several hundred students enrolled in undergraduate reading courses which met General Education requirements. The Reading Center clinic provided diagnostic and remedial programs for about 80 community children and adults. Dr. Croy was elected to the Faculty Council and served on its committee on Learning Centers and the governing board of the new Learning Assistance and Resource Center.
Off campus programs included the “9 to 90” collaborative project with Fullerton College which served 300 community members during that academic year. Other off-campus activities included numerous inservice projects for local school districts, and a high school special reading program for gifted students.

New efforts by Reading faculty included successfully applying for a US Department of Health, Education, and Welfare grant to train teachers of Adult Basic Education. Faculty were also establishing a leadership role in national, state, and local Reading organizations. As an example, faculty spearheaded the local arrangements for the Western College Reading Association annual conference in Anaheim.

The Reading Educators Guild was branching out to work with the Institute for Reading on the assessment of candidate competencies and follow-up assessment of students who earned the Reading specialist credential.

In recognition of her service to CSUF, President L. Donald Shields granted Dr. Croy emeritus status at the end of the academic year. In doing so President Shields stated, "Your pioneer work in the field of reading education brought you recognition as an expert in the field, and your service on county, regional, and state planning and advisory committees and in professional associations together with your activities as a consultant throughout California added to your stature as well as to that of the University."

Quite a record for a girl who began life on a wheat farm in Washington and attended a one-room school until she moved to California as an 11 year-old. Throughout her life Dr. Croy reflected the high value her parents placed on education and her mother's admiration of women who dared to speak out, like Susan B. Anthony and Julia Ward Howe.

Life After Retirement

In 1975 Dr. Croy moved to Texas to be near her only child Carolyn Breazeale and her family. However, she returned to California often in the summers and maintained contact with many former students and colleagues, as well as other family members.

Dr. Croy died May 1, 1993, in McKinney, Texas, after an illness of several months. At her California memorial service CSUF Reading department chair Dr. Ashley Bishop observed, "If it is possible for a California State University, Fullerton Emeritus to assume legendary status then Dr. Hazel Croy has done so. While it has been many years since she was a member of the faculty, she is still remembered for her tremendous leadership ability and the depth of her accomplishments."

By Deborah Osen Hancock, Ph.D.

Dr. Hazel Miller Croy

Educational Background

1907    Born on a wheat farm in Whitman County, south of Spokane, WA, the seventh and youngest child of parents who highly valued education.
1912-18 Attended a one-room schoolhouse nearby.
1918-22 Family moved to Huntington Park, CA, where Dr. Croy completed elementary school and first two years of high school.
1922-24 Completed high school in San Jacinto.
1924-28 Attended University of Redlands, receiving a B.A. in English in 1928.
1950    Awarded M.A. in Group Dynamics from University of Redlands.
1958 Received Ed. D. from University of California, Los Angeles, specializing in the history of education in California.

(Sources: family letter from brother Art Miller dated August 12, 1993; Dr. Croy’s faculty information sheet in the 1970 Accreditation Report for the National Council for the Accreditation of Teacher Education, pp. 16-17)

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(Sources: family letter from brother Art Miller dated August 12, 1993; Dr. Croy’s faculty information sheet in the 1970 Accreditation Report for the National Council for the Accreditation of Teacher Education, pp. 16-17)

Teaching Experience

1929-31 Colton, CA Elementary teacher
1931-33 Worley High School, Idaho English teacher
1935-42 Parker Dam, Yucaipa & Trona schools, CA Teacher
1942-44 Alta Loma School, Alta Loma, CA Teaching principal,
1944-45 Needles Elementary Schools Principal
1945-46 Needles Elem. & Jr. High Schools Supervisor for San Bernardino County
1946-49 San Bernardino County Schools Curriculum Consultant
1949-58 University of Redlands Associate Professor of Education,
1958-60 Delano Union Elem. School District Director of Elementary Student Teaching.
1958-60 Delano Union Elem. School District Director of Education
Development of Reading Program

1960  Dr. Hazel Croy began teaching in the Elementary Education program at Orange County State College (later named California State University, Fullerton). This was the first year the permanent campus was occupied.

1961  A paper dated December 7, 1961, discusses the central functions of the Division of Education and Psychology and lists "Remedial Education" as a selected school services credential it expects to offer in the future.  
(Source: Division Annual Report, 1961) (For a more detailed overview of the First Intercollegiate Elephant Race, see *The Fullerton Way*, by Lawrence deGraaf, CSUF, 2008.)

62-63  Dr. Croy chaired a Division of Education and Psychology committee considering the development of a Reading Clinic at the college. She also chaired a Curriculum Materials Committee.

The Division undertook the development of Education masters degree options in school administration, school counseling and curriculum leadership.

Long delayed new credential regulations were approved by the state, leading the Division to adapt its existing programs to fit the new regulations.  
(Source: Division Annual Report, 1962-63)

63-64  Plans for the following year of the Division include the inauguration of a new program “having to do with teaching remedial reading.” (page 6) Dr. Croy is listed as the director of the new program.

Dr. Croy served as the Division Professional Organization Committee adviser to the SCTA (Student California Teachers Association) organization.  
(Source: Division Annual Report, 1963-64)

64-65  The Division became the School of Education.

The Elementary Education Department report states that “the Program for the Preparation of Reading and Remedial Reading Specialists to be directed by Dr. Hazel Croy will continue to be under study by the department.” (page 7) Some courses for the new program were already being offered.

Dr. Croy developed the proposal for a masters specialty in reading and submitted it to the committee on Master of Arts degrees.

She began her service on the board of the Orange County Council of the International Reading Association.
(today known as the Orange County Reading Association).
(Source: School of Education Annual Report, 1964-65)

65-66 "The program for the Preparation of Reading and Remedial Reading Specialists revised during the 1965-66 year was approved by the Faculty Council during the spring semester. Under the leadership of Dr. Croy a committee is currently at work to develop a program which will lead to a MS in Education with a concentration in Reading and Remedial Reading.” (page 7)

Dr. Croy became president-elect of the Orange County Council of the International Reading Association (OCCIRA). She served as a consultant to the Orange County Advisory Group to Specialist Teachers of Reading and to the Elementary and Secondary Education Act (ESEA) program in the Placentia Unified School District.

(Source: School of Education Annual Report, 1965-66)

66-67 The Program to develop Specialists in Reading and Remedial Reading was approved by the college president William Langsdorf in the summer of 1966.

In the 1967 NCATE Accreditation Report, Dr. Croy described the reading program as follows: “Developed in 1963 to meet the demand for specialized instruction in reading and to exert leadership in the college community in the preparation of classroom teachers, specialist teachers of reading, consultants in reading, reading diagnosticians, and directors of Reading Programs.” (unpaged)

Dr. Croy’s Reading Program Council Report requests a graduate assistant and “a room with cubicles since clinic students were being taught in rooms scattered all over the second floor of the Library.” She noted that reading courses received approval on campus and all current reading courses were approved for California’s Miller-Unruh Reading Act scholarships. Reading staff members included Mildred Donoghue and Shirl Stark (volunteer) as well as Dr. Croy.

(Source: School of Education Annual Report, 1966-67)

67-68 Dr. Croy’s Reading Program Council Report stated that the program had produced its first graduates with four students receiving the MS Education, Reading degree during the 1968 Commencement.

Other action: Two new courses were developed and taught for the first time. A graduate assistant has been hired. She organized and listed over 5,000 book acquisitions, many pieces of reading equipment and curriculum materials. More than 100 students have been referred to the Reading Clinic. The Reading Lab is being established in a central location next year.

In the midst of all this Dr. Croy served as President of OCCIRA (Orange County Council of the International Reading Association).

(Source: School of Education Annual Report, 1967-68)

68-70 Reading Masters student enrollments grew. As Dr. Croy noted, “One of the important dimensions in measuring the value of an educational program is the degree of acceptance by sophisticated students. The Reading Program is made up entirely of professional teachers working on an advanced degree and reading specialist certification.” (page 17) Enrollment in the program grew from 8 students in Fall, 1967, to 96 students in 1969.

Two new courses were added to the masters program (Linguistics and Reading, co-listed with the Linguistics Department, and Word Perception Skills). The Comprehensive Examination option was added to the thesis and project options as culminating activities in the Reading masters program.

Dr. Croy shepherded the Developmental Reading course (Ed 101) through the campus approval process, the first undergraduate reading course designed for on-campus students. The following programs supported the need for this course: foreign students, New Educational Horizons Programs, the Counseling Office, students wishing to sharpen their reading skills. Dr. Croy noted that offering these courses through Extension was “no way satisfactory.”
Two additional courses were approved: Ed 380 The Teaching of Reading (for preservice teachers) and Ed W 788 Workshop in Current Issues in Reading, which were planned and taught cooperatively with the Orange County Council of the International Reading Association (OCCIRA) to meet school district needs.

The campus library helped provide fourteen carrels in the newly designated Reading Lab (L256).

Dr. Croy served as immediate past president of OCCIRA.

(Source: School of Education Annual Report, 1968-69)

69-70 In the third year of the masters program in reading, Dr. Croy reported that 54 students graduated. Discussion was underway with Claremont Graduate School to develop a joint doctorate in Reading. Dr. Croy and Reading faculty began development of a proposal for an Institute for the Advancement of Reading, with its goal “improved technique in reading instruction and research in reading.” (p. v-1)

Eight school districts requested inservice coursework (Ed788W) in Spring 1970.

Dr. Croy served as chairman of the Department of Reading and on the OCCIRA board. She continued to be a speaker and workshop leader in districts throughout Orange County.

(Source: School of Education Annual Report, 1969-70)

70-71 This year the School reorganized into four departments, with Dr. Croy named Acting Chairman of the Teacher Education Department. In addition she continued to develop the Institute for Reading concept while serving as Reading Department chair and the Reading Clinic Director.

Undergraduate reading classes were included in CSF’s General Education requirements under Basic Subjects, effective September 1970. The need for these courses was supported by the college counseling office, NEH, and the Faculty Council.

Two undergraduate reading courses received campus approval: 201 – Vocabulary Building and 202 – Critical Reading Skills.

(Source: School of Education Annual Report, 1970-71)

71-72 In Fall semester Dr. Croy had a sabbatical leave, during which she studied the relevancy of college education for the Chicano student at CSC Fullerton who intends to become a teacher. On her sabbatical she visited Reading Centers in Texas, Arizona and New Mexico. An article based on Dr. Croy’s doctoral dissertation was published in the Utah Historical Quarterly, Fall 1971, entitled “A History of Education in San Bernardino during the Mormon Period.”

Meanwhile the School was reorganized yet again, with the new Institute for Reading placed in the Division of Special Programs where Ernie Lake served as chair.

Lake reported that Reading faculty members were working with the State Department of Education in drawing up criteria and guidelines for the new Reading Specialist credential. He commented that the Reading Educators Guild (REG), “an active alumni group,” worked on problems facing Reading specialists and kept abreast of state legislation requirements for the Reading specialist credential. He also noted that several grads were currently enrolled in doctoral studies.

Lake observed that the demand for undergraduate reading courses continued to exceed the supply. Five new courses were approved for the graduate Reading program. (page 49)

An article based on Dr. Croy’s doctoral dissertation was published in the Utah Historical Quarterly, Fall 1971.

(Source: School of Education Annual Report, 1971-72)

72-73 Thirty students received the MS Education, Reading degree. Dr. Croy also reported that Reading Educators Guild
members served on the program selection committee, provided planning and implementation of a special library collection in Reading, assisted in program evaluation related to the new Reading Specialist credential and provided a scholarship for a child attending the Reading clinic.

The undergraduate reading program grew as four special courses were developed with Educational Opportunities Program (EOP) staff, as well as a Reading lab for EOP students. Power Reading, an upper division Reading course for regularly enrolled students, was also approved and implemented.

(Source: School of Education Annual Report, 1972-73)

73-74 Croy’s faculty report shows her continuing service as Director of the Institute for Reading, Board member of OCCIRA, and new service on the Faculty Council’s Ad Hoc Committee on Learning Centers.

Graduate course requirements were revised to meet increasing demands for the Reading Specialist credential. New undergraduate courses were developed at the request of EOP and Veterans Administration.

Conferences for area Reading specialists were planned and a research fund established. California Professors of Reading, a special interest group of the California Reading Association, was formed on campus under faculty leadership.

The “9 to 90” program was established. A joint project of CSUF and Fullerton College, it provided reading instruction to community members. Nearly 100 participants were taught in the first year by graduate students in the Reading program.

The Reading Educators Guild worked on the assessment of reading materials and private reading centers.

(Source: School of Education Annual Report, 1973-74, page 5)

74-75 Forty-six students earned the Education Masters degree in Reading. The Institute for Reading established a leadership role in national, state and local reading organizations which led to significant consultant opportunities, including developing a special reading program for gifted high school students at Anaheim High School and applying for a US Dept. of Health, Education, and Welfare grant to train teachers of Adult Basic Education.

The Institute maintained professional reading centers on and off campus, including the “9 to 90” reading program which served 300 community members this year. The Reading Center Clinic provided diagnostic and remedial programs for about 80 community children and adults.

Several hundred students enrolled in undergraduate reading courses which met General Education requirements. Mini courses were developed to provide further assistance for these students.

The Reading Educators Guild worked with the Institute on two major aspects of the new Reading Specialist credential: assessment of competencies and follow-up assessment of graduates.

During the year she served as Director of the Institute for Reading, Coordinator of the Reading Program, and member of OCCIRA. She also was elected to the Faculty Council, its committee on Learning Centers and the governing board of the Learning Assistance and Resource Center.

In recognition of her service to CSUF, President L. Donald Shields granted Dr. Croy emeritus status at the end of the academic year, recognizing her many achievements for the program and the university.

(Source: School of Education Annual Report, 1974-75)

Four REG Scholarships Awarded

REG was able to fund four $500 scholarships for Reading graduate students for 2009-2010. This record number of scholarships was made possible by a generous donation from Mr. David Reid and the REG board’s decision to fund an
additional scholarship due to the strong applicant pool and the economic stress facing current students.

We are already receiving donations for next year’s scholarships, including a generous donation from Dr. Julie Chan to fund two scholarships in 2010-2011. REG members who would like to donate money for scholarships or REG’s other projects (clinic student scholarships, classroom teacher grant, or Reading Center materials) can do so by contributing to the Hancock Fund online at [http://www.fullerton.edu/foundation/donate/index.asp](http://www.fullerton.edu/foundation/donate/index.asp) or by including a Hancock Fund donation along with membership renewal.

REG Scholarship recipients for 2009-2010 are:

Brook Bismack, Capo cohort member, first grade teacher at Canyon Vista Elementary, CUSD

Heather Brandon, El Rancho cohort member, second grade at St. Martha’s Elementary

Natalia Martinez, Main campus student, first grade teacher, Orange County Educational Arts Academy

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**Faculty Footnotes**

2008-2009 was a good year for Reading faculty scholarship. Dr. Ula Manzo along with Dr. Anthony Manzo authored a new edition of their content literacy text and co-wrote a chapter for a new text on research findings about vocabulary instruction. Dr. Rosario Ordonez-Jasis was awarded three grants and co-presented at the American Educational Studies Association on the academic identities of migrant children. Dr. Ordonez-Jasis is also chairing a thesis committee for a student in our new EdD program. Dr. Erica Bowers also received a grant and participated in two presentations at the National Reading Conference. The first was on academic language and literacy and the second discussed teachers’ beliefs about students’ motivation for reading. Kathi Bartle Angus presented on developing critical thinkers at the College Reading and Learning Association conference and made a series of presentation for international faculty visiting CSUF on instructional strategies to encourage critical thinking. For a detailed listing of faculty scholarship activities see below.

Plans for 2009-2010 include beginning new cohorts in Rowland USD and at least one other location. We will also continue developing ideas and means to deliver more instruction over the WEB in both our graduate and undergraduate programs. JoAnne Greenbaum is now teaching four very popular sections of the undergraduate critical thinking class via the WEB and is continually exploring exciting new uses of technology to promote student engagement. As student demand for internet instruction increases Drs. Manzo, Ordonez-Jasis, and Bowers are also implementing and researching additional ways to deliver effective distance learning opportunities. In the coming year faculty will continue to publish and present, but hope to collaborate more with students and alumni on current projects of interest.
The next several years will certainly present multiple challenges as funding sources are in flux. But we have every expectation that we will continue to be able to deliver a quality, nationally accredited program that empowers teachers to provide top-notch literacy instruction for students at all levels.

Books:


Grants and Contracts:


Ordonez-Jasis, R. (October, 2008). Contracted by Ball Foundation to offer a workshop, *Understanding your families’ sociocultural context: Mapping community needs and resources*.

Ordonez-Jasis, R. (October, 2008). Contracted by Ball Foundation to write a chapter for their upcoming book (Fall 2009) to be published by the International Reading Association. The chapter is entitled, *Rethinking family literacy through a critical lens: A focus on culturally and linguistically diverse families*.

Ordonez-Jasis, R. (May, 2009). A four-year contract to work on the newly funded “I: DREEAM” granted to Janice Myck-Wayne in SPED: *Inclusion: Developmentally responsive to educational experiences that are accessible and meaningful*.

Conference Presentations:

Bartle-Angus, K. (October, 2008). *Keeping our eye on the prize: Teaching with the goal of developing critical thinkers*. College Reading and Learning Association, Cleveland, OH.


Ragusa, G., Unrau, N., Bowers, E., & Rueda, R. (December, 2008). *Teachers’ beliefs about students’ motivation for reading: Teachers respond to a focus group*. Paper accepted for presentation at the annual meeting of the National Reading Conference. Tampa, Florida.
Graduation 2009

Raising a nation of readers! (Tim Bowers & To Kill a Mockingbird)

Outstanding Grads, Rosalinda Ruiz, Heather Bosworth, Sue Schecter Keir + Ula & Megan Smith

Megan Smith, Edwin Carr Fellowship

Tim, Erica, Zach, Jeff Bowers

Angela Hidalgo, Ed, Enrico, Feliz
Grads Lori Sheppard & Sue, Mike, Lindsey

REG Volunteer of the Year Kathi Bartle-Angus

Gena & Donna

Tina Mejia, Amy Trauscht.
2009 Graduates

**Fullerton Cohort**

Amber Angulo  
Theresa Collar  
Jennifer Healy  
Sue Masters  
Amy Trauscht

Amy Angulo-Elliott  
Lorraine Gire  
Eileen Kroh  
Christina Mejia  
Dalila Tirado

Robert Calderon  
Sherri Chung  
Lindsey Hamilton  
Kelly Love

**Fullerton/Irvine Campus, Spring 09**

Lidia Apodaca  
Maggie Jardine  
Andrea Rodich-Vitek  
Anne Smith  
Trisha Wilging

Karla Bequer  
Barbara Mee  
Lynda Rowntree  
Angela Tronske  
Olga Younis

Karen Halsaver  
Angela Parker  
Rosalinda M. Ruiz  
Linda Vander Wende (Beasley)

**Fullerton/Irvine Campus, Fall 08**

Valerie Botta  
Angela Hildago  
Lori Sheppard  
Karla Stanley  
Courtney Takahashi

Raquel Flores Olson  
Nikki Mazzo  
Asiya Siddiqui  
Ann Steinbrink  
Sharon Weber

Cathy Parra  
Maegan Smith  
Robert Steele  
Amy Zazuetta

**Newport Mesa Cohort/Irvine Campus**

Kimberly Alford  
Alison Ashton  
Chrissy Del Real  
Kristin Johnson  
Tiffany Lang

Michele Arbuzow  
Amy Carter  
Mary Dunicliffe  
Sue Schecter Keir  
Marcus MacKenzie

Stephanie Davidson  
Jane Hartley  
Deedre Kingdon  
Erla Matson  
Jan Mongkolkasetarin

Megan McCartin  
Megan Moser

Noelle Milton  
Karina Rodriguez

Jan Mongkolkasetarin  
Alison Walske
“AMERICA SINGS! A Celebration of American Music”

What do Dixieland Jazz, Rock and Roll, Broadway musicals and the music of Hollywood movies have in common? You guessed it! They are all part of our American song book. America Sings! is an homage to our nation’s rich and diverse musical heritage. Join us as we review the greatest songs made in the U.S.A. and celebrate our remarkable national musical treasures. America Sings!—a spectacular tribute to our country and culture.

The evening will feature Cal State Fullerton’s talented musical theatre students, The Preeminent, and will also feature performances by Vice President Pamela Hillman, and Cal State Fullerton’s outstanding Theatre and Dance alumni.

REG will be funding two tables for this exciting and fun filled evening. If you would like to join the REG Board and other REG friends for this performance, please contact Donna Padgett before September 8 to reserve your space. The picnic begins at 6:00PM and the concert will start at 7:30.

We are looking forward to seeing you there.

Contact Donna by email at dpadgett@fullerton.edu by September 8 or call Donna at (562) 693-4641.

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!