

Reading Exercise # 1
from "Man Against Himself"

It is nothing new that the world is full of hate, that men destroy one another and that our civilization has arisen from the ashes of despoiled peoples and decimated natural resources. But to relate this destructiveness, this evidence of a spiritual malignancy within us, to an instinct, and to correlate this instinct with the beneficent and fruitful instinct associated with love, this was one of the later flowers of the genius of Freud. We have come to see that just as the child must learn to love wisely, so he must learn to hate expeditiously, to turn destructive tendencies away from himself toward enemies that actually threaten him rather than toward the friendly and the defenseless, the more usual victims of destructive energy.

Reading Exercise # 2
from the Journal of Experimental Education
by Frank Laycock

An early stage in learning to read is recognizing simple printed words and what they mean. With practice, recognition gradually embraces more complicated words and ideas. Then when some ideas can be understood more easily than others, a further skill is very helpful - matching speed to understanding, so that simple passages take less time to read than difficult ones. However, most people do not acquire this knack of flexibility; they maintain a constant rate regardless of its efficiency. Especially in college, where reading is the chief tool for gathering information, a student stuck in low gear is handicapped. Formulas, poems, short stories, and historical documents may all have to be understood, but understanding need not come at the same rate for all. Efficiency, therefore, implies knowing when to change speeds, and then being able to do so without undue trouble.

Reading Exercise # 3
from The Best Learning
by Cyril O. Houle

The best learning is that which occurs in adulthood. Our psychologists have demonstrated fairly conclusively that, for most people, the ability to learn is at its peak in the years from eighteen to forty-five. There is evidence to show that, even after forty-five, learning power remains high if it is exercised carefully and systematically. Adults can learn better than children; maturity is not a bar but an incentive to the person who wishes to develop his own potentialities. It is significant to recall, among other things, that virtually all the really great teachers, both religious and secular, have taught adults, not children. Naturally, the elementary school and the high school should do something more than keep children warm and dry. They can do little more, however, than prepare their pupils for the real education which maturity will bring.

Reading Exercise # 4
from Clinical Studies in Reading
by Mandel Sherman

Psychiatrists have observed that no other inadequacy creates as great a sense of frustration and failure as a reading difficulty. This is partly due to the fact that everyone is expected to be able to read adequately in order to advance in his schooling. Reading is also considered a criterion, in the cultural sense, of an individual's mental ability. If a person is deficient in some academic subject such as arithmetic or geography, he can avoid facing his inadequacy by avoiding those subjects. A reading defect cannot, however, be easily circumvented. His disability is brought to his attention, not only when he attends school, but in almost every other situation. He finds himself culturally in an inferior position because he cannot read books as ably as others, nor in some cases can he even read the newspapers with a semblance of competence. In one sense, therefore, the person with a serious reading defect finds himself in the same cultural position as the illiterate. He is reputationally classified by his fellow-men either as an inferior individual or as a queer person. As he grows older he is less able to rationalize the defect or to avoid the conflict associated with his deficiency and therefore accumulates further and further frustration.

Reading Exercise #5
from "Sex is Not a Natural Act"
by Leonore Tiefer

The public is also not merely a passive player reflexively responding to the proselytizing of health experts and the media. Rather, medicalized discourse about sexuality seems to be actively sought to provide both authoritative direction and self-protective attributions. The dearth of sex education, plus the high importance attributed to sexuality leave the public eager, even desperate, for information from respected authorities. The morally neutral discourse of "objective medical science" provides ideal cover for sexual claims and desires that might otherwise be questioned. Feminists, for example, embraced Masters and Johnson's (1966) "proof" that women were entitled *by their biology* to sexual activity, pleasure, and orgasm. The gay community cites the American Psychiatric Association's 1973 declassification of homosexuality as evidence of its biological normalcy.

Reading Exercise #6
from "Changing linkages between work and poverty in rural America"
by Daniel Lichter, Gail Johnston, and Dianne McLaughlin

Not surprisingly, the likelihood of poverty among nonmetro workers declined with increasing education. Although the effects of education did not change over time, low-educated nonmetro workers nevertheless were significantly more likely than their metro counterparts to be poor in 1979. By 1989, poverty rates were significantly higher among nonmetro than metro workers with more than a high school education. Clearly, returns to education (if measured in terms of reduced poverty) are lower in nonmetro than metro areas.

Reading Exercise #7
from "The Great Transformation"
by Karl Polanyi

Our thesis is that the idea of a self-adjusting market implied a stark utopia. Such an institution could not exist for any length of time without annihilating the human and natural substance of society; it would have physically destroyed man and transformed his surroundings into a wilderness. Inevitably, society took measures to protect itself, but whatever measures it took impaired the self-regulation of the market, disorganized industrial life, and thus endangered society in yet another way. It was this dilemma which forced the development of the market system into a definite groove and finally disrupted the social organization based upon it.

Reading Exercise #8
from "The Everyday World as Problematic"
by Dorothy Smith

The everyday world is not fully understandable within its own scope. It is organized by social relations not fully apparent in it nor contained in it. This is the social organization of the sociological problematic in the actual work and practices of real individuals. Earlier forms of society do not have this double character. In simpler social forms, the character and organization of the everyday world are fully visible. The ethnographic techniques of the anthropologist have depended upon this visibility.