

Essential Information
Concerning Movement of Evacuees

Bulletin No. 5

The following information is taken from Administrative Notice No. 221, Suspension of Requirement of Approved Relocation Plan. This announcement embodies a basic change in policy which should be thoroughly understood.

When the exclusion order was rescinded WRA wished to prevent a sudden movement of large numbers of evacuees before field offices were functioning and before public sentiment was known to be favorable. For these reasons relocation grants were given only to persons eligible whose plans were approved.

Field offices are now functioning and public acceptance well established. No large mass movement has occurred. For these reasons the restraints involved in the program are now removed.

Except in public assistance cases (welfare) all persons not on exclusion lists may return to the excluded area and may, if eligible, receive the usual transportation and subsistence grants without approved relocation plans. Applications for grants and terminal leave must be processed by the Relocation Office.

The present program places the primary responsibility for relocation upon the evacuee for it is "assumed that he will be accorded the rights and privileges of a loyal citizen or law-abiding alien in any community in the United States."

MEMORANDUM

TO: All Appointed Personnel

FROM: Ranger's Club

Some interest has been expressed in the formation of a Choral Club among the Appointed Personnel. Plans for a preliminary meeting to discuss this possibility have been made and the meeting will be held in the Rainbow Room this FRIDAY, MARCH 9, 1945 at 8:00 P.M. Will all who like to sing and can join such a group please plan to be present. The Club will be under the direction of Mr. Lowell Jackson.

Those with faulty mechanics

a. Factors important for diagnosis.

- (1). Lip and head not used.
- (2). Excessive vocalization.
- (3). Limited perception span.
- (4). Limited eye-voice span.
- (5). Oral reading stilted and expressionless word reading.
- (6). Faulty word recognition.
- (7). Comprehension and interpretation adequate and rapid when material was correctly read or heard.

b. Factors important in remedial work.

- (1). Insight into psychology of rapid silent reading.
- (2). Practice in rapid word and phrase recognition.
- (3). Oral reading "with expression" and looking at the page as soon as a phrase has been perceived.
- (4). Silent reading of short units with specific purpose in mind.
- (5). Training in reading for different purposes, i.e., skimming and general idea.

2. Those with interpretation difficulty.

a. Factors important for diagnosis.

- (1). No lip or head movement.
- (2). Average perception span.
- (3). Average eye-voice span.
- (4). Oral reading good.
- (5). Concentration good.
- (6). Comprehension accurate but slow; response to thought expressed in assentence slow.
- (7). Organization faulty: too many details and poor selection.
- (8). Reading experience limited to study type at difficult level.

b. Factors important in remedial work.

- (1). Insight into difficulties and comparison with faulty mechanics.
- (2). Training in easy organization; i.e., reading for main idea or skeleton outline.
- (3). Reading easy, somewhat familiar material, not too factual material.
- (4). Keeping day by day record of progress.

III. Readers with perceptual difficulty.

A. Factors important for diagnosis.

1. Intelligence test scores: average or above.
2. Grades in school: below average.
3. Standard reading tests:
 - a. Comprehension: low.
 - b. General vocabulary: low.
 - c. Sentence meaning vocabulary: low.
 - d. Rate: slow.
4. Informal reading tests:
 - a. Oral readings:
 - (1) Details of words inaccurate.
 - (2) Missions.

3. Use of easy factual material.

A. Factors important for diagnosis.

1. Intelligence: low.
2. Grade in school: low.
3. Student's reading record:
 - a. Comprehension: low.
 - b. General vocabulary: low.
 - c. Instant Meaning vocabulary: low.
4. In general reading habits:
 - a. Mechanics: poor: lip movement, excessive eye movement.
 - b. Oral reading: stilted word calling.
 - c. Speed: low on all types of material and for all purposes.
 - d. Comprehension: low on all types of material and for all purposes.
 - e. Interpretation: very poor.
 - f. Recall: verbatim repetition of first or last sentence or some phrase remembered by chance.
 - g. Organization: no ability.
 - h. Level of material that can be comprehended is low; approximately from sixth to eighth grade.
 - i. Improvement: slow and laborious.
5. History:
 - a. Poor readers throughout school.
 - b. Never reads anything not required.

B. Factors important for remedial work.

1. Use of material easy enough so reading and interpretation can proceed with some success.
2. Statement of specific problem before reading each unit.
3. Use of short units, one paragraph or less.
4. Training in organization at easy level.
5. Specific vocabulary training.

C. Remedial techniques for all types of reading disability.

- A. Level of ability: most successful training begins at level of reading no high skill in which individual can function well and progress to higher levels and to other skills.
- B. Reading as an active process: Purposeful reading, reading with a definite problem in mind followed by overt response to the material read is always essential.
- C. Vocabulary training: the acquiring of a wide functional vocabulary, especially in subject matter field should be a part of every remedial reading program.
- D. Insight: explanation of the psychological factors found in reading and their application to his own case is frequently the most effective part of remedial work.

- 1. Learning history:
 - a. Grades in school: below average.
 - b. Standard reading tests:
 - A. Comprehension: Low.
 - B. General vocabulary: Average.
 - C. Subject matter: Low.
 - D. Rate: Low.
 - c. Informal reading tests:
 - a. Mechanics good.
 - b. Oral reading: fair.
 - c. Attention to content: fair.
 - d. Ability to answer questions: fair.
 - e. Ability to apply reading: fair.
 - f. Generalization to other subjects: fair.
 - g. Reading to obtain information: fair.
 - h. Ability to answer specific questions: fair.
 - i. Right impression and guidance.
- 2. Reading history:
 - a. Good oral readers in lower grades.
 - b. Poor readers in upper grades when content subjects required.
 - c. No training in silent reading.

IV. Reader with organization and study difficulties.

A. Factors important for diagnosis.

- 1. Intelligence test scores: average.
- 2. Grades in school: below average.
- 3. Standard reading tests:
 - A. Comprehension: Low.
 - B. General vocabulary: Average.
 - C. Subject matter: Low.
 - D. Rate: Low.
- 4. Informal reading tests:
 - a. Mechanics good.
 - b. Oral reading: fair.
 - c. Attention to content: fair.
 - d. Ability to answer questions: fair.
 - e. Ability to apply reading: fair.
 - f. Generalization to other subjects: fair.
 - g. Reading to obtain information: fair.
 - h. Ability to answer specific questions: fair.
 - i. Right impression and guidance.
- 5. Reading history:
 - a. Good oral readers in lower grades.
 - b. Poor readers in upper grades when content subjects required.
 - c. No training in silent reading.
- 6. Important instructional points:
 - a. Training in organization:
 - i. Picking out topic sentence.
 - ii. Separating main idea of paragraph.
 - iii. Comparing paragraph in a short story.
 - iv. Outlining paragraph.