

JAMIE MARIETTA MURRAY ...Likes ballet dancing

Jamie Murray Gets

Outstanding Trophy

Jamie Marietta Murray, 12, a 6th grader at Myer's Park Elementary School has received the "Outstanding First Year Award Trophy" from Miss Donna's School of Dancing, Derita Branch.

Jamie is studying ballet, tap, and acrobatic dance and is the daughter of Mr. James B. and Mrs. Carrie Murray of 6309 Spring Garden Lanes.

Jamie says she "Likes ballet and tap dancing best" and also plays violin in the school orchestra and with the Charlotte-Mecklenburg Youth

Symphony. She is studying the piano under Mrs. Delores Dial at Dial Music Studio.

She is a member of Greater Mt. Sinai Baptist Church, pastored by Rev. Norman Kerry, sings on the Youth Choir and is faithful in Sunday School attendance.

Jamie likes to travel, she has been to Canada, New York, Boston, Conn., Olando, Fla., Disney World, Miami Beach, and Atlanta.

She says her hobbies are playing the piano, dancing, drawing, swimming and ice

Michelle Hagins Is **Beauty Of The Week**

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Michelle's hobbies are dancing, modeling, she loves to read, loves music and she occasionally crochets and

She is born under the sign of Libra and describes them as being very affectionate and very intellectual.

Billy Dee Williams is our Beauty's favorite actor. "I think he is very realistic", she stated. "He knows that he's good, but offstage he doesn't

flaunt it.

Michelle stated that she has no favorites in the November elections. "I won't be voting, I feel that the candidates just aren't up to par."

Ms. Hagins is very thrilled about being chosen as Beauty although she thought it was a joke at first. She feels that exposure is very good.

The next time you hear the public service announcement you can say, Hey! I know that girl, she was the Charlotte Post Beauty.



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Driver's Manual Is World's Most Meaningful Literature

RALEIGH--For a boy who is nearly 16, a driver's manual can be the world's most meaningfui literature; and it's surprising how much vocabulary a teen-age girl can learn from

a new Sears catalogue. For a kid miles from home, a road map becomes an easyto-understand lesson in reading-and arithmetic and geography, too.

These are only a few of the unusual "textbooks" being used in the state's six training schools in federally funded reading laboratories for slow and non-readers.

Calendars, comic books, boxing and racing magazines and telephone directories are other unorthodox teaching materials that have proved successful with students so far behind in their reading that the usual "See Jane Run" type primers seem ridiculous

Reporting successes that average as much as a year's progress in just 41 days and often reach as high as four years in a six-months-period of teaching, the North Carolina Division of Youth Service's 12 federally funded reading teachers and their aides attribute their success to a teacher-student ratio of one to five. The low student load, they say, allows them to design and carry out completely individual instruction for each

"We start and stop with

them wherever they are." said Susan Smith, a teacher of slow readers at the Juvenile Center in Swannanoa.

Teachers also attribute an 'almost total lack of discipline problems" to the low teacher-student ratio and individual instruction.

Most of the reading labs are held in mobile units, where pupils work at various points around the room. There is no formal line-up of desks or tables and chairs as there are in traditional classrooms. Each student is usually occupied at a separate task or

The reading teachers are free to improvise and originate their own teaching techniques and materials.

Miss Smith, for example, wrote her own textbook on English grammer, using each member of "The Jackson Five" and all their relatives to present different parts of speech and rules of grammer.

When her reading lab added a bowl of fish to its standard equipment, the how-to-manual on the care and feeding of fish became the year's most significant reading material, she said, since understanding what they read took on life-ordeath importance.

In another class, boys and girls learning how to use a

checkbook and a banking account were given an imaginary 50 dollars to spend for an imaginary shopping spree in the new Sears catalogue.

Many of the training schools do not use conventional textbooks. The "Hip Reader" is one of the most popular one with teen-agers. It has easy to read stories about sports, automobiles, dating and problems with parents.

Ethel Ridill, a teacher of non-readers at Cameron Morrison School in Hoffman, sometimes gives her students a camera to take pictures of people of subjects around campus and then assigns them stories to write about the picutres

Marie Strickland at Dobbs School in Kinston, works on the theory that most of her students have extremely poor self images. She reinforces their self concepts with mirrors in the classroom and photographs of students taken by each other with the school

Ann McBurney at Dillon School in Butner, lets her slow readers tell their own stories, while she writes them down. After their stories are typed into print, the students respond well to reading back their own words.

While the average I.Q. at the school hovers around 80. teachers like Danny Hutchi-

son at Dillion School, have observed. "We're dealing with attitudes more than anything else. They have to be shown that a book is not an alien

thing "Unfortunately," he added, Sometimes it takes the whole time they're here to get the right attitude. Then the student goes back to the public school, where he gets back into the traditional, inflexible pattern that turned him off from learning in the first

There is little doubt that the reading programs are being successful Teachers are reporting high success rates. Howard McRorie of Stonewall Jackson, for example, said his class this year averaged a gain of two years and four months in grade level. One student progressed from an eighth grade reading level to college level in only six months, completing her high school equivalency in the pro-

We work with the mental age of our students rather than their chronological age. McRorie said, "It's the only way to success with these students. Paul Kennedy, who teaches

non-readers at Stonewall Jackson, said that for some, survival skills are about all he can hope for

ROUND ROAST

But all the teachers find

non-readers the most rewarding of their years in teaching. Miss Ridill said. It's re-

warding to watch them progress. When they begin to read affluently, you begin to see their whole personalities change. They begin to feel more sure of themselves and more secure

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