

## Part 9 -- Remedial Reading

### Hazel Rinehart

The remedial reading program was inaugurated in the Miner School in September, 1949 under the direction of principal, Mr. Roger Pfeifer.

Five small groups or classes were formed for children who had not mastered their reading skills sufficiently well to enable them to do successfully the work of their respective grades.

Each group met for thirty-five minutes a day with the remedial reading teacher, Mrs. Hazel Rinehart, where special materials were used, all without cost to the children. As gains permitted, children progressed from one group to another, or were dismissed to make room for others who needed help.

The records of achievement tests show that a number of children in the five groups have made above average gains in their ability to read and interpret.

It is evident, too, that these children are happier because they can read better, and that same happiness is reflected in all their school activities, making them better citizens for tomorrow.

## Part 10 -- Arithmetic

Olive Wear, Supervisor

Mr. Fred Croninger, principal of High Manual Training (Central High School) was the first mathematics supervisor and served during the year 1921-22. Mr. J. R. Coar, principal of the James H. Smart school, was his successor and served until the spring of 1932. The primary grades have been since that time under the direct supervision of Miss Mabel K. Holland, director of the elementary grades. In the fall of 1945, Miss Olive G. Wear was appointed supervisor of arithmetic in grades five through eight.

**Arithmetic Theory:** Since the 1930's there has been a marked change of emphasis in the teaching of arithmetic. Arithmetic as taught in the 1920's was so dominated by drill that it was often monotonous and uninteresting. It was more of a challenge to the pupil's memory than to his intelligence. The newer point of view conceives of learning as a meaningful, not a mechanical process. It considers understanding more important than mere repetition or drill. It looks upon learning as a developmental process, not one of fixation. It encourages discovery and problem solving rather than rote learning and parrot like repetition.