Donald L. Potter's Notes on

The Gillingham Manual

Introduction to the Notes

I purchased a copy of *The Gillingham Manual: Remedial Training for Students with Specific Disability in Reading, Spelling, and Penmanship* on February 27, 2012. I bought it for an introductory course on teaching dyslexics. I had been trained in three Orton-Gillingham programs before: *The Herman Program*, *Project Read: The Language Circle*, and *The Spalding Writing Road to Reading*. I taught the Herman and Spalding programs. It was very easy to see the family resemblance between the programs, especially *Herman* and *Project Read*. Spalding is generally considered an O-G program, but it follows a significantly different path than that mapped out in the *Gillingham Manual*. *Herman* and *Project Read*, on the other hand, were practically equivalent to the original *Gillingham Manual*.

I read an older edition of the Manual probably 15 to 20 years ago but at that time lacked the years of experiences in the classroom necessary to under the full implications of the manual for my day-to-day teaching.

I was very impressed with the information in the *Gillingham Manual*. I consider it an essential reference book for anyone interested in teaching read effectively and especially for teachers of dyslexic students. My notes are designed to highlight some of the information that I consider most valuable. I hope those who read these notes will consider purchasing the book for themselves. It will become the standard reference source on phonics in your library.

Everything is quotes except the notes in [ ] brackets which are my thoughts. Page numbers are in parenthesis ( ). I have been highly selective in my quotes; only a close reading of the entire sections will enable the reader to gain a just appreciation of the richness of the program.

NOTES

Evolution of the Language Function

The left hemisphere controls language, speech, and arithmetic in most right-handed people. In left-handers, the brain's organization varies.

Both reversals and confusions are familiar to teachers. In the visual field, for example, the word *go* may be read *og*; *was* may be called *saw*. A well-educated woman glanced at *eat* and read it *tea* in the auditory field one may hear *loop* called *pool*. As a five-year-old passed by a pasture in which black-and-white cattle grazed, she remarked, "Those are Steinhols." Tired of a prolonged ordeal, a little boy asked querulously, "How last will it long, Daddy?" In the kinesthetic field the same cause probably underlies the much-discussed mirror-writing.

People with specific reading difficulties, in whatever country they live, probably cannot learn to read successfully by "sight-word" methods, even when these are later reinforced by "functional," "incidental," or "analytical" phonics, based on 150-200 learned words, or by tracing procedures. …. The techniques in this book are based on the constant association of all the following: how letters or words look, how it sounds, how the speech organ or the hand feels when producing the letter or sound in writing. (8) [Another word for "analytical" phonics is "whole-to-part" phonics, as presented and defended by Margaret Moustafa in her books, *Beyond Traditional Phonics*, and *Whole-to-Part Phonics*, and promoted by the Fountas & Pinnell *Guided Reading Method*.] (8)

Evaluation/Diagnosis

When a child of normal or superior intelligence with intact sensory perception has been instructed in reading by the whole-word/sight-word method by a competent teacher for months or years and has not acquired adequate reading skills, it is time for a radical change in approach. Anna Gillingham's approach to teaching students to read offers "solutions and not just sympathy." [When parents bring children to me to tutor, they often think I am going to help them with their school's reading program. I tell the parents that if the "school's program" was working they would not be coming to me for help. I first teach the students to identify and write the letters fluently. I also teach them the 44 English speech sound and their major spelling correspondences with the Phonovisual Charts. I them teach them to sound out a couple thousand simple words and read simple decodable stories. Next I teach the advanced morphology by Language of Origin. Next I introduce them to fine literature focusing on George Gonzales 8 Comprehension Skills. Finally I teach they how to parse words and diagram sentences.] (11)

Remedial Lessons

In recent years we have come to believe that all children could benefit from the Alphabet/Phonetic Approach. Instead of providing a systematic highly structured, and multisensory approach to only a *select* group of students (constituting 10 to 20 percent of the population), the techniques in this program can benefit *all* beginning readers. [This is the crowning proposal in the book. This exactly what Dr. Rudolf Flesch suggested in 1955 in his bestselling *Why Johnny Can't Read: and what you can do about it*.] (12)

Changing Times

About one hundred and thirty years ago two events took place that had a marked effect on the lives of many people. These events had nothing to do with each other, but the took place at the same time.

First laws were passed in various states in our country and in Europe compelling parents to send their children to school up to a certain age, fifteen, sixteen, or perhaps seventeen.

The other event was an unexpected return to the old method of learning to read and write by ideographs. People began to say, "Why not have children learn to recognize the whole word without bothering about individual letters?"

There are some people today, however, who have the same type of mind as those in ancient China who found the ideographs difficult.

The following words are not actually ideographs (as are the Chinese characters previously mentioned) because they are made up of letters, but if a child does not know the name or sounds of these letters, to him the whole word is the same as an ideograph.

mother	girl	nutmeg
father	boy	sandal

When trying to read these ideographs, some students may turn the word around: "Is this word *was* or *saw*? "Is this *tea* or *eat?*" "Is this *stop* or *spot?*" Many children completely misread the ideogram, so the boy's name *Jack* is read as *Tom*.

To children taught by the whole-word recognition, or "sight" method, words become just things, and a child has to try to remember what they are just by looking at them. One girl looked at the word *garden* and called it *basket.* She did that because both words had been in the same story she read the day before. Another child saw a picture of a bird with the word *robin* beside it. But when *robin* occurred in a story, he called it *bird*. Another boy, asked to write the word *addition*, wrote *arithmetic.*

You, like these children and a great many intellectual people, some of them very famous, are one of those who do not learn ideograms easily. That is the reason that reading and spelling have to be so hard for you.

Now I am going to begin to teach in an entirely different way. We are going to use the Alphabetic Method. You are going to learn the sounds of the letters and then build them into words. You will find it fun and it will be good for you to attempt something which you can do. (23-24)

Phonics Teaching

In response to the present widespread controversy over literature-based programs versus a phonetic approach to teaching reading one might be inclined to say, "No one way is the right way!" However, given the extent of research, and the educational philosophies and practices on which this manual is based, we remain confident that a strong foundation using a multisensory approach to reading is one that can be accomplished only through an alphabetic/phonetic approach. [Multisensory is often thought as something new and esoteric. Actually, it is just the traditional method of teaching that was used since the days of the Greeks. It is a return to the Old Paths that worked well for thousands of years.] (29)

Anna Gillinghams' philosophy emphasizes the importance of individual lessons and daily sessions. Phonics should not be perceived as the "grunt and groan" method. Lessons can be fun, alive, and activity-based, while helping children and adults learn the structure of language for reading and writing. For example, a teacher can ask his students to read a list of fruits or sports, and write the items in alphabetical order. Creating lists of "nonsense" words can also be a fun activity, as well as a helpful tool in detecting weaknesses in reading and spelling.

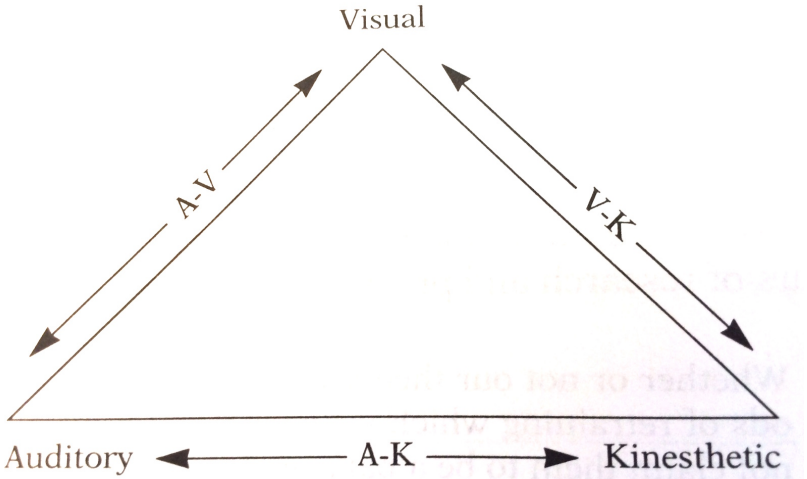
Occasionally we hear about a student whose reading is *spoiled* by knowing "too much" phonics. The student's reading may be halting or labored, or meaning may be ignored. His ability to blend sounds and spell words may be hampered because he has not learned how to make sounds correctly. Teachers need to pay careful attention to the way in which they present sounds, carefully "clipping" the sound without adding an additional vowel sound, /t/ and not /thu/.

Current Practices in Teaching Phonics

Many schools teach phonics, but only after the student has mastered one hundred to two hundred sight words. Once these words are mastered as "whole units," the words are broken down into individual letter sounds. However, this approach is problematic. Without a systematic and sequential approach to reading, the student has no firm foundation. He cannot read many words because their phonetic elements may not have been taught or reformed frequently enough for automaticity to result. [It is important to understand the different between *whole-to-part phonics* (phony phonics) and *part-to-whole phonics* (real phonics).]

Our Approach

In direct contrast in current practices, the Orton-Gilllingham-Stillman approach starts with individual sounds, and then uses the sounds to build words. This "word-building method" also builds a close association or link between what the student sees in print (visual), what the student hears (auditory), and what the student feels as he or she makes the sounds of the letters and writes (kinesthetic – large muscle movements, and tactile – sensations in the mouth and on the fingertips). This technique is referred to as the "language triangle" or multisensory approach. (29)



Language Triangle

Phonetic Associations

Every phonogram (representation of a sound) is presented through each association (visual, auditor, and kinesthetic), and each association is linked and presented simultaneously. The individual pathway makes an imprint on the brain and thus strengthens the learning process.

This is the process of translating *seen symbols* into *sounds,* which is the basis of oral reading.

Association I

This association emphasizes combined use of all thee senses.

a. Associating the symbol (visual) with the name of the letter.
b. Associating the symbol with the sound of the letter (auditory)
c. Association the symbol and the feel of the letter in the mouth as the student produces the name or sound of the letter (kinesthetic – the motion felt in the large arm muscles as he writes or traces the letters.

Step 1: (V-A) Present card; Step 2: (A-K) Teacher makes sound, student repeats.

Association II

This association provides audio training for oral spelling

a. Associating auditory to auditory
   Step 1: Teacher makes sounds represented by letter;
   Step 2: (A-A) "Tell me the name of the letter that has this sound."

Association III

This association is the basis of written spelling

a. Associating the symbol (visual) with how it feels to make the letter as the writes (kinesthetic)
b. Associating the feel of the letter (kinesthetic) with its symbol (visual)
c. Associating the sound of the letter (auditory) with the feel and letter form (kinesthetic)

The teacher should refer to the chapter on handwriting during this association.
This is the procedure when a new symbol is introduced.

Step 1: Teacher models making the letter for student, explaining letter form and orientation.
Step 2: (V-K) The student traces over the teacher's letter.
Step 3: (V-K) The student copies the letter.
Step 4: (K-V) The student writes the letter from memory.
Step 5: (K) The student writes the letter while looking away from the paper.
Step 6: (A-K) The teacher makes the sound and says, "Write the letter that has this sound." The student forms the cursive letter on paper, or rough board, or in sand.

In each of these three associations, the goal is automaticity. The teacher holds up the card or says the sound, and the student produces the correct response without prompting. (31-32)

Important Points

[This is a summary]. 1. Make sure the student says the name of each letter as he writes it (except when tracing and copying). 2. If a student is not able to form a letter without looking at it as she writes, then automaticity has not been reached and fluency of expression will be affected. This includes starting at the correct point, and moving the pencil in the correct direction. 4. Since the core of this alphabetic approach is to establish the concept of words built out of phonetic units, the first essential step is to change the student's attitude toward words as ideographs *to be remembered as wholes*, and to eliminate all guessing. 5. Each phonogram is introduced by a key word that triggers the correct letter sequence. [The Phonovisual Methods does this with two scientifically organized charts.] 6. The teacher should familiarize herself with the correct pronunciation of each sound before introducing a new letter; remember to keep sounds "clipped" and "pure." [This is very important. Many teachers are very faulty here. I have videos on YouTube teaching the Phonovisual sounds properly.] 7. The student should be taught to recognize and to explain the difference between vowel sounds and consonant sounds. Vowel sounds are produced by the breath passing freely through the vocal cords and the mouth. Each can be prolonged indefinitely. When the consonant sounds are produced, the breath is obstructed by lips, tongue, or teeth. A few of the consonant sounds can be prolonged indefinitely, e.g., /f/, but the breath is obstructed slightly by placing the lower lip between the teeth. [The brilliant scientific organization of the Phonovisual Charts is the optimal presentation, in my opinion, of the phonetic facts.] 8. To maximize kinesthetic and tactile reinforcement, the muscles in the upper arm need to be involved. [I highly recommend that early instruction in cursive be taught at the chalkboard. That is my practice, and it has proven highly effective.]

B. Four-Points Program for **S**imultaneous **O**ral **S**pelling (S.O.S.)

This is the naming of letters aloud as each is written, firmly establishing the visual-auditory-kinesthetic linkages or associations. Making connections is very important for children who have integration, processing and/or attention problems. These steps will provide the practice and remediation necessary to improve spelling and the retention of information. (In this revision, we have retained the traditional "Four-Point Program" name, thought there are actually five steps, including the teacher saying the word.)

Step 1: The teacher says the word. The student hears the teacher's voice – auditory.
Step 2: The student echoes the word. This allows the student to hear his own voice and feel his own speech organs – auditory-kinesthetic. Teacher and correct and check auditory processing.
Step 3: The student segments the sounds and then names the letters. This step gives the teacher an opportunity to correct any errors before writing. It is important to imprint the word correctly in the student's "mind's eye."
Step 4: The student writes the letter, naming each letter as it is formed on the paper or rough surface. The student sees the letters and feels his hand for the letters – visual-kinesthetic.
Step 5: The student reads what he has written. The student sees, hears, and feels (in his vocal cords) the word – visual-auditory-kinesthetic. This encouraged the student to become his own proofreader.
Sometimes the student should write with eyes averted to focus attention on feeling and form his hand is following. (35-36)

[The Four-Points are: Step 1: auditory; Step 2: auditory-kinesthetic; Step 4: visual-kinesthetic; Step 5: visual-auditory-kinesthetic. In behavioral terms, they are called "associations." Edward Thorndike would have called them "links." The modern term is "connections" as in The Connectionist Model.]

C. Handwriting:

Cursive writing is the preferred form. It helps to reduce the likelihood of letter reversals. Production is quicker and copying from the board is easier since each letter is lined to the next one. (36)

Handwriting is a separate subject and should be taught as such. The student should not be concerned with spelling, reading, or comprehension. The primary purpose of handwriting is to establish and reinforce automaticity of letter formation. The most difficult part of handwriting is learning the connectors between letters. The goal is legibility. [I pay particular attention to "connectors between letters" in my *Shortcut to Cursive*. I worked with comprehensive list of connecting strokes sent to my mentor Randy Nelson of *Peterson Directed Handwriting.*] (36)

Schools that begin teaching manuscript and change to cursive in the second or third grades cause irreparable harm. Dr. Orton repeatedly asserted that impressions made on nerve tissue are never wholly eradicated. They are only whitewashed over. They linger on, confusing later impression. This change in penmanship may often be seen in high school papers, where the manuscript form asserts itself in the middle of cursive words. [This is bold, yet undeniable observation.] (36)

D. Dictation

As introduced here, S.O.S is a linkage of sound with letter form. In time we shall depend upon it more and more for impressing letter sequences in nonphonetic words. The natural speller can trust his visual memory of a word. The student with confused visual memory cannot. His greatest help in studying a difficult word is to associate the *names* of the letters in correct order with their kinesthetic records as his hand forms them and his voices speaks them one by one. It is essential that the teacher pronounce and the student repeat each sound distinctly, and that these sounds be instantly translated into letter names The mistake is sometimes made of allowing the student to write the letters without naming them. The result will be correct in these simple phonetic words, but confusion will occur later. This is a period in which habits are to be fixed, and spelling must mean *naming* letters. [This paragraph is filled with wisdom. It is absolutely necessary to teach letter names first so the student can use them to orally spell words. The popular idea that students should not spell word with letter names is the source of great confusion. Just consider the word "write." The letter name "w" must be used to spell the word since it is silent. I ALWAYS use oral spelling by letter names when teaching *Alpha-Phonics* and *Blend Phonics*.] (37)

When the student names the letters as he writes them, he is establishing a useful habit, and the teacher is able to observe and correct his individual difficulties and confusions as they occur. (37)

Work from the larger muscles to the smaller muscles to gain "muscle memory." For example, start by writing on the chalkboard, then large-lined paper, and finally regular size paper.
Use the following form to help the students form letters correctly:

*Teacher makes the letter
*Student traces the letter
*Student copies the letter
*Student write the letter without the copy
*The student writes the letter with the eyes averted [I have the student write with their eyes closed to help them develop the muscle memory for the letter form and spelling.] (38)

Specific Points for Group I and Group II Letters.

To avoid the classic mirror reversals of letters b, d, and p, q, the OGS method teaches the writing of these letters in such a way that kinesthetically one does not suggest the other. Children should never be allowed to start a d or b with a vertical line and then lift their pencil to add a circle on one side or the other. This frequently results in a mirror image. Confusion can be avoided if the d is started with a circle to the left as in making the letter a, the upstroke extended to the top and retraced downward. [At this point, an illustration shows how to form the manuscript b correctly starting with a line.] (42)

It is not an accident that d is introduced some distance from the letter b in the handwriting page and that q is separated from p. Under no circumstance can this postponement do any harm. If a young student is being introduced to reading and spelling by this procedure as a preventive measure, the teacher may partially avoid trouble by firmly establishing on symbol before teaching the reverse form. If, however, the student has already used the two symbols interchangeably, this delay will be valueless. The picture of d imprinted upon his memory will be recalled sometimes as d and sometimes as b. The only help, besides the different kinesthetic implant, is to teach some arbitrary device to be remembered quickly when visual memory fails. In the room used for teaching, b and p should be turned toward a picture of a plate of bread, d and q toward a picture of a quacking duck, or towards one's wristwatch or the door, or any other convenient object. **These difficulties can also be avoided by teaching students to use cursive writing**. [The emphasis is mine. Every student, without exception, coming to me from the Ector County ISD, TX, writes the d with a down stroke, and most other letters with an upstroke. None write cursive at any age. The last sentence is intriguing because it gives the real solution: teach cursive first! Interestingly, the only students learning cursive in said ISD are in dyslexia classes, but ironically many are not allowed to use it when they return to their classroom.] (42)

[On page 44, the authors recommend teaching /w/ and /hw/ together] However, many people have difficulty pronouncing the *h* in /hw/ and so pronounce both symbols alike. This is especially common in America today. We say, "The wind wistles," The snow is wite" The ears of children accustomed to such pronunciation do not perceive any difference. To them /w/ and /hw/ sound alike. If they are good visual spellers, they will spell whistle and white correctly, while saying both with initial /w/. The training here is not to overcome visual confusion, but to develop keenness of auditory discrimination. We repeat, one cannot distinguish between one sound! It is therefore essential that the two symbols be place side by side and their differences brought out. [This is very well done on the Phonovisual Charts, which I use every day for teaching the symbol-to-sound relationships.] (44)

Introduction of Diphthongs

The most superficial glance into the primer of any series of readers will show the investigator that diphthongs are introduced in the very beginning of the student's learning to read. This is done because the focus of these books is on learning words that fit into the story. The entire plan of this manual rests upon an exactly opposite concept: the logical development of the construction of words.

Being permitted, even encouraged, to guess a word that "will fit into the story," is one of the most devastating experiences encountered by the language disabled student. [I saw guessing encouraged continually in *Whole Language*, *Reading Recovery*, and *Guided Reading* classrooms. And, yes, I saw it devastate students. I tutor *Guided Reading* failures every day of the week.] (96)

Motivation – Gain in Skill

Most remedial programs stress finding books that will appeal to the personal interests of the student. [There is much good information here. Tell the student they were probably taught in ways that were not appropriate for them, etc. They will be successful now because we are going to teach them the way THEY learn.]

Handwriting

We continue to emphasize that an act is not properly learned as long as it requires visual supervision. A good rower can row just as well in the dark; her eyes merely direct the course, not the dip or pull of the oars. Knitting is not mastered as long as one must watch the needle draw the stitch through. Any really skilled knitter can watch television while doing simple knitting. In the same way the writer's thoughts should not be hampered by attention to the form of letters. (282) [I am an Amateur Radio Operator, NG5W. I can copy and send high speed Morse Code. I even taught it for seven years in the public schools. I know several operators that can copy and send accurate code while holding a conversation or watching TV.]

There is much controversy over whether students should be taught to write using print or cursive – to much for us to address here. However, the case for cursive is strong.

> There is no reason why cursive writing should not be taught from the beginning to all students. However, in the case of dyslexics, there are several reasons for insisting on cursive. To begin with, in cursive writing there is no question where each letter begins – it begins *on* the line. The confusion with forms is not merely a left and right reversal as with b/d/ and /p/q; it is also a up and down reversal as with m/w and u/n; hence the uncertainty as to whether a letter begins at the top or bottom, Second, spelling is fixed more firmly in the mind if the word is formed in a continuous movement rather than in a series of separate strokes with the pencil lifted off the paper between each one. (Diana Hanbury King, *Writing Skill for the Adolescent*. Cambridge, MA: Educators Publishing Service, Inc., 1985, p. 3.) (282)

> In *Writing Skills for the Adolescent*, Diana Hanbury King states:

> Teaching, especially dyslexics, must be multisensory. These days, the word *modality* is in vogue. But, paradoxically, nobody seems to pay much attention to the teaching of handwriting. Rapid, legible, and comfortable handwriting is important for success in school and college. But more than that, it is almost a prerequisite for teaching reading to the dyslexic. It is the kinesthetic sense, the feeling of movement, that fixes the letters in one's memory. Writing is needed to reinforce reading. Maria Montessori noted that young children make attempts at writing before they read – and anybody who has young children can

> observe the same thing. Too little attention is paid to the teaching of writing in the early grades, and none at all later on. Few teachers seem to know what to do about it, other than asking students to recopy their work, sometimes repeatedly. Yes – and this is a useful statement to make to students – handwriting affects every grade a student receives, for papers are corrected, not by machines, but by tired teachers, often at the end of the day or late at night, and the illegible or messy paper inevitably receives less credit. (287)

Fourth Group of Topics (High School & Adults)

Older students are familiar with many words. The object of the remedial techniques in this Manual is to acquaint the student with a new way of approaching reading and spelling – several must syllable by syllable, letter by letter if necessary. There is no value in his reviewing the many words which he already knows at a glance. (106)

At this point three-letter detached or made-up syllables are introduced. Detached syllables are parts of real words; made-up syllables or nonsense words are not. They should be read so clearly that there can be no doubt regarding any of the sounds. This statement applies to all similar lists of detached and made-up syllables that follow in this chapter. The goal here is *application of concepts.* (106)

When words have been carelessly enunciated for a long time without regard to structure, it is very difficult to correct mispronunciations. The student knows the word and is satisfied with it even though the final consonant is lost or the vowel is blurred. Detached or nonsense syllables in which every letter must be sounded serve a unique purpose in developing precision. (106)

das	zin	hom	hab	bix	jal	dem	vol
des	nup	lis	muz	med	kem	jit	mon
dis	wob	kel	pud	sug	hep	fol	quin
dos	yid	ron	fif	zon	daf	ros	saf
dus	deg	tet	sym	beb	peb	dib	heb
rom	min	vix	dal	vit	biv	reg	yat
bez	siz	hos	quiv	fas	sud	gav	pif
rus	lav	lig	sep	rol	vap	ket	nal
quib	rel	fis	pid	pam	wiz	nym	jus
ped	gom	bak	nov	gat	len	zep	gog

Detached and made up syllables (blends).

Although the student who has been attempting to read for some years has become familiar with the fact that certain consonants blend their sounds at times, he is frequently unable to accurately handle detached syllables in which such blend occur. When he attempts to read words containing blends, a curious situation very often appears. The word is made longer by the additional consonants involved in blends, and he is very apt to mispronounce the vowel sound, which he would not do in the case of the shorter and simpler three-letter word or syllable. For example, he might read correctly the detached syllable *len*; but in the longer sequence of *slend* the vowel might be distorted, his pronunciation *slind*. It is as though his concentration on blending the consonants distracted his attention from the vowel sound. The following list of detached syllables and made-up words contains and illustrates blends: (106-107)

hild	spond	fraz	scond	brock	griz	sorb	blad
flab	grif	reft	lusk	stant	sliv	flam	swiv
cren	plym	trast	stig	sniv	quent	glin	snaf
smol	nist	skag	zond	lect	brun	rupt	fract
dult	drant	prob	glox	pleb	rupt	fract	strem
grap	clin	cremp	prof	brev	drog	trib	slom

Silent Final e Detached and Made-Up Syllables

pute	lete	nide	labe	tate	sade	vate	bibe
vene	tave	buke	hume	zome	vule	gade	nive
ute	nize	nade	dyte	mide	ane	bule	yune
fide	uve	vive	pede	fute	mune	zene	ume
nate	sote	jole	ole	une	dite	tude	tave
voke	rene	ite	bine	mize	pote	vade	vule

Detached Syllables and Made-Up Words in Sentences

1. Flimsate pondeg lant.
2. Talcig mundit cymbap.
3. Rindem brid segmel.
4. Dactus flum ellfic.
5. Judsul gast gatlol.
6. Crobe twidlum rindem.
7. Drivlabe glom widrad prave.
8. Enmide modraf quen kriskel.
9. Drastoc elbon hep gitlem.
10. Foltum igsote jum kalmeg.
11. Melzim strep lobsig lanreb.
12. Trumpim engant cribe funbot.
13. Hectis quet vindit banbine.
14. Uglo struct benzam val.
15. Lectem rom sutlib vive.
16. Brant invict hab juncile.

Reading Resumed

The goal of speed is not addressed as part of his program. It is our experience that as skill and accuracy in reading improve, so does speed. In other words, speed will keep pace with increased skill. To set speed as a goal is to place emphasis at the wrong end of the process. Fluency and comprehension increase speed, but striving to read more words per minute does not bring fluency or comprehension. (109)

Teachers should make every effort to prevent the resumption of old habits, such as omitting unknown words or substituting and adding words. The student must make every effort to apply newly learned skills and concepts. He must also recognize that reading, for him, means genuine study. When he says he is ready to read a selection, he must be responsible for correct pronunciation of words and explanation of meaning, and demonstrate use of all tools available to him (such as the dictionary). When possible, most of his early reading should be done orally, so the teacher can assess application of skills. (109) [Notice that *the Hegge-Kirk-Kirk Remedial Reading Drills* recommended that remedial students stop outside reading until they overcame their bad guessing habits. Rudolf Flesch in his 1955 *Why Johnny Can't Read* recommended isolating student from their whole word guessing environment by quitting all outside reading and doing nothing but phonics drills until they stopped guessing. I agree 100%.]

Vocabulary Study Continued

[Here Anna Gillingham recommends the student keeping a loose-leaf notebook to record the new words he is learning. There can be a tap for each letter of the alphabet. The words will be listed as learned, but can be put in strict alphabetical order later. The definitions should be included. I would like to note that I do this with my *Beyond Blend Phonics: English Morphology Made Simple* and my more advanced work, *Wise Owl Polysyllables: Advanced Skills for Young Learners*. My students write the words in a notebook in cursive. They often improve their reading by two, three, or even more grade levels.]

Another section of the notebook may contain notes that in some way describe the relationships of words. Diagramming sentences seems to bring out this relationship more effectively than any other device. [I always teach diagramming to my students. There are many resources for diagramming on my website: www.donpotter.net. The failure to teach sentence diagramming and parts of speech in modern classrooms is a perfect example of the failure of modern education.] (110)

Chapter 5: Acquiring Familiarity with Sound Symbols

Chapter 5 provides the necessary information for teaching and presenting lessons on pronunciation and multisyllabic words.

The techniques in this chapter will aid students in accurate pronunciation by familiarizing them with the sound pictures (symbols) used in dictionaries for analyzing and correctly pronouncing words. Practice in using this symbolism to indicate pronunciation not only fixes the associations between symbols and the sounds they represent, but also sharpens the student's discrimination of sounds; it there provides excellent phonetic training. [This chapter alone is worth the price of the book. It presents seven groups (types) of words illustrating the usage of the Pronunciation Symbols in the *Webster Dictionary* 10th edition. I teach these skills to all my students. A person who cannot use a dictionary cannot be said to be fully literate.] When a student has learned to use these symbols to pronounce the words listed on the following pages, he often becomes quite skillful in pronouncing new words of the same general pattern. (111-112)

Tracing

When teaching letter forms to students and training them away from mirror writing tendencies, tracing is almost indispensable. For older students, it may help with correct letter sequences in spelling. Combined with simultaneous oral naming of letters, it forms a fundamental link in the multisensory approach to integration of the language function. Fernald attributed extraordinary potency to the simple process of tracing. (Fernald, Grace M. *Remedial Techniques in Basic School Subjects*. New York: McGraw-Hill, 1943)

Procedures vary among teachers. We usually have the letters of words traced wish a pencil on translucent paper. We have also applied the term tracing to the act of forming letters with pencil or paper in the air, in sand, or on roughboard as means of very basic kinesthetic training. Many adults do this spontaneously in order to assure themselves of correctly spelling the word about to be written. Fernald, on the other hand, regarded pencil tracing as of little value compared with having the student's finger move in direct contact with the model, without a pencil intervening.

Pronouncing the word and naming the letters as they area traced one by one should be followed by writing them S.O.S after the model is removed. It is essential that models be large enough to make a definite kinesthetic picture of the form traced. Students should trace the letters with enough force to involve the muscles of the upper arm. [Rand Nelson of Peterson Directed Handwriting insists that the students trace the letterforms with the index finger, rather than a pencil. I am convinced that chalkboard writing should be used frequently in elementary writing. (122)

Copying

Exercises in copying serve as an informal diagnostics test. They provide the most convincing proof that the trouble is not due to any defect in vision. If the student looks at his copy letter by letter, he may produce perfect results; but if he looks away from the words being copied, he is apt to make errors. [I have noted that students with poor writing fluency have to glance at the word for each letter. I made this discovery when I started giving my "Handwriting Fluency Assessment," which includes writing the Alphabet from memory and copying a Pangram.] (123)

With practice, the student can lengthen the span of immediate visual recall. Some will find thoughtful copying using simultaneous naming of letters (S.O.S) – an association of visual, auditory, and kinesthetic elements – helpful in the permanent acquisition of spelling. The student so confused as to copy *go* as *og, of* as *fo, it* as *ti,* and see nothing wrong in her written produce, may find it especially helpful to name each letter as she writes it. [Rand Nelson, of Peterson Handwriting, says that students who cannot say the letter names as they write the letters have not developed writing fluency. A part of automaticity is the ability to perform an action while doing something else, such as saying the letter name.]

Very few students copy in sensible units. Most of them refer to the book or the chalkboard for every word, or even parts of word, frequently losing their place and omitting important phrases. These faulty practices are time-consuming. For example, a homework assignment may not have been copied with sufficient accuracy to make its purpose clear when the writer attempts to carry it out. Many a lesson has been wrong for this lesson. [I tempted to cry, "Yes!" NONE of the kids coming to me the last ten years have letter writing fluency. My district - perhaps yours, too - has no formal handwriting program. They have what has been termed "embedded handwriting instruction," a whole-language term for students picking up handwriting on their own without formal instruction." When the kids cannot pick up the handwriting on their own, they are said to have dysgraphia. When I taught my *Alpha-Phonics Cursive Road to Reading and Spelling* to students with severe ADHD, they got so competent at copying that they could read a whole sentence one time and write the whole sentence without having to look again.] (123)

Word Requiring Individual Attention

We have said that studying lists containing words of miscellaneous spelling patterns is not effective for confused spellers. Some cannot remember the correct spellings even for a day. Others learn and reproduce them in the next lesson, but forget them too quickly to benefit the written work. Furthermore, the attempt to remember a considerable number of arbitrary letter sequences breaks down habits of thoughtful consideration necessary for students with unreliable visual recall. (165)

Nevertheless, some words do not fit any type of generalization but are so commonly used that no one can write freely without knowing them. Some are not phonetic and do not conform to spelling patterns.

Others are phonetic in a sense, but the student may choose the wrong phonogram from several that are possible, e.g., /brād/ braid or brade. /tōn/ tone or toan. How are such necessary words to be learned? Some suggestions follow. (165)

Simultaneous Oral Spelling (SOS)

We have already explained the fundamental procedure. Every poor speller should study spelling this way. … A study will usually spell words correctly if he says the letters sub-vocally, whereas he would likely miss the spelling if he dashed the words off simply by eye and hand. The threefold association of visual, auditory, and kinesthetic must never be neglected. [This is the way I have always taught spelling.] (165 - 166)

Syllable by Syllable

Another aid to study, mentioned in Chapter 3, is spelling by syllables, instead of a long breathless series of letters. It is much easier to spell a syllable than a string of six or ten letters composing more than one syllable. [This is the way Noah Webster taught spelling. I used the same procedure in my *Wise Owl Polysyllables: Advanced Skills for Young Learners*.] (166)

Exaggerated Pronunciation

It is often desirable to overpronounce or mispronounce an obscure letter or syllable, or a syllable in which a letter has an unusual sound. While this exaggerated emphasis will make the student conscious of the correct spelling, the mispronunciation is not likely to persist. Examples of words that may be treated in this matter include: sep-ā-rate, slep-t, ex-ak-t-ly, ar-k-tic, sar-dīne, automo-bīle, priv-ī-lege, rek-og-nize. [Interestingly, I have used this technique a lot. Just last week, I taught wăs, whăt, wănt, etc. The kids like correcting me, and thereby remember the correct spelling.] (166)

Nonsense Sentences and Jingles

[This it is very valuable. I will only include one quote below. Note the long lists of homonyms and words of similar spelling in the back of my *Noah Webster's Spelling Book Method for Teaching Reading and Spelling*, and my *Beyond Blend Phonics: English Morphology Made Easy*.]

Different spellings for the same sound should be related to the context for correct word use and meaning. (166)

Final Note from Internet Publisher: Donald L. Potter

These notes were taken for my own personal benefit. They are made available on my website in hopes of passing on some practical ideas contained therein and encourage the readers to purchase this fabulous reference work.

www.donpotter.net
www.blendphonics.org

Last edited on 5/17/2017 and on 11/27/2019.

https://amzn.to/3yIT8gL

In March 2022, I published my *Natural Phonics Primer: A Universal Safety Net for Literacy*.

http://donpotter.net/natural-phonics-primer.html

https://amzn.to/3uOGqfz

On July 15, 2022, I added biographical information on Anna Gillingham from three of her closest associates. This hard-to-come-by information will be welcome by everyone interests life and work of Anna Gillingham.

https://archive.org/details/ERIC_ED116140/page/n53/mode/2up?view=theater

Material on Anna Gillingham

from *The Bulletin of the Orton Society*, Vol. 24, 1974

A SALUTE TO ANNA GILLINGHAM

At a luncheon during the 24th Annual Conference of the Orton Society in Baltimore, Md., November 8, 1974, tributes were paid to Anna Gillingham by the three leaders among her students, sometimes called "the intrepid triumvirate," who have carried forward her work in the teaching children with language learning difficulties and the preparation of other teachers to help them. Jane McCelland, after a brief statement of her own appreciation, introduced Sally Child's as "keeper of the keys to the Gillingham lore and materials," from the East, and Beth Slingerland, a reluctant retiree from the West. All three are recognized as authorities the country, and even the world, over

1. . . . A Pupil for Life."
Jane MeCelland

I am very pleased today to be asked to share with Sally Childs and Beth Slingerland this opportunity to pay tribute to my teacher, Anna Gillingham.a truly remarkable woman. When asked to marshall my thoughts and feelings about her I found it hard to stop short of a volume. Sally probably knows more about her than anyone, and Beth also knew her intimately, so nothing I could say would be very different, as I join them in appreciation of her.

I still feel close to Anna in so many ways. She was fond of our family and we parents and children, loved having her visit. She told stories of her youth as a prairie child and of her devoted parents, and we listened with endless enjoyment. She also fielded questions with the greatest skill when asked about the Persian Wars, ancient history, Latin literature and classical authors. Her fund of nature lore was impressive. She knew of trails long forgotten by even forest rangers in our National Parks, and we think of her every time we visit one. She showed us photographs of herself in breeches and highlaced boots as she tramped on mountain trails. When we are hiking the children often comment that she may be around the next bend. I still like to think of her that way.

She was always teaching about teaching. and in our household "Annaisms" abound. On reading rapidly: "A child must walk before he can run." On the need for presenting all of something complicated: "You can't learn the difference between one thing. "On repetition: "If you present something new on Friday, it will be an acquaintance by Monday and an old friend by the following Friday," but also: "If you ask a child to do something four times, you are nagging and no one appreciates a nagging teacher. "There were also: "Language is only as strong as its weakest link," and, "A teacher is one who helps another know," and finally, "Your success will depend on your skill as a teacher. "She was challenging us constantly, as we struggled to master her skills and achieve her wisdom. I never knew her to tire, physically or mentally. Instead, she thrived on her "call," her "crusade," and we were the tools to help her attain her great, almost impossible, goal.

I am reminded of a time when one of my students was having difficulty with Latin. “What are you going to do about it?” she demanded with stern visage and a firm voice. I stammered something about never having studied Latin. She suggested that I simply get a copy of the student’s book and learn it with him – That’s what teaching is all about! “She was right, as usual, master psychologist that she was. My struggles to help that student gave me considerable insight. His interest was spurred by my feeble efforts, and each day he got help from his Latin teacher, “to clear up some things for Mrs. McClelland.” As a result, he learned Latin very well, though I never did.

When Anna gave me my certificate, I said that I didn't want it to signify that I had finished learning from her; I wanted to be her pupil for life. That appealed to her, and thereafter she always wrote to me as “Dear Pupil-for-Life.”

One of the most important things I learned from her was respect for her clear evaluation of anything new that was presented to her and her willingness to change with the times. The last revision of her life's work, the Manual, was the remarkable feat of her declining years.

I am indebted to her in more ways than I can count!

2. The Anna Gillingham I Knew

Sally B.Childs

The topic, The Anna Gillingham I know "presents me with a problem since I knew Miss Gillingham for almost 50 years and in a variety of roles-first as my teacher and principal in school, later as friend and advisor, professional mentor, and finally as colleague and associate. This gamut is so broad that I have cut it down and propose to consider centrally her career as a professional and her impact in the field of education.

First, she was a rugged individualist, which is a very useful attribute in a pioneer, and one which came naturally from her Quaker background with its emphasis on conscience and service. Her association with Bessie W. Stillman began in 1903 and lasted until Miss Stillman's death in 1947. During these years, their-association included their trips together, their shared living and their mutual and complementary professional interests. Bessie Stillman was the sensitive and devoted teacher of language skills and Anna Gillingham the great organizer and teacher of mathematics. Late during the teens Miss Stillman contributed the first efforts at teaching those we now call dyslexics and Anna Gillingham utilizing the techniques and insights of psychological testing contributed some understanding of the make-up of those recognized as bright students who could not master language skills. There are many points of special interest.

For us here, the outstanding one is Anna Gillingham's association with Dr. Orton. When I rediscovered her as an adult, she had already come to recognize the existence of children with language disabilities and with Miss Stillman she had begun to work out ways of helping them overcome their problems. As usual Anna Gillingham followed her interest with her usual zeal. She "discovered" Dr. Orton when he was still in lowa. After corresponding with him about their mutual interests, she began to consult him in person as soon as he moved to New York City. Thus began an association which lasted until his death in 1948.

One of her outstanding qualities was a rigorous intellect. She had been well-trained at Swarthmore and at Radciffe before doing her graduate work at Teachers College, Columbia. Consequently, she was better able than most to make searching investigations and evaluations of the various contributions of others to the infant field of language problems. The only time I ever knew her to be unduly influenced was when I suggested that it might be difficult to explain vertical reversals in terms of Dr. Orton's theory. Her uncharacteristic answer was to deny the existence of vertical reversals!

Another outstanding characteristic of Anna Gillingham was her vigorous insistence on upholding standards even when it was difficult. Those who attacked her usually did so from lack of understanding of her theory and sometimes of her practice， or because they wanted quick and easy solutions, They ascribed ideas and positions to her which she never held, frequently misunderstood her seeming arrogance and were unwilling to do the hard work often needed. They frequently compromised and ended up in self-defeating situations.

Few people ever appreciated Anna Gillingham's patience and persistence. She would display endless kindness and understanding of the difficulties children encountered, though she always expected them to do their utmost. After her sight failed so badly that she was for all intents and purposes blind, she refused to admit it and carried on despite the handicap. One outstanding example was the delivery to her home in one batch of nearly a half million cards for drill packs and phonic word boxes, which she then proceeded to collate into their respective sets. She never knew about the errors in the sets reported by baffled purchasers since her secretary was able to

protect her from that embarrassment. The customers never knew that the reason for her undertaking this monumental effort herself was the cost of having the work done professionally, which was prohibitively expensive before the invention of collating machines.

For a woman of her day, she was the archetype of the true investigator and innovator. She had the kind of mind which gradually focused on a problem and narrowed it into definable limits. We all know now that probably the most important step in the application of the scientific method is the recognition and formulation of the problem. She worked many years ago on this premise. Then at the next stage she was both imaginative and tireless in tracking down possible relevant factors in any solution. The first outstanding example of this was her use of the new method of measuring intelligence just imported from France into America about 1912. It had been used first in France and later at the Vineland School in New Jersey to identify retarded children. She saw no reason why the test could not equally well identify superior ability and went on to use it and prove this point. This test was of course the Simon-Binet in the Goddard or Vineland translation at first, revised in 1916 by Terman and known by his name. New interpretation of this test in reference to children with specific language disability very quickly established itself as an essential part of the process of identifying such children. She also used additional measures of ability in various areas, such as reading, spelling, and arithmetic, but their use was more widely accepted. Anna Gillingham became one of the first. practicing school psychologists (perhaps the first) in this country long before such a position was officially recognized by name.

One aspect of the work of Anna Gillingham and Bessie Stillman which is not generally recognized is that they discovered and valued certain principles of learning, epecially in their relation to specific language disability which are (IMPLICIT but not EXPLICIT in their work. Sometimes a term used later to designate some particular aspect of their work was never actually used but the concept suggested in her Manual and explained to me in detail by Anna Gillingham was unmistakable. We should consider some of the those important of these in order that we may understand their contribution and the way in which some of my work descends from theirs. It was been a matter of surprise to me to discover that they had actually anticipated some of what I was sure were my own best thoughts. but had not stated them in recognizable or usable form. Still ,they must have gotten through to my consciousness somehow.

My first example is “The Discovery Technique” or “Distech” for short. Anna has said that the teacher must never TELL the child a new fact or principle if it is anything he can figure out for himself: he should be given the opportunity to do so. I have worked out how to teach teachers to do this as well as how important it is. Gillingham and Stillman also emphasized the importance of routines and their role in building up self-confidence in these baffled, frustrated children. This is now emphasized by all who work constructively with these children.

The insistence on “pure” sounds, uncontaminated by preceding or following elements such was way ahead of its time, and is even yet not fully appreciated. Zangwill summed it up after an early conference in Baltimore when he said that he had learned that when you blend the sounds /bu/ /a/ /tu/ you get bu-a-tu not “bat.” Gillingham and Stillman were weak on speech theory but they had the right ideas based on observation and good sense. Clearly embodied in their organization of Chapters 2 and 3 in the manual is that the most efficient teaching is the development of a general principle. To assure its understanding before introducing modifications and special cases which belong to its more general application is important.

The establishment of a limited selection of phonetic forms of English which are dependable and consistent, must precede the addition of the multiple responses of Chapter 3. This procedure also applies to the presentation of spelling rules and probabilities. Gillingham and Stillman used the term probability but it is obvious that Bessie Stillman's long vowel tables, inadequate as they were, constituted a first step in a right direction. Before the age of computers, it would have been virtually impossible to collect and classify the data summarizing the spellings of the sounds of English. but Miss Stillman was on the right track and I am sure that my work on the probabilities stems exactly from her inspiration.

In a similar way the ABC System, which I first developed for classroom spelling in 1948-1949 at Anna Gillingham's request, even though modified and improved in the more recent version was a subconscious utilization of their "regular" spellings of Chapter 2 the "scientific choices" suggested but never really presented as the spelling companion for the reading of Chapter 3, and finally the "learned words" which contained irregularities which could not be produced by the application of choices. Naturally I was able to profit later by recognition of some of the inadequacies inevitable in the pioneering stages. More valid categories could then emerge, helped into being by the computer studies more recently available.

The incorporation of "detached syllables" and their location in real words provided an invaluable body of material for use with older students. It was too small and quickly outgrew the available syllables and but it grew into the Childs "noncewords" which include the syllables, rare phonetic words and additional ones made up when no others could be found. This.
material really tests the ability of students to READ, and not merely to remember from some vague past.

It is surprising to many people that neither Anna Gillingham or Bessie Stillman ever used the term "coding." though their work is considered the archetype of the application of this concept. It is possible to fit their insights into a coding presentation with practically no change whatever.

Another point of much controversy was their insistence on a "standard" of dictionary pronunciation in all work during lessons. Anna Gillingham vehemently rejected what she called "sloppy" or "careless" pronunciation because she recognized that their sort of spelling depended on clear pronunciation and enunciation. Parenthetically, it was all the more extraordinary that she allowed herself to be persuaded into acceptance of the excesses of Webster III and its satellite dictionaries, which I personally am sure would never have happened if Bessie Stillman had been alive, despite the influences which were working on her to be modern and go along with something which seriously undermined the whole concept. The reason for their failure to be more successful in the effort to make this insistence on "standard" pronunciation stick was that they never differentiated adequately between oral speech in informal use and the more formal situation related to written language. People interpreted their stand as relevant to all talking and naturally refused to accept it at all.

One final example of an important phase of the work with specific language disability children foreshadowed in the 1946 Manual but later, omitted, was the Phonics Proficiency Scales. Now they have been revived and expanded to meet the demands of parents and administrators for proof that their children really making progress before this shows on standardized tests.

It can readily be seen that the accumulation of contributions in both the theoretical and practical aspects of the identification and treatment of children with language problems on the part of both of these two workers through the summarizing years of Anna Gillingham alone, has been of incalculable value. A sentence from the introduction to Monograph III written by Herbert W. Smith, outstanding teacher and educational administrator and long-time friend and

supporter of Gillingham and Stillman, and later of Gillingham alone, expresses the thought I would like to leave with you. He said, “The association between Samuel Torrey Orton the psychiatrist and neurologist and Anna Gillingham the teacher and psychologist was probably the most productive ever to exist in the interest of children.”

3. Memories of Anna Gillingham:

A Human Being Like the Rest of Us

Beth H. Slingerland

My assigned topic, “Anna Gillingham’s Contribution to Public Education,” is difficult or impossible to treat directly. While I knew her for the last 29 years of her life, beginning in 1935-she had almost no contact with public schools, nor with classroom instruction. She was concerned with children and teachers wherever they were. Her great contribution was of instructional techniques based on the underlying neurological principles she learned from Dr. Orton and basic to teacher training. Her tremendous contributions therein set her apart and above us all. We can do more than carry on what she and Bessie Stillman pioneered for children with specific language disability and, in addition, widen the paths that lead into the future-something that both of them wanted above all else.

This, of course, leads many of us to work in the public schools spreading her influence indirectly, although it was more often the independent than the public schools which welcomed her and her educational approach at that time.

I prefer to speak of Anna in the everyday kind of relationship I had with her. Sometimes that meant-hours together enjoying common interests in either work or play. Sometimes it meant learning to accept with understanding her almost harsh criticism and, eventually to be able to justify to her satisfaction any point of procedure that I used with specific language disability (SLD) children, all of which prepared me for what lay ahead. I am indebted to Anna Gillingham for the reorientation of my life and for the inspiration offered while observing her complete and selfless dedication to the treatment and understanding of dyslexia, the strephsymbolia of her day. To those of us who learned from her she was forceful, demanding, possessive, critical, approving, loyal, and in her own way, affectionate and devoted. With herself she, was frugal but to causes in which she believed, she was generous. Aside from the professional ties, we had some mutual interests, one of which released all barriers in bringing us together through love of the outdoors.

Anna Gillingham's most treasured friend was Bessie Stillman. I came to know and love her as a gentle, kindly, quietly firm, considerate lady. She was an artist in her skill in teaching children. What Anna appeached with force and insistence, “Bessie did with gentleness and persistence. Life for Anna was never the same after Bessie died in 1947. Each one had depended upon the other. Bessie was frail while Anna had, unbelievable physical endurance. Bessie contributed more than is generally realized to the teaching procedures that fit into the techniques necessary-for helping SLD children to learn.

I met Anna Gillingham and Bessie Stillman for the first time in 1935 in the lobby of Many Glacier Hotel of Glacier National Park in Montana. I recall that I was very curious as to what they would be like and they told me later that they were equally curious about the meeting, wondering whether or not it would be worth their time. Eventually, all of us knew that it had been.

Early in 1935, Mary Winne, elementary principal for the Punahou School in Honolulu, Hawaii - the first American school west of the Rocky Mountains, founded in 1841-wrote a letter to Anna and Bessie to ask them if they would give lessons to her and to a young primary teacher (me) in the summer. Anna's answer stated in no uncertain terms that under no circumstances would they give up their summer in Glacier National Park but, since we were willing to come all the way from Hawaii (by ship only in those days), she would agree to work at their stated times.

They would meet with us from nine to twelve o'clock each weekday and no more.

Our introduction to Dr. Orton's work and to SLD children began, as pre-arranged, in early July; but when Anna discovered that Mary Winne, my husband John (who fished each morning), and I planned to walk over the trails in the afternoons, she altered her daily schedule immediately and requested that she be included in those walks. Besides, so she told us, her absence would permit Bessie to rest without interruption. That is how Anna became an all-round real person to us and not just a professional "giant" somewhat frightening and overwhelming. I learned that her bark was much worse than her bite, something that helped to prepare me for all that followed.

During each morning's work we observed that Anna and Bessie deferred to each other with mutual respect for the other's professional strength and knowledge and for their different needs in physical comfort. Bessie sat in chair with robes around her legs, a shawl over her shoulders and with what my mother called a "duster" on her head to keep it warm. Anna dressed for the afternoon walk and she needed no robes to keep her warm. Bessie's skirts were full and reached down to her ankles and Anna wore knickers, as did we, and her shoes always were oxfords.

On weekends we took long walks of many miles. On the first hike which was to Iceberg Lake, I prepared a lunch in the usual way, in separate bags for each person to carry in his own knapsack. When Anna learned of our procedure, she told me most forcefully that to take food other than an orange, or possibly two oranges, was unnecessary and without justification because eating interfered with hiking. Nonetheless, I prepared the customary lunches, but I put one for Anna in my husband's knapsack. When we reached Iceberg Lake we rested while enjoying its floating icebergs and the magnificence of the surrounding high mountain cliffs. Without any comment we took out our lunches and John handed a bag to Anna. She accepted it readily and she ate everything in the bag. Then, noting that I did not eat all of mine, she told me I was wasteful and that food was meant for eating. She ate what I had not eaten except for the cookies I withheld to feed to the little Columbia ground squirrels and the marmots. Needless to say, the rest of us avoided looking at each other or we would have laughed. She did not discourage us from taking lunches again.

Sometimes in the early evening we took Bessie for short walks over trails close to the hotel. More than once I stood spellbound while waiting for little snakes to reappear after coming out from the side of the path to disappear under her billowing skirts and continue on their way off the trail. She never seemed disturbed, but I was wondered if ever she saw them in the first place.

Anna Gillingham and Bessie Stillman were persuaded by Punahou's president, Oscar Shepard, and the Trustees to spend two years (1936-1938) at Punahou, and they gave me full time to work with Anna and Bessie, Anna was a driver, so complete was her dedication and desire to further the kind of instruction for SLD children in which she believed. She frightened teachers and sometimes parents, too, with her blunt and out-spoken manner and her almost unmerciful criticism. Bessie helped to smooth misunderstandings whenever she could. More than once I have been grateful for having had the opportunity to know more than one side of Anna's personality and character. In Hawaii, the hiking over Oahu's mountains and beaches enriched the relationship we shared and that helped me to keep my own sights in focus. Those days provide too many stories to relate for this occasion.

Anna visited us on several occasions after the war, when we had come to live in the country near Seattle, Washington. By the time her home was in a sixth floor apartment in Bronxville and, as she said, most of the outdoor life she could experience was to look down onto the tops of trees. When she was with us she liked to lie in the swing in the late afternoons and look up into the trees while waiting for John to come home and while I got dinner. She had grown fond of John

over the years and she looked forward to his homecoming affectionate greeting in the same way she did to his hug and kiss when he left iv the morning.

Anna, in the 50's, began to mellow and, sad to say, blindness began to overtake her. She disliked admitting that this handicap was interfering with the freedom of movement she had enjoyed the past. She spoke with affection of Sally Childs whom she had known as a little girl and then, after a lapse of time, as an adult who was to become her professional heir. By the time I met Sally some years later, she was no stranger to me, so well had I come to know her through Anna.

When we worked together during the day Anna frequently became highly critical of any step I was developing for classroom instruction, tearing it to pieces until I would rise to its defense by vigorously reminding her that everything I was doing was based on what they had taught me. Almost without warning, she would go into an abrupt reverse and say, "Well, I just wanted to know if you could explain what you were doing as you will be called upon to do, especially by those who will oppose our work and by those who know nothing about it. "Then she would express approval and satisfaction in knowing that I had no intention of deviating from the basic principles underlying her instructional techniques. She did, however, remain irritated and in disagreement with me on one point.

Anna could see no reason why I felt compelled to adjust preventive instruction to the use of manuscript instead of cursive writing. It meant little to her that almost every state in the union used manuscript. "Go in and tell those schools what they should use," she would say to me while refusing to acknowledge how fast I would have been "thrown out" had I behaved as she wanted. It was that kind of attitude that sometimes blocked her acceptance by others. Many times I reminded her that by adapting, adjusting and doing a good job, the results paved the way for the kind of acceptance and cooperation that led to success. Grudgingly she would agree but she did not like the patience that course required.

Anna was a vegetarian, and she was delighted with the Pacific Gold peach trees we had.

"Take all the peaches you want from the trees.": we told her. "With all those peaches on the ground!! I will do no such thing and you should not be so wasteful yourselves. I shall gather the fallen ones and eat the parts that are not bruised, and so will you, after I peel them," she decreed.

Even though the fallen peaches were welcomed by John's pet geese, she arranged piles of them on outdoor tables and on the lawn. She feasted on peaches off and on throughout each day.

One morning in July I took her to call upon a friend in the north end of Seattle. It was a hot, two hour, wait and I became hungry and thirsty by the time she returned. She insisted that we should wait for lunch until we got home. "Lunch here in town. with all those good peaches at home? Wasteful!" So I took her into town to the railway office where she wanted to make return reservations. As there was no mid-day parking available, I let her out of the car at the office and drove up steep hills to find a parking lot several blocks away. When I returned, she was fuming and completely out of patience because. "That railway no longer provides lower berths. I was compelled to reserve a roomette, an extravagance on my part because a lower berth has always been satisfactory to me. They have nothing less than roomettes."

She refused to believe me when I told her how much privacy she would have to spread out the work she liked to do while traveling. (After she got home, she wrote from New York to tell me that I had been right. A roomette was better and was worth the added cost to her.) However, that afternoon, I must confess that I cared not whether she walked home or rode on a freight train. Both of us were tired and hungry.

"We will go home now. Where is the car?" she asked.

I had no intention of climbing the uphill blocks to the parking lot, hot as it was, so I suggested that we go to the car by taxi.

"A taxi!! Since when have you not been able to walk? If I can walk so, can you!" This time I meant to have my way and, fortunately, a taxi driver had been listening with considerable interest. Our eyes met in a mutual understanding. Without Anna fully realizing what was happening, we literally boosted her into the back seat and the taxi driver quickly closed the door after me. He drove up all the steepest hills following a round-about way to the parking lot. Then she said,

"Well, that would have been quite a long walk. I guess it was better to ride." I never gave a generous tip with so much pleasure in all my life.

After a twenty-mile drive home, the piles of peaches were as Anna had left them, much to her satisfaction. Without delay she had her outdoor lunch of peaches.

Her determined frugality, exasperating as it sometimes was, was balanced by her honesty in seeing when her judgments needed modifying. Now these incidents are but amusing memories of her forthright individualism.

I saw Anna for the last time in,1962 just a year and a half before she died - a sad time filled with nostalgic memories for both of us. Reluctantly she had gone to live at the Bethel Methodist Home in Ossining. New York. She had become almost entirely blind. I went to visit her early one November morning and stayed late through the next day.

Anna could barely see more than light and dark. Her room was stuffed with what she wanted near her and everything had to be kept exactly in its particular place to enable her to find it by its feel.

She was lonely, longing to see those for whom she cared. She had made almost no friends where she was living because the people there had nothing of interest to offer her and she must have frightened away any overtures of friendliness.

Upon my arrival Anna announced that I was to stay with her all day and until her bedtime at 10 o'cock. By seven in the morning, I was to return for our breakfast together.

"We must not lose a minute since you can give me such a short visit. I do not understand why you can't stay longer but I suppose that John does want you to come home," she said. She told me that she was having a great many concerns to bother her and she wanted me to listen to them.

First, she could not decide which of the two *Manuals* to republish - the 1956 or the 1960 edition. When I expressed my preference, with reason, of course, she said. "Then you and Sally (Childs) are of the same opinion and, I will regard Sally's preference because she is my professional heir. But I cannot seem to make up my mind. "Repeatedly, during the time I was with her, she spoke of her indecision. [Her concern was removed when Mr. Robert Hall of Educators Publishing Service published both editions.]

As she sat alone in her room each day, she must have spent hours recalling her past.

"Beth, I used to tell you and others that it was not necessary to watch one's hands when knitting or typing. Now I have to memorize telephone numbers and sometimes I can't recall them, or I make mistakes when I try to dial. I must wait until someone will read the letters that come to me. Have you ever held a letter in your hand and longed to know what it said? Usually there is no one to write letters for me." Although she did have some help in this respect, there were so many that she had in mind to write that she often felt frustrated.

We went over the keyboard of the typewriter which she had memorized accurately years before. Now, when she tried to type, one slip in hand placement scrambled letter sequencing to a point where what she typed was unreadable. She reluctantly admitted that she could not see when her hand failed to retain correct placement. She was distressed by the loss of this means of communication, but something else bothered her even more.

"You know how I used to tell people there was no excuse for them to look at the keyboard if they memorized its letter placement. I was wrong and now, if you tell me my hand keeps getting out of place you must be right, but I have tried so hard, just as our SLD children do."

In the afternoon I noticed that Anna's eyes and her nodding head indicated some need for a restful doze. I made the mistake of suggesting that she snooze for a little time. She revived immediately, with all her old vehemence to deny any such need, saying. We have very few hours to be together and I have no intention of wasting a single minute. You stay right here until bedtime." I stayed, never letting on that our conversations were interrupted now and then while she dozed unintentionally.

Next day, Anna said, as she bemoaned the fact that I could not stay longer. "There is one thing I would like for you to do for me. I know it is getting late in the Fall and I wish you would please take me for a walk outdoors. I can't see the leaves but you can tell me what you see and I will be able to feel the air and smell the outdoors. We will remember our walks in Hawaii and Montana." So, on that last day with Anna, that is exactly what we did.

We walked arm in arm around a lovely circle of streets upon a hill in Ossining and I described what surrounded us. It was cold but the sun shone and she was aware of its warmth. These last memories are sad and dear to me. It was like reliving the life we had known together, and I have been grateful that this life included the part of Anna seldom known by many others.

Anna Gillingham gave her all to the cause of specific language disability children with a dedication that excluded almost everything else, including people with different interests. Sally Childs, and other friends came as often as they could but she was often very lonely during those last months of blindness and inability to carry on in her own independent way.

Frequently during my visit, she sought reassurances that she would be remembered. "Do you really believe that people will not forget what I have tried to do and that they will carry on without me?"

"Yes," I would tell her, "and like all great people you will become greater every year. Remember how all great people in the world are seldom appreciated until after they go? It will be the same with you and you will keep right on living." She seemed to derive comfort from these reassurances and she would reach out to hold my hand. It did give her satisfaction that the Anna Gillingham Fund for teacher education would help perpetuate her work. Those of us in the world of education for SLD children can do no less than remind ourselves that what is happening today belongs to Anna Gillingham first, and then to the rest of us. We wish she could have been here today to look out over this large gathering to see for herself that she has become a giant above all others and that she is not forgotten. She is remembered, as she would like to be.

Note: I notice that Anna Gillingham and I have one thing in comment: cursive handwriting. Although for six years straight, kid I taught won national cursive handwriting competition, my principal did nothing but persecute me for it.