

Center helps improve reading

Poor reading habits, plus the attendant ills of inability to concentrate, lack of note taking skill, and general incompetence in handling examinations, are the downfall of many a college student.

Students enrolling in classes where the instructor assigns eight or more books for the term's work can be filled with terror at the prospect.

The University's Reading and Study Skills Center is willing to give aid and comfort to these students—because there are cures.

The job of the center, located in Condon Hall, starts when a student comes through the door and pays a fee of \$7.50.

"We always start with what a student says he needs, which is usually the speed reading," says Jacqueline Bonner, supervisor of the Center. "It doesn't take us long to determine other needs and focus on them."

"For the student who has severe problems, we have changed our approach from group work in classes to individualized service. Most of these students are not interested in generalized reading, which they get in the classes, but want application to their immediate needs."

The staff of aides and tutors makes the individualized approach possible.

The classes in speed reading are still held, however, and mini-courses in note-taking, textbook study, spelling, vocabulary, and examinations have been added.

Most students coming to the center are aware of their handicaps in reading but do not realize that these are predominantly habits.

"So, we try to change their habits," Bonner says. "We try to establish a purpose, which can add to the speed and recall of reading."

Recently, the center has been helped in improving the reading and study skills opportunities for



Jacqueline Bonner observes reading test.

students in University minority programs through a \$65,295 grant from the federal government.

The grant, from the U.S. Department of Health, Education and Welfare, will be administered by the Office of Supportive Services and implemented by the center this year.

The funding pays for additional trained aides to work in the center with minority students, as well as for a full-time study skills specialist. The new full-time position will be held by Herb Cawthorne, who has held a number of positions with Project Continuation, one of the programs in the Office for Supportive Services.

In a program that is unique among reading and study skills centers of the country, the

University's center has been training a limited number of students from the Supportive Services group as aides who work with other students from the groups. The unique aspect of the program is in the amount of responsibility carried by the aides. During the past year, 11 aides assisted in the center, making possible a more individualized approach in meeting the immediate needs of students.

This fall, 29 aides from the minority groups will be employed in the Center.

"We have found that using project students, who have already used the center's services, to assist other project students works more satisfactorily," Bonner says. "They understand the needs of the students and relate to them in a more compatible way."

Supportive Services aids disadvantaged

Low income and minority students are offered assistance in gaining an education through the University's Office of Supportive Services.

The office's five programs provide tutoring, counseling, career guidance and skill development through different individual programs designed for special groups of disadvantaged students.

In August, a director for the Office of Supportive Services was hired by the University: Vernetta Caldwell, who has the title of associate dean in Student Administrative Services for Student Educational programs.

The five Office of Supportive Services programs are:

—Project Continuation, 303 Fenton, 686-3568. Provides tutoring for students who have entered the University after completing the Upward Bound program, which is for persons who meet poverty income criteria set forth by the federal government and who show poor academic success which would block the student's entrance into college.

—Project Life, Barrister, 686-3563. Handles graduates of High School Equivalency Program (HEP), giving students tutorial and counseling support after they have been admitted to the University. HEP is designed to help the children of migratory and seasonal farm workers complete their high school education.

—Project 75, 219 Fenton, 686-4695. Works with disadvantaged Black high school students and prepares them for a college education.

—Native American Program, 109 Fenton, 686-3799. Recruits students tribal councils on reservations through Indian organizations in the cities and by word of mouth.

—SESAMEX, 110 Fenton, 686-4469. Recruits Mexican-American students to the University and offers financial assistance to its recruits.

Women, minorities hiring policy sought

To anyone interested in what the University is doing with regard to hiring policies for women and minority persons, here is some advice from the interim director of the University's Office for Affirmative Action (OAA).

"Come to the office (8 Chapman).

"Demand to participate in the office's concerns.

"Demand to see facts and figures . . . percentages and salary amounts."

Affirmative action on the University campus cannot afford to be "without that focus and pressure from the students and the academic community."

The interim director of the OAA is Lorenza Schmidt, hired by the University May 9 last and whose interim directorship expired Sept. 8. The permanent director had not been selected as of press time, and Schmidt estimated that "if they (the University administration) push it," a permanent director should be selected by Oct. 1.

The OAA was established last spring, with the following duties.

—"To develop additional affirmative action policy statements as needed and to coordinate activities under the affirmative action program.

—"To assist the Director of the University Relations to develop internal and external communication techniques necessary to implement the affirmative action policy and program.

—"To assist the University President, vice presidents and other officers to identify discrimination problem areas and to arrive at solutions to those problems, and to provide coordination across administrative lines.

—"To keep the University President and other officers informed of the latest developments in the affirmative action area.

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